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Judul Karya Ilmiah:

"THE EFFECT OF WORDWALL MEDIA ON THE 8TH GRADE STUDENTS VOCABULARY MASTERY IN SMP PAWYATAN DAHA 1 KEDIRI"

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INTRODUCTION

In this chapter the researcher wants to describe about: Background of the research, Formulation of the problem, Purpose of the Research, and Significance of the Research.

A. Background of the Research

English is one of the most widely used international languages and plays an important role in communication, education, business, science, and technology. In Indonesia, English is taught as a foreign language at various educational levels, including junior high schools. To communicate effectively in English, students need to master several language components, such as grammar, pronunciation, and vocabulary. Among these components, vocabulary is considered a fundamental element because it supports the development of listening, speaking, reading, and writing skills. Without sufficient vocabulary knowledge, students may experience difficulties in understanding texts, expressing ideas, and participating in communication activities. Nation (2022) states that vocabulary knowledge is essential for language acquisition, while Schmitt and Schmitt (2020) emphasize that vocabulary mastery contributes significantly to learners' communicative competence and overall language proficiency. Therefore, vocabulary mastery plays a crucial role in students' success in learning English.

The rapid development of technology has encouraged the integration of digital learning media into educational practices. Technology-enhanced learning environments can increase students' motivation, engagement, and participation in the learning process. According to Hwang and Chien (2022), digital and game-based learning environments promote meaningful learning experiences and positively influence students' learning outcomes. One digital platform that can be used in vocabulary instruction is Wordwall.net, which provides interactive activities such as quizzes, matching games, anagrams,

and word searches. Through these activities, students can practice vocabulary repeatedly while receiving immediate feedback. In addition, multimedia learning environments that combine visual and interactive elements can improve students' understanding and retention of information (Mayer, 2021). Therefore, Wordwall.net has the potential to support students' vocabulary mastery and create a more engaging learning environment.

Based on preliminary observation at SMP Pawyatan Daha 1 Kediri, many eighth-grade students still experienced difficulties in mastering English vocabulary. Students often had problems understanding word meanings, remembering vocabulary, spelling words correctly, and using vocabulary appropriately in sentences. In addition, students showed low motivation and participation during English lessons because learning activities were still dominated by conventional teaching methods. As a result, students' vocabulary achievement remained relatively low. According to Alqahtani (2019), limited opportunities for active engagement and meaningful practice can hinder vocabulary development. Therefore, innovative learning media are needed to improve students' vocabulary mastery and learning motivation.

Several previous studies have reported positive findings regarding the use of digital learning media and game-based learning in language instruction. Reinders and Wattana (2015) found that digital game-based learning increased students' engagement and willingness to communicate, while Bicen and Kocakoyun (2018) reported that gamification improved students' academic achievement and classroom participation. More recently, Safitri et al. (2024) and Yasminto and Ningsih (2024) found that Wordwall.net significantly improved students' vocabulary mastery and learning motivation. However, most previous studies focused on motivation, engagement, or general English achievement rather than specifically examining vocabulary mastery based on the aspects of form, meaning, and use proposed by Nation (2022). In addition, limited research has been conducted among eighth-grade students at SMP Pawyatan Daha 1 Kediri. Therefore, this research aims to investigate the effect of Wordwall.net media on students' vocabulary mastery in terms of form, meaning, and use among eighth-grade students at SMP

Pawiyatan Daha 1 Kediri. To maintain ²⁷the scope of the research, ¹this study is limited to vocabulary mastery ¹based on the aspects of form, meaning, and use and employs a one-group pre-test post-test design.

B. Formulation of the Research

²Based on the background ¹and limitation of the problem above, this study formulates several research problems related to the effectiveness of Wordwall.net media on students' vocabulary mastery among eighth-grade students at SMP Pawiyatan Daha 1 Kediri. The formulation of the problems ³in this study are as follows:

1. What ¹are the students' vocabulary mastery scores before the implementation of Wordwall.net media?
2. What are the students' vocabulary mastery scores after the implementation of Wordwall.net media?
3. Is there a significant effect in students' vocabulary mastery ¹after the implementation of Wordwall.net media?

C. Purpose of the Research

Based on the formulation of the problem above, ²the objectives of this study are as follows:

1. To identify students' vocabulary mastery scores before the implementation of Wordwall.net media.
2. To identify students' vocabulary mastery scores after the implementation of Wordwall.net media.
3. To determine whether there is a significant effect in students' vocabulary mastery after the implementation of Wordwall.net media.

D. Significance of the Research

¹⁰The findings of this research are expected to provide both theoretical and practical benefits for ²English language teaching and learning, particularly in vocabulary instruction.

1. Theoretical Benefits

Theoretically, ¹ this research is expected ⁸ to contribute to the development of knowledge in the field of English language teaching, especially regarding the use of digital learning media in vocabulary instruction. This research provides empirical evidence about the effectiveness of Wordwall.net media in improving students' vocabulary mastery in terms of form, meaning, and use. Furthermore, the findings of this research are expected to enrich the existing literature on technology-enhanced language learning and game-based learning, particularly in the context of vocabulary learning among junior high school students. In addition, this research may serve as a reference for future studies related ⁷ to the integration of interactive digital media in English language teaching.

2. Practical Benefits

- a. For the Researcher: This research is expected to improve the researcher's knowledge and experience in implementing Wordwall.net media to teach vocabulary and conducting educational research.
- b. For English Teachers: This research ⁶ is expected to provide English teachers with an alternative interactive learning medium that can help improve students' vocabulary mastery and learning motivation.
- c. For Other Researchers: This research ⁶ is expected to serve as a reference for future research related to vocabulary mastery, Wordwall.net media, and technology-enhanced language learning.
- d. For the Readers: This research is expected to provide readers with information and insights about the use of Wordwall.net media in improving students' vocabulary mastery.

REVIEW OF RELATED LITERATURE

In this chapter the researcher wants to describe about: Background of the Research, Formulation of the Problem, Purpose of the Research, and Significance of the Research.

A. Vocabulary Mastery**1. Definition of Vocabulary**

Vocabulary is one of the most essential components of language learning because it serves as the foundation for communication and language development. In learning English as a foreign language, vocabulary plays a crucial role in helping students understand information, express ideas, and interact effectively with others. The mastery of vocabulary supports the development of the four language skills, namely listening, speaking, reading, and writing. According to Nation (2022), vocabulary refers to the words that learners need to know in order to communicate successfully in a language. Vocabulary knowledge includes not only understanding word meanings but also recognizing word forms, pronunciation, spelling, grammatical functions, and appropriate usage in different contexts. Therefore, vocabulary learning is considered a fundamental aspect of language acquisition because it enables learners to comprehend and produce language effectively.

The importance of vocabulary in language learning has been emphasized by many language experts. Schmitt and Schmitt (2020) state that vocabulary is a central component of language proficiency and provides the basis for learners' ability to speak, listen, read, and write effectively. Similarly, Wilkins, as cited in Thornbury (2017), argues that "without grammar very little can be conveyed, but without vocabulary nothing can be conveyed." This statement highlights that vocabulary is the key element in communication because learners cannot express

meaning or understand messages without adequate vocabulary knowledge. Furthermore, Ur (2019) explains that vocabulary learning involves ¹not only learning individual words but also understanding how words are used appropriately in communication. Therefore, learners need to recognize word meanings, collocations, grammatical patterns, and contextual usage in order to use vocabulary accurately and effectively.

²⁹In addition, vocabulary knowledge is widely recognized as a strong predictor of overall language proficiency. Webb and Nation (2017) argue that learners with a larger vocabulary size are more likely to achieve success in language comprehension and production because they can understand a greater amount of spoken and written input and express their ideas more effectively. Similarly, Milton (2009) states that vocabulary growth is closely associated with learners' progress in language learning, as insufficient vocabulary often becomes a major barrier to communication and academic achievement. Furthermore, Teng (2023) emphasizes that vocabulary learning should involve not only the acquisition of individual word meanings but also the development of deeper lexical knowledge, including word associations, collocations, and contextual usage. Therefore, a rich vocabulary repertoire enables learners to participate more confidently and successfully in various communicative situations.

