

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

SKRIPSI

Presented as Partial Fulfillment of the Requirement to Obtain the Sarjana Degree
of Education in English Language Education Department Faculty of Teacher
Training and Education University of Nusantara PGRI Kediri



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2026

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Entitled.

**THE EFFECT OF WORDWALL MEDIA ON THE 8TH GRADE
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KEDIRI**

Approved for Submission to the Committee of Skripsi Examination
English Language Education Department
Faculty of Teacher Training and Education
University of Nusantara PGRI Kediri

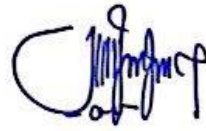
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KEDIRI**

**Approved and Accepted by all Qualifications by the Examination Committee
of the University of Nusantara PGRI Kediri**

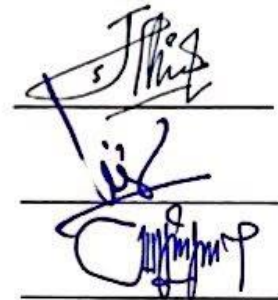
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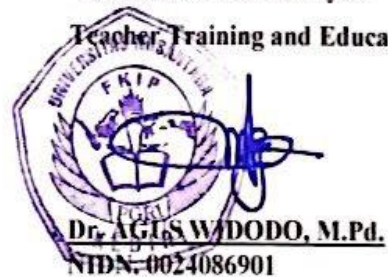
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Kediri, July 14th 2026



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MOTTO AND DEDICATION

MOTTO:

“Pelan pasti ku kabulkan s’gala catatan harapmu tentang masa depan, tentang masa terang kebul jalan kuterjang”

(Perunggu – Gemilang)

“Dan di hariku yang paling gelap, Semoga aku akan mengingat

Bahwa ini sementara, Dan akan segera pergi dengan cepat”

(The Adams, Timur)

“Trust me you’ll get over it, and you’ll come back stronger”

DEDICATION:

I dedicate this skripsi to my beloved parents, whose endless love, prayers, sacrifices, encouragement, and unwavering support have been the foundation of my success throughout my educational journey. I am deeply grateful for their patience, guidance, and belief in my abilities, which have motivated me to overcome every challenge. I also dedicate this work to all members of my family for their continuous support, understanding, and inspiration. My sincere appreciation goes to my dear friends who have shared valuable experiences, encouragement, and motivation during the process of completing this skripsi. Furthermore, I would like to express my gratitude to all lecturers, mentors, and everyone who has contributed, directly or indirectly, to the completion of this research. Finally, I dedicate this achievement to myself for my perseverance, hard work, commitment, and determination in facing difficulties and never giving up on achieving my goals.

ABSTRACT

Siti Alfiani Damanik: The Effect of Wordwall Media on the 8th Grade Students' Vocabulary Mastery in SMP Pawyatan Daha 1 Kediri, Skripsi, English Language Education Department, Faculty of Teacher Training and Education, University of Nusantara PGRI Kediri, 2026.

Keywords: Wordwall media, vocabulary mastery, Wilcoxon signed-Rank test, English learning.

Vocabulary mastery is one of the essential components of English language learning because it enables students to understand, communicate, and use English effectively. However, many students still experience difficulties in mastering vocabulary, particularly in the aspects of form, meaning, and use. To address this problem, teachers need to implement interactive learning media that can increase students' engagement and motivation. Therefore, this study aimed to identify the students' vocabulary mastery before and after the implementation of Wordwall media and to determine whether Wordwall media had a significant effect on the vocabulary mastery of the eighth-grade students at SMP Pawyatan Daha 1 Kediri.

This study employed a quantitative approach using a pre-experimental one-group pre-test–post-test design. The participants were 25 students of Class eight grade at SMP Pawyatan Daha 1 Kediri in the 2025/2026 academic year. The research instrument was a vocabulary test consisting of 20 multiple-choice questions covering the aspects of form, meaning, and use. The collected data were analyzed using descriptive statistics, the Shapiro–Wilk normality test, and the Wilcoxon Signed-Rank Test with IBM SPSS Statistics version 27.

The findings showed that the students' mean score increased from 79.60 in the pre-test to 86.40 in the post-test after the implementation of Wordwall media. The Shapiro–Wilk normality test indicated that the data were not normally distributed; therefore, the Wilcoxon Signed-Rank Test was employed. The statistical analysis produced an Asymp. Sig. (2-tailed) value of 0.035, which was lower than the significance level of 0.05, indicating that the improvement in students' vocabulary mastery was statistically significant.

In conclusion, Wordwall media had a significant positive effect on the vocabulary mastery of the eighth-grade students at SMP Pawyatan Daha 1 Kediri. The implementation of the Anagram and Picture Matching features helped students improve their understanding of vocabulary form and meaning while creating a more interactive and enjoyable learning environment. Therefore, Wordwall can be considered an effective digital learning medium for teaching English vocabulary.

