

***The Impact Of Wordwall Media On English Vocabulary Mastery Of Class VII Students  
Of Mts Nur Rahma Kota Bengkulu*****Dampak Media Wordwall Terhadap Penguasaan Kosakata Bahasa Inggris Siswa Kelas  
VII MTs Nur Rahma Kota Bengkulu****Mutiara, Irwan Satria, Feny Martina**

Islamic University of Fatmawati Sukarno Bengkulu

mutiarawn1122@gmail.com

\*Corresponding Author

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**ABSTRACT**

*The purpose of this study is to ascertain how students' use of wordwall media affects their vocabulary growth in English. This kind of study use a quasi-experimental design in conjunction with a quantitative methodology. Two classes were used in this study: a control class and an experimental class. Twenty students from class VII Mecca served as the experimental group while twenty students from class VII Medina served as the control group. The Pre-Test, Treatment, and Post-Test methods were used to collect data. analysis of the study's data using a paired sample t test to compare the pre- and post-test values. The study's findings demonstrated that the equal variance assumptions' sig value (2 tailed) was 0.000 and  $\alpha = 0.05$ . The alternative hypothesis ( $H_a$ ) is accepted and the null hypothesis ( $H_0$ ) is rejected in light of data analysis and testing. Thus, it can be inferred from the computation above that there is a notable disparity in the level of vocabulary mastery between pupils in class VII MTs Nur Rahma Kota Bengkulu who are taught via word wall media. The researcher came to the conclusion that using word wall media can help students become more motivated to acquire English vocabulary and urge them to be more active.*

**Keywords : Wordwall, Game, Vocabulary****ABSTRAK**

*Tujuan dari penelitian ini adalah untuk mengetahui bagaimana wordwall media yang digunakan siswa untuk menambah kosakata mereka dalam bahasa Inggris berdampak pada mereka. Metode kuantitatif digunakan dalam penelitian ini, yang dirancang sebagai eksperimen quasi. Dalam penelitian ini, dua kelas digunakan: kelas eksperimen dan kelas kontrol. 20 siswa kelas VII Mekkah dan 20 siswa kelas VII Madinah digunakan sebagai kelas eksperimen dan kontrol. Pre-test, treatment, dan post-test digunakan untuk mengumpulkan data. Nilai pre-test dan post-test dibandingkan untuk menunjukkan hasil penelitian. Hasil penelitian menunjukkan bahwa hipotesis nol ( $H_0$ ) ditolak, dan hipotesis alternatif ( $H_a$ ) diterima. Nilai sig (2 tailed) dari varian varian yang sama adalah 0,000 dan  $\alpha=0,05$ . Berdasarkan pada perhitungan di atas, dapat disimpulkan bahwa ada perbedaan yang signifikan dalam penguasaan kosakata siswa di kelas VII MTs Nur Rahma Kota Bengkulu ketika mereka diajar menggunakan media wall kata. Sebagai Kesimpulan, peneliti menyimpulkan bahwa penggunaan media word wall mendorong siswa untuk lebih aktif dan dapat mengembangkan motivasi mereka dalam mempelajari kosakata Bahasa inggris.*

**Kata Kunci : Wordwall, Permainan, Kosakata**

## 1. Introduction

The ability to master vocabulary is a fundamental ability in language skills. The basic element before learning a language is vocabulary mastery. By mastering vocabulary, it will also influence students' critical thinking. Mastery of vocabulary ultimately determines a person's quality (Widiyanto, S. (2018)). Mastery of vocabulary can be seen in the use of language skills every day, especially through speaking skills and writing skills. Speaking activities require a sufficient vocabulary so that the spoken sentences delivered can be understood by the interlocutor and are not boring to listen to. Meanwhile in writing skills, vocabulary is the most important factor influencing understanding in manifesting ideas or ideas that are integrated into written form (Mumpuni & Supriyanto, 2020).

For foreign language learners to be proficient in the four language skills-speaking, listening, writing, and reading-vocabulary knowledge was essential. According to Rasuan (2017), vocabulary was essential; without it, communication was impossible, even though grammar helped with fundamental communication. This underscored the utmost importance of vocabulary, as effective communication relied on its presence. Therefore, students had to focus on language learning, particularly emphasizing vocabulary acquisition. In light of this, educators should have employed engaging and enjoyable technological tools to enhance students' vocabulary.

However, there are several problems in students' vocabulary mastery which vary widely, spanning from misspellings and pronunciations to making word choices while writing or speaking. Apart from that, there are also other difficulties, namely students often find it difficult to remember the foreign vocabulary they hear and have difficulty understanding the meaning of these foreign words. Based on observations made by previous researchers, MTs Nur Rahma uses the (GTM) method with a little additional alternative learning media. This was demonstrated over the course of two months, specifically from August 7 to October 10, 2023, during the researchers' Implementation of Introduction to School Fields (PLP), when instructors regularly employed lecture and GTM approaches as well as other standard learning strategies. Although conventional methods are considered practical for instructors because they make it easier to deliver material, they often cause student disinterest and boredom. Although practical, conventional vocabulary learning methods involve teachers creating a list of words for students to write down in their books, followed by memorization. However, this monotony causes students to find vocabulary lessons boring.

To overcome this problem, researchers tried to use game learning media using the wordwall media. Wordwall is a form of learning media website-based application. Wordwall is usually used to create learning media for word quiz games and other interesting word-based games. Games, as one of the worlds that still dominate students, can be used as a fun alternative in learning, especially English lessons. games are very popular in today's technological era among students. Therefore, researchers are trying to utilize media and methods that can be used currently, wordwall.

### **Vocabulary**

Linse (Inayatul, 2013), is "Vocabulary is the collection of words that an individual knows". This statement can be interpreted that vocabulary is a collection of words that everyone knows.