³⁴Several previous studies have supported the importance of vocabulary in English language learning. Hwang et al. (2020) found that students who learned through interactive learning environments achieved better vocabulary acquisition and retention. Likewise, Zhang, Zou, and Cheng (2023) reported that active engagement in vocabulary learning positively influenced students' vocabulary development and learning outcomes. In addition, Sakkir, Azis, and Jabu (2023) revealed that improved vocabulary mastery contributed to higher learning motivation and participation in English learning activities. These findings indicate that vocabulary plays a significant role in language learning and communication. Based on the explanations above, ¹it can be concluded that vocabulary is a collection of words that learners need to understand

and use effectively in communication, and vocabulary mastery is essential for supporting students' English proficiency and successful communication in various contexts.

2. Definition of Vocabulary Mastery

Vocabulary mastery refers to learners' ability to recognize, understand, remember, and use vocabulary appropriately in communication and language learning activities. It is one of the essential aspects of English language learning because vocabulary serves as the foundation for understanding and producing language. According to Nation (2022), vocabulary mastery involves three important aspects of word knowledge, namely form, meaning, and use. Form refers to learners' ability to recognize, pronounce, and spell words correctly; meaning refers to understanding the concepts conveyed by words; and use refers to the ability to apply vocabulary appropriately in different grammatical and communicative contexts. Therefore, vocabulary mastery is not merely the ability to memorize words but also the ability to understand and use them effectively in real communication situations.

In addition, vocabulary mastery is widely regarded as a key indicator of successful language learning. Read (2000) states that vocabulary mastery reflects learners' ability to understand and use words effectively in various contexts, rather than simply memorizing word meanings. Similarly, Webb and Nation (2017) emphasize that learners who possess extensive vocabulary knowledge are better able to comprehend spoken and written texts and communicate their ideas more accurately. Furthermore, Teng (2023) explains that effective vocabulary mastery involves both breadth and depth of vocabulary knowledge. Breadth refers to the number of words learners know, while depth refers to how well learners understand the meanings, associations, collocations, and grammatical functions of those words. Therefore, vocabulary mastery enables learners not only to recognize words but also to apply them appropriately and confidently in authentic communication.

Furthermore, vocabulary mastery contributes significantly to students' overall language proficiency because vocabulary knowledge supports the development of listening, speaking, reading, and writing skills. Schmitt and Schmitt (2020) explain that vocabulary mastery involves more than simply knowing the meaning of words; learners must also understand pronunciation, spelling, grammatical behavior, collocations, and contextual usage. Similarly, Ur (2019) states that vocabulary mastery enables learners to understand messages and express meaning effectively because vocabulary provides the necessary resources for communication. Students who possess a broad vocabulary repertoire tend to perform better in language-learning activities, while those with limited vocabulary often encounter difficulties in understanding texts and expressing their ideas clearly.

Several previous studies have confirmed the importance of vocabulary mastery in English language learning. Zhang, Zou, and Cheng (2023) found that students who actively engaged in vocabulary-learning activities achieved better vocabulary development and retention than those with lower engagement levels. Likewise, Hwang et al. (2020) reported that improved vocabulary mastery contributed significantly to students' language achievement and classroom participation. In addition, Sakkir, Azis, and Jabu (2023) revealed that students with better vocabulary mastery showed higher motivation and performed more successfully in English learning activities. These findings support Nation's (2022) view that vocabulary knowledge is one of the strongest predictors of language proficiency because learners need sufficient vocabulary to access information and communicate successfully. Based on the explanations above, it can be concluded that vocabulary mastery is students' ability to recognize, understand, retain, and use words accurately and appropriately in communication, making it a fundamental component of successful English language learning.

3. The Importance of Vocabulary

Vocabulary is one of the most important aspects of English language learning because it serves as the foundation for communication and language development. According to Nation (2022), learners cannot communicate effectively without adequate vocabulary knowledge because vocabulary enables them to understand and convey meaning appropriately. Similarly, Schmitt and Schmitt (2020) state that vocabulary plays a central role in language learning and supports the development of listening, speaking, reading, and writing skills. Ur (2019) also emphasizes that vocabulary provides learners with the resources needed to understand messages and express ideas effectively in various communicative situations.

Furthermore, vocabulary is considered a fundamental element in achieving communicative competence because learners rely on vocabulary to access and convey information effectively. Webb and Nation (2017) explain that vocabulary knowledge strongly influences learners' ability to comprehend spoken and written language, as understanding a text largely depends on knowing the meanings of the words it contains. Similarly, Milton (2009) argues that vocabulary size is one of the strongest predictors of language proficiency and academic success in second-language learning. In addition, Alqahtani (2015) states that insufficient vocabulary knowledge often becomes a major obstacle for learners because they may struggle to understand texts, participate in conversations, and express their ideas accurately. Therefore, developing a rich vocabulary repertoire is essential for helping learners communicate effectively and achieve success in language learning.

Several previous studies have confirmed the importance of vocabulary in language learning. Hwang et al. (2020) found that students with better vocabulary knowledge achieved higher learning outcomes and classroom participation. Likewise, Zhang, Zou, and Cheng (2023) reported that vocabulary development positively influenced students'

language achievement, while Sakkir, Azis, and Jabu (2023) revealed that improved vocabulary mastery increased students' motivation and performance in English learning. Therefore, vocabulary mastery is essential for supporting students' academic achievement and overall English proficiency.

4. Elements of Vocabulary Mastery

According to Nation (2022), vocabulary mastery consists of three main elements, namely form, meaning, and use. These elements are essential because learners need to recognize words, understand their meanings, and use them appropriately in communication. Form refers to learners' ability to recognize, pronounce, and spell words correctly; meaning refers to understanding the concepts or ideas represented by words; and use ¹refers to the ability to apply vocabulary appropriately in grammatical and communicative contexts. Nation (2022) emphasizes that vocabulary mastery is not limited to knowing word meanings but also involves understanding how words are formed and used in different situations. This framework has been supported by previous studies. Hwang et al. (2020) found that students who participated in interactive vocabulary-learning activities showed improvement in recognizing word forms and understanding word meanings, while Zhang, Zou, and Cheng (2023) reported that active engagement in vocabulary learning enhanced students' vocabulary retention and appropriate vocabulary use. These findings support Nation's theory that effective vocabulary mastery involves knowledge of form, meaning, and use. Therefore, this study measures students' vocabulary mastery based on the three elements proposed by Nation (2022): form, meaning, and use.

5. Teaching of Vocabulary Mastery

Teaching vocabulary mastery is an important aspect of English language learning because vocabulary serves as the foundation for communication and language development. The goal of teaching

vocabulary is not only to introduce new words but also to help students understand, remember, and use vocabulary appropriately in different contexts. To achieve effective vocabulary learning, teachers need to apply appropriate teaching techniques, utilize suitable learning media, and conduct assessments to evaluate students' vocabulary development.

a. Techniques in Teaching Vocabulary Mastery

Teachers can apply various techniques to improve students' vocabulary mastery. According to Ur (2019), effective vocabulary teaching techniques include visual media, games, repetition, contextual learning, and interactive activities. These techniques provide students with opportunities to learn vocabulary in meaningful and enjoyable ways. Among these techniques, game-based learning has become increasingly popular because it encourages active participation and increases students' motivation. Reinders and Wattana (2015) state that educational games positively influence students' engagement and willingness to participate in language learning activities. In vocabulary instruction, interactive activities such as anagrams, matching games, and word puzzles can help students recognize word forms, understand meanings, and practice vocabulary use more effectively.

b. Media of Vocabulary Mastery

Learning media play an important role in supporting vocabulary instruction because they help create more engaging and meaningful learning experiences. One of the digital learning media that can be used in teaching vocabulary is Wordwall.net. This platform provides various interactive activities, such as quizzes, matching games, word searches, and anagrams, which allow students to practice vocabulary repeatedly while actively participating in the learning process. According to Mayer (2021), multimedia learning environments that combine visual and interactive elements can improve students' understanding and

retention of information. Therefore, the use of interactive digital media such as Wordwall.net can support students in developing their vocabulary mastery more effectively.

c. **Assessment of Vocabulary Mastery**

Assessment is an important component of vocabulary teaching because it helps teachers evaluate students' vocabulary knowledge and learning progress. Brown and Abeywickrama (2019) explain that assessment ¹ is the process of collecting information about students' learning achievement through various evaluation techniques. In vocabulary learning, assessment ¹ can be used to measure students' understanding of vocabulary form, meaning, and use. Through assessment, teachers can identify students' strengths and weaknesses in vocabulary learning and determine whether the learning objectives have been achieved.