ACKNOWLEDGEMENT

All praise is devoted to Allah SWT., who has bestowed His mercy, blessings, and guidance upon the researcher, enabling the completion of this skripsi entitled “The Effect of Wordwall Media on the 8th Grade Students’ Vocabulary Mastery at SMP Pawyatan Daha 1 Kediri” as one of the requirements for obtaining a Sarjana Degree.

Among all the pages of this skripsi, the acknowledgments is the most meaningful, as it is where the researcher expresses gratitude that cannot be fully conveyed through words. Therefore, this skripsi is dedicated to:

1. Dr. Zainal Afandi, M.Pd. as the Rector of University of Nusantara PGRI.
2. Dr. Agus Widodo, M.Pd as the Dean of the Faculty of Teacher Training and Education of Nusantara PGRI University.
3. Dr. Khoiriyah, M.Pd, as the Head of the English Language Education Department of Nusantara PGRI University, as well as the second advisor who has . always gives guidance, corrections, and suggestions during the writing of this skripsi.
4. Dr. Sulistyani, M.Pd, as the first Advisor for her valuable guidance, advice, encouragement, support, and dedicated time and effort throughout the process of conducting this research and completing this skripsi.
5. To my beloved parents, Mama Sri Purwati and Bapak Henry S. Damanik, words can never fully express my deepest gratitude for your endless love, unwavering support, and countless prayers that have carried me through every step of my journey. Thank you for believing in me, for your sacrifices, and for the unconditional love that has never wavered. Your constant encouragement and strength have been my greatest source of comfort and motivation, enabling me to persevere until I finally achieved my bachelor's degree. May Allah SWT abundantly reward your kindness and sincerity with endless blessings, good health, happiness, and a long, meaningful life. Amiin.

6. To my beloved extended family, thank you for your constant prayers, unwavering support, and unconditional love throughout this journey. Your kindness, care, and encouragement have always reminded me that I have never walked this path alone. I am truly grateful and blessed to be surrounded by a family who has continually prayed for me, strengthened me through every challenge, and celebrated every milestone, no matter how small. Your love and faith in me have been a constant source of strength, enabling me to persevere until the completion of this skripsi. May Allah SWT bless you all with abundant happiness, good health, and endless blessings. Amiin.
7. Riefqya, Diah, Ave, Bella, and Adis, thank you for being such an important part of my life and for standing by my side throughout this journey. Thank you for your prayers, encouragement, and for always being there to listen whenever I needed someone to talk. I am truly grateful for your friendship and unwavering support. May we all be blessed with happiness, success, and the very best that life has to offer.
8. To all my friends from the English Education Study Program, thank you for being part of my university journey. Thank you for your friendship, support, and the wonderful memories we shared throughout these years. I am truly grateful to have shared this journey with all of you. Wishing you all every success and happiness in the future.
9. SMP Pawyatan Daha 1, especially the students of Class 8B who participated in this research, thank you for your cooperation and enthusiasm throughout the study. My sincere gratitude also goes to all the teachers for their support and assistance during the research process, making it possible for this thesis to be successfully completed.
10. To someone who has unexpectedly become an important part of my life over the past two years, Faizal, thank you for being a meaningful part of my journey. I am sincerely grateful for your time, unwavering support, financial assistance, and every contribution you have made throughout the completion of this skripsi. Thank you for being a constant source of encouragement during the challenges I faced along the way. Your

kindness and steadfast support have been truly invaluable. May your sincerity and goodness always be returned to you with unexpected happiness, abundant blessings, and continued success.

11. To everyone whose names cannot be mentioned individually, thank you for every act of kindness, helping hand, and sincere prayer that accompanied me throughout this journey. Your support, in every form, has been an irreplaceable part of this achievement.
12. Last but not least, to myself, Siti Alfiani Damanik, thank you for never giving up and for quietly fighting through every challenge along the way. Thank you for continuing to move forward, even in moments of doubt, exhaustion, and the temptation to give up. This skripsi may not be perfect, but the journey behind it has been truly meaningful, and it stands as a testament to the perseverance and hard work that deserve to be celebrated. May every small step I take continue to be strengthened, may I always be surrounded by kind and inspiring people, and may each of my dreams come true, one by one. Amiin.