Correspondingly, According to Linse (2006) vocabulary is a collection of words that a person knows. This statement explains that vocabulary is a collection of vocabulary that a person knows.

The definition given above leads one to the conclusion that a person's vocabulary consists of all the words they are aware of from reading, writing, speaking, and hearing.

### **Word wall**

Wordwall is a fascinating program-related application. This software is specifically designed to be an enjoyable educational resource, media, and evaluation tool for students. Additionally, the Wordwall page offers examples of instructor manifestations so that prospective clients can see the kind of work that will be produced (Sherianto, 2020).

Wordwall is an online tool that can be used to engage kids in studying while also providing them with an enjoyable educational experience. This website might be useful for organising and researching assessments of active learning ( in Irham Halik, 2020).

The word wall application is an engaging and dynamic teaching tool that can support teachers in their teaching efforts, based on the description provided above.

## **2. Research Methodology**

This study employed the experimental research approach. The primary goal of experimental research is to investigate how a treatment affects the behaviour that results from it, as expressed by Sugiyono (2012:109) experimental research can be interpreted as "a research method used to find the effect of certain treatments on others in controlled conditions". Specifically, this study uses a quasi-experimental design, namely providing treatment to the experimental group while providing a control group as a comparison.

The quasi-experimental design consists of two groups, each undergoing a pre-test and post-test, and then given different treatments: one group uses word wall media, while the other uses the Grammar Translation Method (GTM).

This research was conducted at MTs Nur Rahma Bengkulu on Class VII students Tahun ajaran 2023/2024.

All pupils in class VII MTs Nur Rahma, which was divided into two classes-one in Makkah and one in Madinah-were the study's population. Two classes serve as the research's samples in this investigation. one class is the experimental group and the other class is the control group. These are the VII Makkah group, which consists of 20 pupils, and the Medina group, which also consists of 20 students, serving as the control group.

A vocabulary test was the instrument employed in this investigation. The investigator included twenty multiple-choice questions in this exam. There were two tests employed in this study, namely the first test and the final test. The purpose of the first exam was to gauge students' language levels prior to receiving treatment, and the goal of the second test was to gauge students' vocabulary levels following treatment.

Pretest and posttest were the methods of data collection employed in the control class; pretest, treatment (word wall media), and posttest were the methods of data collection employed in the subsequent experiment. The tests for normality, homogeneity, paired samples, independent samples, and N-gain were employed to analyse the data. The purpose of this is to determine whether word wall media at MTs Nur Rahma Kota Bengkulu has an impact on the English vocabulary of class VIII pupils.

## **3. Result and Discussion**

Examine The purpose of this study is to determine how word wall media affects mastery vocabulary. A study that was conducted in class VII at MTs Nur Rahma Kota Bengkulu in less than a month revealed that there were up to 40 Student's in the class. Total sample in this study this is 40 samples.

based on study findings from MTs Nur Rahma Kota Bengkulu's seventh class. Pupils who are taught vocabulary improvement using word wall media outperform those who are taught without the use of classical music as a memorisation technique. In order to assess

whether word wall media is important for enhancing English vocabulary, the researcher assessed the pre- and post-test hypotheses for both the experimental and control classes.

Results Study student on group experiment And control group have ability read that almost The same. This matter seen from results pre-test learning before Word wall is applied with the average class pre-test score experiment is 67.75 and average score class control is 58.75. Based on results test statistics on results Study student on class experiment is known There is significant impact of Word wall Educational media on Learning Vocabulary Language English students at MTs Nur Rahma kota Bengkulu, as well as results test statistics on results Study student on class control show the same result, there is significant influence with technique conventional on group control To Vocabulary Language English at MTs Nur Rahma Kota Bengkulu.

However, judge from average results increase results Study student on eye lesson the class experiment Far more tall or significant from the average pre-test result 67.75 to post-test 84.25 while the average result class control from pre-test 58.75 to post-test 72.25.

The pre-test and post-test data are tested for normality, and neither the experiment nor the good group control demonstrate that the data is normally distributed. Test homogeneity determines that the second data group has the same variation, fulfilling the prerequisite for dependable test results.

On group control happen enhancement significant mean score mastery vocabulary of 58.75 to 73.75 after done activity demonstrated learning with results dependent t test. This matter show that method GTM teaching can increase mastery vocabulary student. Likewise on group experiments, there are enhancement significant mean score mastery vocabulary from 67.75 to 82.00 after use word wall strategy Educational game-based learning, p This show its effectiveness in increase ability mastery vocabulary

This matter seen from statistics independent t test obtained that is amounting to 5,180 and mark significance of 0.000. According to the standards testing, because mark significance (0.000) is less from 0.05 so hypothesis zero rejected, and hypothesis alternative Thus, it can be inferred that students' average capacity to master vocabulary varies significantly. group control and group experiment. In other words, there is influence to results mastery vocabulary student among those taught using a word wall with those using GTM. By descriptive stated that on group control an average score is obtained amounted to 73.75, meanwhile on group experiment an average score is obtained amounting to 82.00.

#### **4. Conclusion**

Word wall materials were used in the experimental class to teach vocabulary, whereas other materials (GTM) were used in the control group. Average increase Study student results test experimental class 67.75 to post-test 82.00. Meanwhile, the average results class control from the pre-test of 58.75 until the post-test was 73.75. Can be seen that happen enhancement mark Study class experiment Results obtained with application technique read fast very much more big in increase score results Study student compared results Study class control.

The researcher continued to calculate the data so that The investigator could determine that there was a notable distinction between the experimental and control groups. The experimental class's score increased, according to the results. Based on these statistics, it can be said that students' vocabulary skills are significantly impacted by the usage of word wall media in class VII English language instruction.

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