B. Wordwall.net Media

1. Definition of Wordwall.net Media

Wordwall.net is a web-based digital learning media that enables teachers to create interactive learning activities and educational games to support classroom instruction. Through various templates such as quizzes, matching exercises, anagrams, word searches, and random wheels, Wordwall facilitates student engagement in learning activities through a more interactive and enjoyable approach. According to Hadi et al. (2024), Wordwall.net is an interactive web-based application that can be utilized by teachers to design learning activities and provide attractive learning resources for students. Similarly, Hartati et al. (2024) explain that Wordwall.net is a digital platform offering a variety of educational games that support interactive learning and increase students' participation during ² the learning process. In addition, Mayer (2021) states that interactive multimedia learning environments can enhance students' understanding and retention by combining visual, textual, and interactive

elements. Therefore, Wordwall.net can be considered an effective digital learning medium that promotes active and meaningful learning.

Several previous studies have demonstrated the effectiveness of Wordwall.net in English language learning. Moorhouse and Kohnke (2022) found that Wordwall created an interactive learning environment that increased students' participation and engagement in vocabulary-learning activities. Likewise, Sakkir, Azis, and Jabu (2023) reported that the use of Wordwall significantly improved students' vocabulary mastery and learning motivation through game-based learning activities. Furthermore, Belvin et al. (2024) revealed that Wordwall interactive multimedia positively affected students' vocabulary learning outcomes and classroom participation. These findings indicate that Wordwall.net is not only an interactive learning platform but also an effective medium for improving students' vocabulary mastery and learning engagement.

2. Features of Wordwall.net Media

Wordwall.net provides various interactive features that can support the teaching and learning process through game-based activities. According to Ilahiyati et al. (2023), Wordwall offers a variety of templates such as Quiz, Crossword, Match Up, Matching Pairs, Random Cards, and Anagram, which can be adapted to different learning objectives. These features encourage students to participate actively in learning activities and make the learning process more engaging and enjoyable.

In this study, the researcher used Anagram and Matching Pairs (Picture Matching) features. The Anagram feature requires students to arrange scrambled letters into meaningful words, helping them improve their spelling skills and vocabulary retention (Sagita et al., 2025). Meanwhile, the Matching Pairs feature allows students to match words with corresponding pictures, helping them understand and remember vocabulary more easily through visual associations (Hafifah & Hanifa, 2024). Therefore, these features were selected because they are effective

in supporting students' vocabulary mastery through interactive and meaningful learning activities.

3. Advantages of Wordwall.net Media

Wordwall.net offers several advantages that support the teaching and learning process, particularly in vocabulary learning. One of its main advantages is its ability to increase students' motivation through game-based learning activities that create an enjoyable and engaging learning atmosphere. Students tend to show greater interest and enthusiasm when participating in interactive games, which can positively influence their learning outcomes (Hafifah & Hanifa, 2024; Rubykania et al., 2025). In addition, Wordwall.net encourages active student participation because learners are directly involved in completing quizzes, matching exercises, anagrams, and other interactive tasks (Husen, 2025). These activities also contribute to the improvement of vocabulary mastery by helping students recognize word forms, understand meanings, and apply vocabulary in context (Putra et al., 2025). Another advantage of Wordwall.net is its ability to provide immediate feedback, allowing students to identify their mistakes and correct them during the learning process (Harisma & Lesmana, 2025). Furthermore, the platform creates interactive learning experiences by combining game elements, pictures, and multimedia features that make learning more meaningful and enjoyable. Wordwall.net is also easy to access through various digital devices, such as smartphones, tablets, laptops, and computers connected to the internet, making it a practical learning tool for both classroom and independent learning (The Implementation of Wordwall for Students' Vocabulary Acquisition in SD PIUS Purbalingga, 2025).

4. Disadvantages of Wordwall.net Media

Despite its benefits, Wordwall.net also has several limitations. One of the main disadvantages is its dependence on a stable internet connection, as most activities require online access to function properly.

(The Implementation of Wordwall for Students' Vocabulary Acquisition in SD PIUS Purbalingga, 2025). In addition, students must have access to digital devices such as smartphones, tablets, or computers to participate in learning activities, which may present challenges in schools with limited technological facilities. Another limitation is that some advanced templates and features are only available through premium subscriptions, restricting the options for users of the free version (Putra et al., 2025). Furthermore, game-based activities may potentially distract students from the learning objectives if classroom management is not conducted effectively. Students may become more focused on achieving high scores or winning the game than on understanding the learning material. Technical issues, such as poor internet connectivity, software errors, or device malfunctions, may also disrupt the learning process and reduce the effectiveness of instructional activities (The Implementation of Wordwall for Students' Vocabulary Acquisition in SD PIUS Purbalingga, 2025).

5. Wordwall.net in Teaching Vocabulary

Wordwall.net is an interactive digital learning platform that supports vocabulary learning through various game-based activities, such as quizzes, matching games, anagrams, and word searches. The platform encourages active student participation and provides engaging learning experiences that help improve vocabulary mastery. According to Moorhouse and Kohnke (2022), Wordwall creates an interactive learning environment that promotes students' participation and engagement during vocabulary-learning activities. Furthermore, Mayer (2021) states that the integration of visual, textual, and interactive elements in multimedia learning can enhance students' understanding and retention of learning materials. Therefore, Wordwall.net is considered an effective medium for teaching vocabulary because it allows students to learn vocabulary in an enjoyable and meaningful way.

Several previous studies have demonstrated the effectiveness of Wordwall.net in vocabulary learning. Sakkir, Azis, and Jabu (2023)

found that the use of Wordwall significantly improved EFL students' vocabulary mastery and learning motivation through game-based learning activities. Similarly, Moorhouse and Kohnke (2022) reported that Wordwall increased students' engagement and participation in vocabulary-learning tasks. In addition, Belvin et al. (2024) revealed that Wordwall interactive multimedia positively affected students' vocabulary learning outcomes and classroom participation. These findings indicate that Wordwall.net can support vocabulary development by creating an interactive and motivating learning environment.

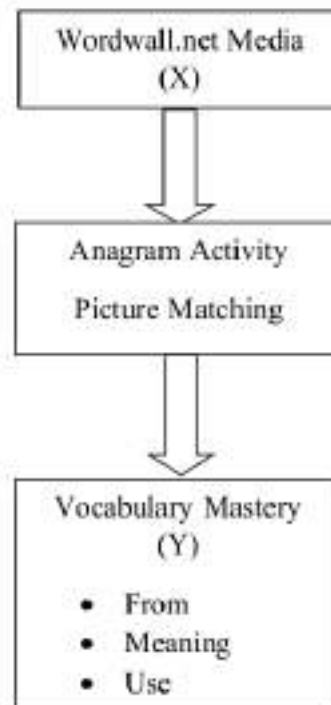
In this study, Wordwall.net ¹ is used as a medium for teaching vocabulary to eighth-grade students at SMP Pawyatan Daha I Kediri. The researcher uses two Wordwall.net features, namely Anagram and Picture Matching. The Anagram activity requires students to arrange scrambled letters into correct vocabulary words, helping them improve word recognition, spelling accuracy, and vocabulary retention. Meanwhile, the Picture Matching activity requires students to match pictures with appropriate vocabulary words, helping them understand and remember word meanings through visual representation. In addition, Wordwall.net provides immediate feedback that enables students to identify and correct their mistakes during the learning process. Through these interactive activities, students are expected to improve their vocabulary mastery, particularly in the aspects of form, meaning, and use.

C. Conceptual Framework

¹¹ Vocabulary mastery is an important component of English language learning because it helps students understand and use language effectively. According to Nation (2022), vocabulary knowledge plays a central role in language acquisition as learners need sufficient vocabulary to comprehend and produce language successfully. However, many students experience difficulties in learning vocabulary due to limited engagement and participation in classroom activities. As a result, interactive learning media are needed to support students in developing their vocabulary mastery.

In this study, Wordwall.net is used as an interactive learning medium to improve students' vocabulary mastery. The use of Wordwall.net is supported by multimedia learning theory. According to Mayer (2021), students learn more effectively when information is presented through both verbal and visual channels because it facilitates information processing and retention. Furthermore, game-based learning activities can increase students' motivation, engagement, and participation in language learning (Reinders & Wattana, 2015). Therefore, Wordwall.net provides an appropriate learning environment for vocabulary instruction through interactive and enjoyable activities.