Kediri, July 14th 2026



Siti Alfiani Damanik
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TABLE OF CONTENTS

TITLE PAGE	i
APPROVAL PAGE	ii
APPROVAL SHEET.....	iii
THE STATEMENT OF WRITING ORIGINALITY	iv
MOTTO AND DEDICATION	v
ABSTRACT	vi
ACKNOWLEDGEMENT	vii
TABLE OF CONTENTS	x
LIST OF TABELS	xiii
LIST OF CHARTS	xiv
CHAPTER I INTRODUCTION.....	1
A. Background of the Research	1
B. Formulation of the Research	3
C. Purpose of the Research.....	3
D. Significance of the Research	3
CHAPTER II REVIEW OF RELATED LITERATURE.....	5
A. Vocabulary Mastery.....	5
1. Definition of Vocabulary	5
2. Definition of Vocabulary Mastery	6
3. The Importance of Vocabulary	8
4. Elements of Vocabulary Mastery	8
5. Teaching of Vocabulary Mastery	9
B. Wordwall Media.....	11
1. Definition of Wordwall Media	11
2. Features of Wordwall Media	12
3. Advantages of Wordwall Media	12
4. Disadvantages of Wordwall Media.....	13
5. Wordwall Media in Teaching Vocabulary	14
C. Conceptual Framework.....	15
D. Research Hypothesis	16

CHAPTER III RESEARCH METHOD	17
A. Research Design	17
B. Operational Definition	18
C. Research Instrument	18
D. Population and Sample	20
1. Population.....	20
2. Sample.....	21
E. Procedure of the Research.....	21
1. Preparing The Instrument.....	21
2. Lesson plans for the treatment sessions	21
3. Pre-Test	22
4. Treatment	22
5. Post- Test.....	24
F. Place and Time of the Research	24
1. Place of the Research.....	24
2. Time of the Research	24
G. Technique of Analyzing the Data.....	25
H. Hypotesis Testing	27
CHAPTER IV RESEARCH FINDINGS AND DISCUSSIONS.....	29
A. Result of the Research	29
1. The description of Students' Vocabulary Mastery Before Using Wordwall Media	29
2. Treatment Process.....	31
3. The description of Students' Vocabulary Mastery After Using Wordwall Media.....	31
4. The Different Scores of Pre-test and Post-test.....	33
5. The Improvement of Vocabulary Mastery Aspects	34
6. The Data Analysis.....	36
7. Interpretation of the Data	40
8. Hyphotesis Testing	42
B. Discussion	43

CHAPTER V CONCLUSION AND SUGGESTION	46
A. Conclusion.....	46
B. Implication	48
C. Suggestion.....	49
REFERENCES	51
APPENDICES	54

LIST OF TABELS

Tabel 3. 1.....	19
Tabel 3. 2.....	20
Tabel 3. 3.....	25
Tabel 4. 1 Data Frequency of Pre-test Score	30
Tabel 4. 2 The Data Frequency of Post-Test Score.....	32
Tabel 4. 3 Different Scores of Pre-test and Post-test.....	33
Tabel 4. 4 The Different Total Score Per Aspects	34
Tabel 4. 5 The Difference of Total and Mean Scores Between Pre-Test and Post-Test.....	35
Tabel 4. 6 Descriptive Statistic	37
Tabel 4. 7 Normality Test	38
Tabel 4. 9 Wilcoxon Signed-Rank Test.....	39

LIST OF CHARTS

Diagram 4. 1 Frequency of Pre-test Score.....	30
Diagram 4.2 Frequency of Post-test Score	33
Diagram 4.3 The Different Score of Pre-test and Post-test	34

CHAPTER I

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 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 media 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 media on students' vocabulary mastery in terms of form, meaning, and use among eighth-grade students at SMP Pawyatan Daha 1 Kediri. To maintain the scope

of the research, this study is limited to vocabulary mastery based on the aspects of form, meaning, and use and employs a one-group pre-test post-test design.

B. Formulation of the Research

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

1. What are the students' vocabulary mastery scores before the implementation of Wordwall media?
2. What are the students' vocabulary mastery scores after the implementation of Wordwall media?
3. How significant is the effect of Wordwall media on students' vocabulary mastery?

C. Purpose of the Research

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

1. To identify students' vocabulary mastery scores before the implementation of Wordwall media.
2. To identify students' vocabulary mastery scores after the implementation of Wordwall media.
3. To determine how significant is the effect of Wordwall media on students' vocabulary mastery.

D. Significance of the Research

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

1. Theoretical Benefits

Theoretically, this research is expected 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 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 to the integration of interactive digital media in English language teaching.

2. Practical Benefits

This research is expected to provide practical contributions to several parties. The practical benefits are described as follows:

- a. For the Researcher: This research is expected to improve the researcher's knowledge and experience in implementing Wordwall media to teach vocabulary and conducting educational research.
- b. For English Teacher: This research 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 is expected to serve as a reference for future research related to vocabulary mastery, Wordwall 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 media in improving students' vocabulary mastery.

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