This study utilizes two Wordwall.net features, namely Anagram and Picture Matching. The Anagram activity helps students recognize, arrange, and spell words correctly, thereby supporting the form aspect of vocabulary mastery. Meanwhile, the Picture Matching activity helps students associate words with their meanings through visual representations, supporting the meaning aspect of vocabulary knowledge. In addition, both activities provide opportunities for students to practice vocabulary in meaningful contexts, which contributes to the use aspect of vocabulary mastery. Based on Nation's (2022) theory, vocabulary mastery consists of three aspects: form, meaning, and use. Therefore, this study assumes that the implementation of Wordwall.net media through Anagram and Picture Matching activities has a positive effect ⁵ on the vocabulary mastery of eighth-grade students at SMP Pawayatan Daha I Kediri.



D. Hypothesis

According to VanderStoep and Johnston (2009), a hypothesis is a specific prediction derived from a theoretical framework regarding the expected relationship between variables in a research study. Based on the conceptual

framework of this study, the hypotheses are formulated as follows:

1. Null Hypothesis (H_0)

There is no significant effect of Wordwall.net media on the vocabulary mastery of eighth-grade students at SMP Pawyatan Daha 1 Kediri.

2. Alternative Hypothesis (H_a)

There is a significant effect of Wordwall.net media on the vocabulary mastery of eighth-grade students at SMP Pawyatan Daha 1 Kediri.

CHAPTER III

RESEARCH METHOD

This chapter discusses the research methodology used in this study. It consists of the research design, research variables, population and sample, time and place of the research, research instruments, validity and reliability of the research instruments, data collection procedures, and data analysis techniques. This methodology is designed to investigate the effect of Wordwall.net media on students' vocabulary mastery among eighth-grade students at SMP Pawyatan Daha I Kediri.

A. Research Design

This study employed a quantitative approach using a pre-experimental research design, specifically a one-group pretest-posttest design. According to Creswell and Creswell (2018), a one-group pretest-posttest design involves administering a pretest to a single group of participants, providing a treatment, and then administering a posttest to measure the effect of the treatment. This design enables researchers to compare participants' performance before and after the treatment.

In this study, a pretest was administered to measure the students' initial vocabulary mastery before the implementation of Wordwall.net media. The students then received treatment through vocabulary learning activities using Wordwall.net media. After the treatment, a posttest was administered to measure the students' vocabulary mastery. The difference between the pretest and posttest scores was analyzed to determine the effect of Wordwall.net media on students' vocabulary mastery.

The research design is illustrated as follows:

$$O_1 \quad O_2$$

Where:

O_1 = Pre-test

= Treatment using Wordwall.net media

O_2 = Post-test

This design was considered appropriate because it allowed the researcher to examine the effect of Wordwall.net media on students' vocabulary mastery by comparing their scores before and after the treatment.

B. Operational Definition

This study consists of two variables: the independent variable and the dependent variable.

1. Independent Variable (X): Wordwall.net Media

Wordwall.net media is an interactive web-based learning platform used to teach vocabulary through Anagram and Picture Matching activities. In this study, Wordwall.net serves as the treatment administered to eighth-grade students at SMP Pawyatan Daha 1 Kediri during vocabulary learning activities.

2. Dependent Variable(Y): Vocabulary Mastery

Vocabulary mastery refers to students' ability to recognize, understand, and use vocabulary appropriately. In this study, vocabulary mastery is measured based on Nation's (2022) aspects of vocabulary knowledge, namely form, meaning, and use. Students' vocabulary mastery is assessed through pre-test and post-test scores obtained from vocabulary tests administered before and after the implementation of Wordwall.net media.

C. ¹⁶Research Instrument

²²The instrument used in this study was a vocabulary test consisting of a pre-test and a post-test. The test was administered to measure students' vocabulary mastery before and after the implementation of Wordwall.net media. According to Nation (2013), vocabulary knowledge consists of three main aspects, namely form, meaning, and use. Therefore, the test items were developed based on these aspects to ensure that the instrument adequately measured students' vocabulary mastery. The pre-test was administered before the treatment to determine the students' initial vocabulary mastery, while the

post-test was administered after the treatment to identify any improvement in students' vocabulary achievement.

The vocabulary test consisted of twenty multiple-choice items. The items were distributed into three aspects of vocabulary mastery, namely form, meaning, and use. The form aspect measured students' ability to recognize the spelling and form of words. The meaning aspect measured students' understanding of word meanings, while the use aspect measured students' ability to use vocabulary appropriately in context. The distribution of the test items is presented in table :

Aspect	Item Number	Number of Item
Form	1,2,3,4,5	5
Meaning	6,7,8,9,10,11,12,13,14,15	10
Use	16,17,18,19,20	5
Total		20

To ensure the validity of the instrument, content validity was established through expert judgment. According to Ary et al. (2019), content validity refers to the extent to which an instrument represents the content domain being measured. The vocabulary test was evaluated by an English lecturer who has expertise in English language teaching and assessment. The expert reviewed the relevance of the test items, the clarity of instructions, the appropriateness of language use, and the suitability of the items with the learning objectives and indicators of vocabulary mastery. Based on the expert's suggestions and recommendations, several revisions were made to improve the quality of the instrument before it was administered to the participants.

The reliability of the instrument was ensured through the expert review process. The expert examined the consistency, clarity, and appropriateness of the test items in measuring students' vocabulary mastery. The review process helped minimize ambiguity and ensured that the instrument functioned consistently in collecting data. After the revision process and final evaluation by the expert, the vocabulary test was considered appropriate and reliable for use in this study.

The vocabulary test consisted of twenty multiple-choice items. Each correct answer was scored one point, while an incorrect answer received zero points. The maximum score of the test was 100. The scoring rubric was developed based ⁴⁹ on the distribution of the vocabulary aspects, as presented in Table 3.2.

Aspect	Item Number	Number of Item	Score Item	Maximum Score
Form	1,2,3,4,5	5	1	25
Meaning	6,7,8,9,10,11,12,13,14,15	10	1	50
Use	16,17,18,19,20	5	1	25
Total		20		100

Each correct answer was scored one point, while an incorrect answer received zero points. The students' scores were calculated using the following formula:

$$\text{Score} = \frac{\text{Correct Answer}}{\text{Total Items}} \times 100$$

D. Population and Sample

To achieve the objectives of the study, the population and sample need to be clearly determined. Therefore, the population and sample of this study are described as follows.

1. Population

⁶ According to Ary et al. (2019), population ¹ refers to all members of a particular group that become the focus of a research study. Therefore, the population of this research consists of all eighth-grade students at SMP Pawayatan Daha 1 Kediri in the academic year 2025/2026 because the students still experience difficulties in mastering English vocabulary, especially in terms of form, meaning, and use.

2. Sample

⁶ A sample is a subset of a population selected for a research study (Ary et al., 2019). In ¹ this study, the sample consisted of 25 students of

class VIII-B at SMP Pawyatan Daha 1 Kediri in the academic year 2025/2026. All students in class VIII-B participated in the study and were involved ² in the pre-test, treatment, and post-test activities.

E. Procedure of the Research

The procedure of this research was conducted through several stages, namely preparation, pre-test, treatment, post-test, and data analysis.

1. Preparing The Instrument

Before conducting the research, the researcher prepared all the instruments and learning materials needed for data collection. ¹ The main instrument of this study was a vocabulary test in the form of multiple-choice questions. The test consisted of 20 items designed to measure students' vocabulary mastery in terms of form, meaning, and use.

The test items were developed based on the English syllabus, learning objectives, and vocabulary material about hobbies. The researcher ensured that each item represented the indicators of vocabulary mastery proposed by Nation (2022), namely form, meaning, and use. In addition, the researcher prepared supporting materials and media needed during the research, such as:

2. Lesson plans for the treatment sessions.

- a. Vocabulary materials about hobbies.
- b. Wordwall.net activities using the Anagram and Picture Matching features.
- c. Pre-test and post-test questions.
- d. Students' answer sheets.

3. Pre-Test

Before implementing the treatment, the researcher administered a pre-test to measure students' initial vocabulary mastery. The pre-test was conducted to identify students' vocabulary knowledge before learning through Wordwall.net media. The test consisted of 20 multiple-choice

questions covering three aspects of vocabulary mastery proposed by Nation (2022), namely form, meaning, and use.

At the beginning⁴³ of the session, the researcher distributed the test sheets and answer sheets to the students. The researcher explained the purpose¹⁵ of the test and provided instructions on how to answer the questions correctly. Students were asked to complete the test individually without receiving assistance from their classmates or other sources.

The vocabulary items used¹ in the test were related to hobbies, such as reading, swimming, cooking, drawing, singing, dancing, fishing, and cycling. The students were given 45 minutes to complete the test. After all students had finished, the researcher collected the answer sheets and scored the test results. The pre-test scores were used to determine students' initial vocabulary mastery before the implementation of Wordwall.net media and served as a basis for comparing the results of the post-test.

4. Treatment

After conducting the pre-test, the researcher implemented the treatment using Wordwall.net media to teach vocabulary about hobbies. The treatment was carried out through Anagram and Picture Matching activities. In the Anagram activity, students arranged scrambled hobby-related words provided on worksheets. Afterward, students practiced the Anagram activity through Wordwall.net. The researcher also conducted a Picture Matching activity through Wordwall.net, in which students matched pictures with the appropriate vocabulary words. During the activities, the researcher guided the students and explained the form, meaning, and use of the vocabulary words. Through these activities, students were expected to improve their vocabulary mastery before taking the post-test. Before starting the treatment, the researcher explained the learning objectives, rules, and procedures of the activities. The treatment was conducted using Wordwall.net media and vocabulary activities related to hobbies. The procedures were as follows:

- a. The researcher introduced the vocabulary topic about hobbies.
- b. The researcher explained the meaning and pronunciation of the vocabulary words and provided examples of their use.
- c. The researcher distributed worksheets containing Anagram activities and asked students to arrange the scrambled letters into correct hobby-related vocabulary words.
- d. Students completed the Anagram activity individually and discussed the answers together with the researcher.
- e. The researcher introduced Wordwall.net and demonstrated ² how to access ² and complete the activities ² on the platform.
- f. ² Students completed the Anagram activity available on Wordwall.net by arranging scrambled letters into correct vocabulary words.
- g. Students completed the Picture Matching activity on Wordwall.net by matching pictures with the appropriate hobby vocabulary words.
- h. ¹ During the activities, the researcher guided ² the students and provided explanations about the form, ² meaning, and use of the vocabulary words.
- i. ¹ Students were encouraged to ask questions and participate actively ¹ in the learning activities.
- j. Wordwall.net ¹ provided immediate feedback, allowing students to identify and correct their mistakes directly.

5. Post- Test

After completing the treatment, the researcher administered a post-test to measure students' vocabulary mastery after learning through Wordwall.net media. The post-test consisted of 20 multiple-choice questions covering the aspects of form, meaning, and use. Students were given 45 minutes to complete the test individually based on their understanding of the vocabulary learned during the treatment. After the test was completed, the researcher collected and scored the answer sheets.

The post-test results ¹ were then compared with the pre-test results to determine the effect of Wordwall.net media on students' vocabulary mastery.

F. Place and Time of the Research

This research will be conducted on certain place and time to optimize the data collection. The research place and time will be explained below:

1. Place of the Research

This research was conducted at SMP Pawyatan Daha 1 Kediri. The school was selected as the research site because it provided an appropriate setting for investigating the effect of Wordwall.net media on students' vocabulary mastery. The participants of this study were the students of class VIII-B.

2. Time of the Research

This research was conducted during the 2025/2026 academic year at SMP Pawyatan Daha 1 Kediri. The research activities were carried out systematically, starting from the preliminary study, ²⁸ preparation and validation ¹ of the research instrument, administration of the pre-test, implementation of the treatment using Wordwall.net media, administration of the post-test, data analysis, and report writing. The schedule ¹⁷ of the research activities is presented in the following table.

³⁹

No.	Procedure and Activities	Week 1	Week 2	Week 3	Week 4
1.	Preliminary Study	✓			
2.	Preparing Research Instrument	✓	✓		
3.	Validating Research Instrument		✓		
4.	Pre-test		✓		
5.	Treatment Using Wordwall			✓	✓
6.	Post-test				✓
7.	Analyzing Data				✓
8.	Writing Report				✓

G. Technique of Analyzing the Data

The data in this study were analyzed quantitatively to determine the effect of Wordwall.net media on students' vocabulary mastery. According to Ary et al. (2019), quantitative data analysis is used to analyze numerical data obtained from research instruments through statistical procedures.

The researcher analyzed the students' pre-test and post-test scores by calculating the mean score and conducting a paired sample t-test. The mean score was used to determine students' vocabulary achievement before and after the treatment.

The formula of mean score is as follows:

$$M = \frac{\Sigma}{N}$$

Where:

M = Mean score

Σ = Total score

N = Number of students

To determine whether there was a significant effect of Wordwall.net media on students' vocabulary mastery, the researcher used a paired sample t-test because the study compared the pre-test and post-test scores of the same group of students. The data were analyzed using IBM SPSS Statistics version 27.

The level of significance used in this study was 0.05 (5%). If the significance value (Sig. 2-tailed) was less than 0.05, the null hypothesis (H_0) was rejected and the alternative hypothesis (H_1) was accepted. Conversely, if the significance value was greater than 0.05, the null hypothesis (H_0) was accepted and the alternative hypothesis (H_1) was rejected.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

In this chapter, the researcher presents the research findings and discussion. All elements ²¹that are being discussed in this chapter are: Results of the Research and Discussion.

A. Result of the Research

1. The description of Students' Vocabulary Mastery Before Using Wordwall.net Media

A pre-test was conducted at ¹the beginning of the research. The purpose of the pre-test was to measure the students' initial vocabulary mastery before they received the treatment using Wordwall.net media. The pre-test consisted of 20 multiple-choice questions related to hobbies vocabulary. ²The test items were designed to assess students' vocabulary mastery ¹in terms of form, meaning, and use. The form aspect focused on students' ability to recognize and spell words correctly, the meaning aspect measured students' understanding of vocabulary meanings, and the use aspect assessed students' ability to use vocabulary appropriately in context.

The pre-test was administered ¹to the eighth-grade students of SMP Pawyatan Daha ²1 Kediri as the sample of this research. All students participated ²in the test and completed it ¹within the allocated time. The results of the pre-test provided information about the students' initial vocabulary mastery before ²the implementation of Wordwall.net media. These results were used as baseline data to compare with the post-test results in order to determine whether there was an improvement in students' vocabulary mastery after the treatment.

The frequency distribution of the students' pre-test scores is presented in the following table.

Table 4. 1 Data Frequency of Pre-test Score

No.	Score Interval	Frequency	Percentage	Category
1.	80 - 100	17	68%	Excellent
2.	66 - 79	3	12%	Good
3.	56 - 65	1	4%	Fair
4.	40 - 55	3	12%	Poor
5.	0 - 39	1	4%	Very Poor
Total		25	100%	

Based on the frequency distribution table above, it can be seen that most students were categorized as excellent, with 17 students (68%) achieving scores between 80 and 100. Meanwhile, 3 students (12%) were categorized as good, 1 student (4%) as fair, 3 students (12%) as poor, and 1 student (4%) as very poor. These results indicate that although the majority of students demonstrated a high level of vocabulary mastery before the implementation of Wordwall.net media, there were still several students with lower levels of vocabulary mastery, showing variations in students' vocabulary achievement at the beginning of the research.

To provide a clearer visualization of the distribution of students' pre-test scores, the researcher also presents the data in the form of a diagram, as follows:

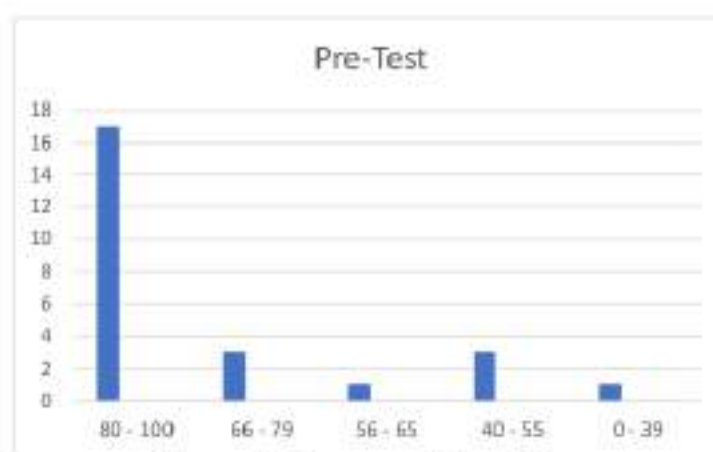


Diagram 4. 1 Frequency of Pre-test Score

2. Treatment Process

After administering the pre-test, the researcher conducted the treatment using Wordwall.net media to teach vocabulary to the eighth-grade students of SMP Pawyatan Daha 1 Kediri. The treatment aimed to

improve the students' vocabulary mastery in terms of form, meaning, and use. Before starting the activities, the researcher explained the learning material about hobbies vocabulary and introduced the students to the Wordwall.net platform. The treatment was conducted in two meetings. During the learning process, the researcher implemented two Wordwall.net activities, namely Anagram and Picture Matching. In the Anagram activity, students arranged scrambled letters into correct vocabulary words related to hobbies, while in the Picture Matching activity, students matched pictures with the appropriate vocabulary words. These activities were designed to help students recognize vocabulary forms, understand word meanings, and strengthen vocabulary use in learning contexts.

Throughout the treatment sessions, the students actively participated in the learning activities and showed positive responses toward the use of Wordwall.net media. The interactive features of the platform encouraged students to engage in the learning process and practice vocabulary in an enjoyable and meaningful way. Through repeated exposure to vocabulary items and interactive exercises, the students had opportunities to improve their vocabulary mastery. After all treatment sessions had been completed, the researcher administered the post-test to measure the students' vocabulary mastery after learning through Wordwall.net media. The post-test results were then analyzed to determine the improvement in students' vocabulary mastery after the implementation of the treatment.

3. The description of Students' Vocabulary Mastery After Using Wordwall.net Media

The post-test was administered after the students received the treatment using Wordwall.net media in vocabulary learning. The purpose of the post-test was to measure the students' vocabulary mastery after the implementation of the treatment. The test consisted of 20 multiple-choice

questions covering three aspects of vocabulary mastery: form, meaning, and use.

Based on the post-test results, the students showed better vocabulary mastery after learning through Wordwall.net media. They were able to recognize vocabulary forms, understand word meanings, and use vocabulary more appropriately in context. This improvement indicates that Wordwall.net media helped students learn vocabulary more effectively and actively. The total score obtained by all students in the post-test was 2,160, with a mean score of 86.40. The highest score was 100, while the lowest score was 65. These results indicate an improvement in students' vocabulary mastery after the implementation of the treatment.

The frequency distribution of the students' post-test scores is presented in the following table.

Table 4.2 The Data Frequency of Post-Test Score

No	Score Interval	Frequency	Percentage	Category
1	80 - 100	20	80%	Excellent
2	66 - 79	3	12%	Good
3	56 - 65	2	8%	Fair
4	40 - 55	0	0%	Poor
5	0 - 39	0	0%	Very Poor
Total		25	100%	

Based on the frequency distribution table above, most students were categorized as excellent, indicating a higher level of vocabulary mastery after the implementation of Wordwall.net media. The number of students in the lower categories decreased compared to the pre-test results, showing that the students achieved better performance in vocabulary learning. These findings suggest that Wordwall.net media contributed positively to improving students' vocabulary mastery. To provide a clearer visualization of the distribution of students' post-test scores, the data are also presented in the following diagram.

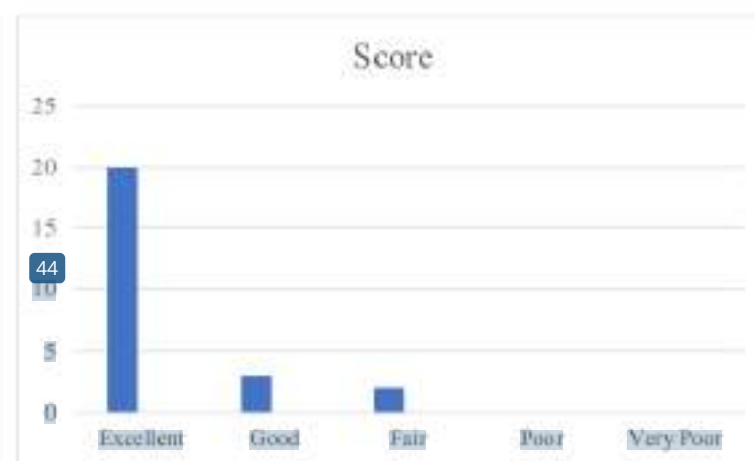


Diagram 4.2 Frequency of Post-test Score

4. The Different Scores of Pre-test and Post-test

To determine the improvement in students' vocabulary mastery after the implementation of Wordwall.net media, the researcher compared the frequency distribution of the pre-test and post-test scores. The comparison shows the changes in the number of students within each score category before and after receiving the treatment. The different scores of the pre-test and post-test are presented in the following table.

Table 4.3 Different Scores of Pre-test and Post-test

Pre-Test		Post-Test	
Score	Frequency	Score	Frequency
0 - 39	1	0 - 39	0
40 - 55	3	40 - 55	0
56 - 65	1	56 - 65	2
66 - 79	3	66 - 79	3
80 - 100	17	80 - 100	20

Based on the table above, the number of students in the excellent category (80–100) increased from 17 students in the pre-test to 20 students in the post-test. In addition, no students remained in the poor (40–55) and very poor (0–39) categories in the post-test. These findings indicate an improvement in students' vocabulary mastery after learning through Wordwall.net media. To provide a clearer comparison between the pre-test and post-test score distributions, the data are also presented in the following diagram.

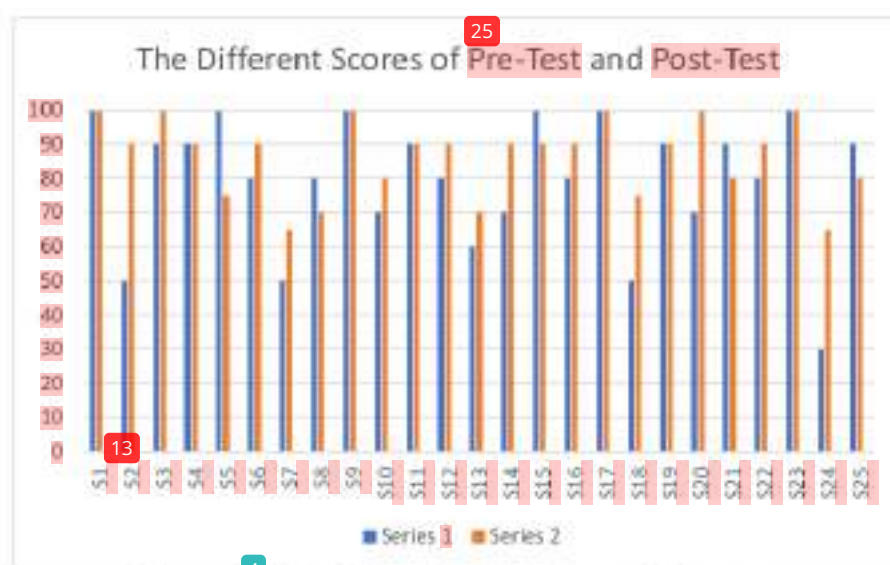


Diagram 4.3 The Different Score of Pre-test and Post-test

5. The Improvement of Vocabulary Mastery Aspects

To identify the improvement in each aspect of vocabulary mastery, the researcher compared the students' scores in the pre-test and post-test. The aspects assessed in this study consisted of form, meaning, and use. The comparison of the total scores for each aspect is presented in Table 4.4.

Table 4.4 The Different Total Score Per Aspects

Aspect	Form	Meaning	Use
Pre-test	18,60	39,80	21,20
Post-test	23,40	42,20	20,80
Difference	4,80	2,40	-0,40

Based on Table 4.4, the students' vocabulary mastery improved in two aspects after being taught using Wordwall.net media. The form aspect increased from 18.60 in the pre-test to 23.40 in the post-test, resulting in an improvement of 4.80 points. The meaning aspect also increased from 39.80 to 42.20, showing an improvement of 2.40 points. However, the use aspect slightly decreased from 21.20 to 20.80, resulting in a decrease of 0.40 points. Among the three aspects, the highest improvement was found in the form aspect. These findings indicate that

the implementation of Wordwall.net media contributed positively to students' vocabulary mastery, particularly in recognizing vocabulary forms and understanding word meanings. In addition to the improvement in each aspect of vocabulary mastery, the overall improvement in students' vocabulary mastery can be identified through the comparison of the total pre-test and post-test scores. The result is presented in Table 4.5.

Table 4.5 The Difference of Total and Mean Scores Between Pre-Test and Post- Test

Class	Total Pre-test	Total Post-test	Mean Pretest	Mean Posttest
Grade 8	1990	2160	79,60	86,40

Based on Table 4.5, the total score of the students in the pre-test was 1990, while the total score in the post-test increased to 2160. The mean score also improved from 79.60 in the pre-test to 86.40 in the post-test. This result indicates an increase of 6.80 points in the students' average score after the implementation of Wordwall.net media. The increase in both the total and mean scores demonstrates that the students achieved better vocabulary mastery after receiving the treatment. Therefore, it can be concluded that Wordwall.net media had a positive contribution to improving students' vocabulary mastery.

6. The Data Analysis

In this section, the researcher outlines the steps for analyzing the data and obtaining results from the pre-test and post-test.

a. Procedure of Analyzing the Data

This section addresses the research question on whether Wordwall.net media is effective in improving students' vocabulary mastery. Before conducting the analysis, the researcher scored the students' pre-test and post-test results based on the aspects of form, meaning, and use. The scores were then tabulated and analyzed using SPSS version 27. The analysis included descriptive statistics and a Paired Sample T-Test to determine whether there was a significant difference between the students' vocabulary mastery before and after the implementation of Wordwall.net media.

b. The Result of Data Analysis

This section presents the results of the data analysis based on the students' pre-test and post-test scores using SPSS Version 27. Prior to the data collection, the research instrument was validated through expert judgment to ensure its appropriateness for measuring students' vocabulary mastery. The statistical analysis generated the following outputs: Normality Test, Paired Samples Statistics, Paired Samples Correlations, and Paired Samples Test. The results of each analysis are presented in the following sections.

a) Paired Sample

18

The mean score of Pre-Test and Post-Test Paired samples Statistic

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	79,60	25	19,253	3,851
	Posttest	86,40	25	11,321	2,264

This output presents the descriptive statistics of the pre-test and post-test scores. The total number of participants in this study was 25 students. The mean score of the pre-test was 79.60, while the mean score of the post-test was 86.40. These results indicate that the students' vocabulary mastery improved after the implementation of Wordwall.net media.

b) Correlation of Pretest and Posttest

		N	Correlation	Sig.
			One sided p	Two sided p
Pair 1	Pretest & Posttest	25	0.614	0.001

This output shows the correlation between the pre-test and post-test scores. If the significance value (Sig.) is less than 0.05, it indicates that there is a correlation between the two sets of scores. The result showed that the significance value was

0.001, which was lower than 0.05 ($0.001 < 0.05$). Therefore, it can be concluded that there was a significant correlation between the pre-test and post-test scores.

c) T-test

		Paired Differences					t	df	Sig.(2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				1	2
					lower	upper				
Pair 1	Pretest Posttest	- 6.800	15,199	3,040	- 13.074	-526	- 2.237	24	0,003	0,005

This output shows whether there was a significant difference between the pre-test and post-test scores. If the significance value (Sig. 2-tailed) is less than 0.05, it indicates that there is a significant difference between the two scores. The result showed that the significance value (Sig. 2-tailed) was 0.035, which was lower than 0.05 ($0.035 < 0.05$). Therefore, it can be concluded that there was a significant difference between the students' pre-test and post-test scores. This finding indicates that Wordwall.net media had a significant effect on students' vocabulary mastery.

7. Interpretation of the Data

Based on the analysis conducted using SPSS Version 27, the students' vocabulary mastery improved after the implementation of Wordwall.net media. The mean score increased from 79.60 in the pre-test to 86.40 in the post-test, indicating better vocabulary achievement after the treatment.

The improvement was reflected mainly in the form and meaning aspects. However, the use aspect showed a slight decrease after the treatment. In addition, the post-test results showed that 20 students

(80%) were categorized as excellent, 3 students (12%) as good, and 2 students (8%) as fair. No students were categorized as poor or very poor.

The result of the Paired Sample T-Test showed that the significance value (Sig. 2-tailed) was 0.035, which was lower than 0.05 ($0.035 < 0.05$). This indicates that there was a significant difference between the pre-test and post-test scores.

Therefore, it can be interpreted that Wordwall.net media had a significant positive effect on the vocabulary mastery of the eighth-grade students at SMP Pawyatan Daha 1 Kediri. In conclusion, Wordwall.net media was effective in improving students' vocabulary mastery.

8. Testing Hypothesis

In this study, the researcher applied two types of hypotheses, namely the null hypothesis (H_0) and the alternative hypothesis (H_1), as follows:

1. (H_0) There is no significant effect of Wordwall.net media on the vocabulary mastery of the eighth-grade students at SMP Pawyatan Daha 1 Kediri.
2. (H_1) There is a significant effect of Wordwall.net media on the vocabulary mastery of the eighth-grade students at SMP Pawyatan Daha 1 Kediri.

To prove the hypothesis, the data obtained from the pre-test and post-test were analyzed by using a Paired Sample T-Test with the following assumptions:

1. If $t\text{-test} > t\text{-table}$, the Null Hypothesis (H_0) is rejected and the Alternative Hypothesis (H_1) is accepted. It means that Wordwall.net media is effective in improving students' vocabulary mastery.
2. If $t\text{-test} < t\text{-table}$, the Null Hypothesis (H_0) is accepted and the Alternative Hypothesis (H_1) is rejected. It means that Wordwall.net media is not effective in improving students' vocabulary mastery.

According to the analysis, there was a significant difference between the students' pre-test and post-test scores. The results showed that the mean score of the pre-test was 79.60, while the mean score of the post-test was 86.40.

The result showed that the t-test value was higher than the t-table value. The t-test value was 2.237 and the t-table value with a degree of freedom (df) of 24 at the 5% level of significance was 2.064. It means that t-test was higher than t-table ($2.237 > 2.064$), and the significance value (Sig. 2-tailed) was 0.035, which was lower than 0.05 ($0.035 < 0.05$).

Therefore, the Null Hypothesis (H_0) was rejected and the Alternative Hypothesis (H_1) was accepted. It can be concluded that there was a significant effect of Wordwall.net media on the vocabulary mastery of the eighth-grade students at SMP Pawyatan Daha 1 Kediri. In other words, teaching vocabulary by using Wordwall.net media significantly improved the students' vocabulary mastery.

B. Discussion

The purpose of this study was to investigate the effect of Wordwall.net media on the vocabulary mastery of the eighth-grade students at SMP Pawyatan Daha 1 Kediri. The findings of the study revealed that the students' vocabulary mastery improved after they were taught using Wordwall.net media. This improvement was evident from the comparison of the students' pre-test and post-test scores. Before the implementation of the treatment, the students achieved a mean score of 79.60 in the pre-test. After participating in vocabulary learning activities through Wordwall.net media, the mean score increased to 86.40 in the post-test. This result indicates that the use of Wordwall.net media contributed positively to the students' vocabulary achievement. This finding supports Nation's (2022) view that vocabulary learning becomes more effective when learners are actively engaged in meaningful language activities. Similarly, Schmitt and Schmitt (2020) emphasize that vocabulary development requires repeated exposure and active

processing of words. Through Wordwall.net activities, students were repeatedly exposed to vocabulary items in an interactive environment, which may have facilitated vocabulary acquisition and retention.

The improvement in vocabulary mastery was also reflected in the students' performance on the three vocabulary aspects assessed in this study, namely form, meaning, and use. The mean score of the form aspect increased from 18.60 in the pre-test to 23.40 in the post-test. Similarly, the meaning aspect improved from 39.80 to 42.20, while the use aspect reached a mean score of 20.80 in the post-test. Among these aspects, meaning obtained the highest mean score. The improvement in the meaning aspect may be attributed to the Picture Matching activity, which allowed students to connect words with visual representations. According to Mayer (2021), visual and verbal information presented simultaneously can improve learners' comprehension and retention. Meanwhile, the Anagram activity may have contributed to the improvement of the form aspect because students were required to recognize spelling patterns and word structures. These findings are consistent with Nation's (2022) framework, which highlights form, meaning, and use as essential dimensions of vocabulary knowledge. These findings indicate that the students became better at recognizing vocabulary forms, understanding word meanings, and using vocabulary appropriately after learning through Wordwall.net media.

The frequency distribution of the post-test scores further supports the effectiveness of the treatment. The results showed that 20 students (80%) were categorized as excellent, 3 students (12%) were categorized as good, and 2 students (8%) were categorized as fair. In contrast, no students were categorized as poor or very poor in the post-test. Compared with the pre-test results, the number of students achieving higher score categories increased considerably. This finding suggests that Wordwall.net media helped students achieve better vocabulary learning outcomes and improved their overall vocabulary mastery. The increase in the number of students categorized as excellent indicates that the learning activities provided by Wordwall.net were beneficial for students with different levels of vocabulary proficiency. This

finding supports Hwang et al. (2020), who reported that interactive learning environments can enhance students' learning outcomes and encourage greater participation during classroom activities.

The statistical analysis also confirmed the effectiveness of Wordwall.net media. The result of the Paired Sample T-Test showed that the significance value (Sig. 2-tailed) was 0.035, which was lower than the significance level of 0.05. Furthermore, the calculated t-test value was 2.237, while the t-table value ¹⁷ at the 5% significance level with 24 degrees of freedom was 2.064. Since the t-test value was higher than the t-table value ($2.237 > 2.064$), the null hypothesis (H_0) was rejected and the alternative hypothesis (H_1) was accepted. The statistical significance indicates that the observed improvement was not accidental but was associated with the implementation of Wordwall.net media. Therefore, the findings provide empirical evidence supporting the effectiveness of interactive digital media in vocabulary instruction. These results indicate that there was ¹ a statistically significant difference between the students' pre-test and post-test scores, meaning that the improvement was not caused by chance.

The positive effect of Wordwall.net media ¹ can be attributed to its interactive and engaging features. Through activities such as Anagram and Picture Matching, ²⁶ students were encouraged to participate actively in the learning process. This finding is consistent with Zhang et al. (2023), who reported that learner engagement in digital game-based vocabulary learning positively affects vocabulary development. Students who actively participate in interactive learning activities tend to achieve better vocabulary acquisition and retention. In this study, ¹ the students were actively involved in Anagram and Picture Matching activities provided by Wordwall.net, which ¹ may have contributed to the improvement of their vocabulary mastery. The game-based learning environment made vocabulary learning more enjoyable and reduced students' boredom during classroom activities. In addition, Wordwall.net provided immediate feedback, allowing students to identify and correct their mistakes directly. These features helped students understand vocabulary more effectively and increased their motivation to learn English vocabulary. This

finding is also in line with Hwang et al. (2020), who found that technology-supported learning environments enhanced students' vocabulary acquisition and classroom participation. Likewise, Sakkir, Azis, and Jabu (2023) reported that interactive vocabulary-learning activities increased students' motivation and learning achievement. Furthermore, Safitri et al. (2024) revealed that the use of Wordwall significantly improved students' vocabulary mastery because it encouraged active participation and provided enjoyable learning experiences. These previous studies support the present findings that Wordwall.net media can facilitate vocabulary learning through interactive, engaging, and student-centered activities.

The findings of this study indicate that Wordwall.net media can facilitate vocabulary learning by combining interactive activities, visual support, and immediate feedback. Through the Anagram and Picture Matching activities, students were able to develop ³³ vocabulary knowledge in terms of form, meaning, and use, as proposed by Nation (2022). The findings also support ²⁴ Mayer's (2021) multimedia learning theory, which suggests that the integration of visual and verbal information can improve learning outcomes. Therefore, the implementation of Wordwall.net contributes to the growing evidence that digital game-based learning media can effectively support vocabulary instruction in EFL classrooms.

CONCLUSION AND SUGGESTION

In this chapter, the researcher presents conclusion and recommendations based on the study, which are grounded in the research findings.

A. Conclusion

This study was conducted to investigate the effect of Wordwall.net media on students' vocabulary mastery at the eighth grade of SMP Pawyatan Daha 1 Kediri. Based on the findings and discussion presented in the previous chapter, it can be concluded that the implementation of Wordwall.net media contributed positively to the improvement of students' vocabulary mastery. The findings showed that students demonstrated better performance after participating in vocabulary learning activities using Wordwall.net. The improvement was particularly reflected in students' ability to recognize vocabulary forms and understand word meanings. These findings support the view that interactive digital media can facilitate vocabulary learning by providing engaging, enjoyable, and meaningful learning experiences. According to Mayer (2021), students learn more effectively when instructional materials combine verbal and visual elements in an interactive environment. Similarly, Nation (2022) states that vocabulary learning becomes more effective when learners are exposed to repeated encounters with words through varied and meaningful activities. Through the use of Wordwall.net, students were actively involved in learning activities, which increased their participation and motivation during the learning process.

Furthermore, the statistical analysis revealed a significant difference between students' vocabulary achievement before and after the implementation of Wordwall.net media. The result indicates that the use of Wordwall.net had a significant effect on students' vocabulary mastery, leading to the acceptance of the alternative hypothesis (H_1) and the rejection of the null hypothesis (H_0). This finding is in line with previous studies that reported the effectiveness of interactive digital learning media in enhancing

students' vocabulary acquisition and learning engagement. The game-based and interactive features provided by Wordwall.net encourage students to participate actively in learning tasks, create a more enjoyable classroom atmosphere, and help learners retain vocabulary more effectively. Therefore, it can be concluded that Wordwall.net media is an effective medium for teaching vocabulary and can be used as an alternative instructional tool in English language learning, particularly for junior high school students. By integrating technology into vocabulary instruction, teachers can create more student-centered learning environments that support vocabulary development and increase students' motivation to learn English.

B. Implication

The findings of this study imply that Wordwall.net media can be an effective digital learning medium for improving students' vocabulary mastery. The significant increase in the students' post-test scores indicates that interactive and game-based learning activities can facilitate vocabulary learning more effectively. Through the implementation of Wordwall.net media, students were actively involved in the learning process and had more opportunities to practice vocabulary in an enjoyable learning environment. These findings demonstrate that the integration of interactive digital media can support vocabulary acquisition and enhance students' learning outcomes.

The findings also imply that the use of Wordwall.net media can increase students' motivation, participation, and engagement in vocabulary learning. The interactive features provided by the platform enabled students to practice vocabulary through various activities such as Anagram and Picture Matching. As a result, students were able to improve their understanding of vocabulary forms and meanings while participating actively in classroom activities. Therefore, technology-based learning media have the potential to create a more student-centered and meaningful learning experience.

In addition, this study highlights the importance of integrating educational technology into English language teaching. The successful implementation of Wordwall.net media demonstrates that digital learning

tools can support the ²teaching and learning process by making classroom activities more interactive and engaging. These findings suggest that the ³⁰use of innovative digital media can contribute ⁹to the development of more effective English language instruction and help students achieve better learning outcomes.

Furthermore, the findings of this study contribute ¹to the existing literature on the use of digital learning media in English language teaching. This study provides empirical evidence that Wordwall.net media can positively influence students' vocabulary mastery, particularly ¹in the aspects of form and meaning. ²Therefore, the results of this study may serve as a reference for further studies related to the implementation of digital learning media in English language education.

C. Suggestion

1. Suggestion for English Teacher

English teachers are recommended to use Wordwall.net media as an alternative learning medium in teaching vocabulary. The findings of this study showed that the use of Wordwall.net media significantly improved students' vocabulary mastery, as indicated by the increase in the students' post-test scores. Therefore, teachers can utilize the various interactive features available on Wordwall.net, such as quizzes, matching games, and word arrangement activities, to create a more interesting and enjoyable learning atmosphere.

In addition, teachers should carefully select vocabulary materials that are appropriate to the students' level and learning objectives. Teachers are also encouraged to combine Wordwall.net media with other teaching methods and classroom activities to maximize students' understanding of vocabulary. By providing engaging learning experiences, teachers can increase students' motivation, participation, and achievement in learning English vocabulary.

2. Suggestion for Students

Students are suggested to actively participate in vocabulary learning activities using Wordwall.net media. During the learning process, students should pay attention to vocabulary forms, meanings, and usage so that they can apply the words correctly in different contexts. Active participation in classroom activities will help students improve their vocabulary mastery more effectively.

Furthermore, students are encouraged to use Wordwall.net independently outside the classroom as a medium for practicing and reviewing vocabulary. Regular practice can help students remember new words more easily and improve their confidence in using English. Students should also develop positive learning habits by reviewing vocabulary regularly and applying newly learned words in daily communication and learning activities.

3. Suggestion for Future Researchers

The researcher suggests future researchers conduct further studies related ²¹ to the use of Wordwall.net media in different English skills, materials, or educational levels. Future researchers ¹ are also suggested to focus more on improving the use aspect of vocabulary mastery because this aspect showed the lowest achievement in this study. This research is expected to become a useful reference for future researchers who are interested in conducting studies related to vocabulary mastery and the implementation of Wordwall.net media.

Among the three aspects of vocabulary mastery, the form aspect showed the highest improvement with a difference score of 4.80. This indicates that Wordwall.net media was effective in helping students recognize and understand vocabulary forms through interactive and game-based learning activities. Meanwhile, the use aspect became the lowest aspect with a difference score of -0.40 because some students still had difficulties in applying vocabulary appropriately in sentences and different contexts. Therefore, future researchers are encouraged to

explore more effective strategies or learning activities to improve students' ability to use vocabulary accurately and contextually.

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