

# Thesis.pdf

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## INTRODUCTION

This chapter consists of (1) the background of the study, (2) statement of the problem, (3) objective of the study, (4) significance of the study, and (5) key term.

**1.1 Background of the Study**

Vocabulary is a central aspect to support the English language, because it plays a crucial part and has an impact on the skills component, namely: reading, writing, speaking and listening (Anggraini, 2018). Anyone who learns a language will not be separated from the vocabulary that will complete the language. Vocabulary is a group of words. that when put together will have meaning, it is very important in communication. With the help of vocabulary, a person can convey his/her ideas, feelings, emotions, and desires. Students have to memorize many dictionaries designed to express their meaning correctly. They not only learn the words, but they also understand what the words imply. Vocabulary is the most crucial aspect of language that students' must know <sup>2</sup> in order to communicate effectively in that language. When students know a lot of vocabulary, they easily use a few different words about how they communicate with others as they wish. Learning English becomes difficult

without mastering vocabulary. By mastering vocabulary, learning objectives will be easily achieved.

Vocabulary mastery is the most fundamental concept that students must grasp in order to learn English, a foreign language for Indonesian students'. The four English skills will be automatically supported if a student has a sufficient vocabulary in English. However, learning a new language is not easy for foreign language learners, especially Indonesian students who have different language rules in their mother tongue and English. With different pronunciation, spelling, meaning and use of words. There are several problems in the students' vocabulary learning process. First, the learning process at school is a bit stiff and makes students bored while learning English. Where, the teacher only provides an explanation of the material <sup>15</sup> in front of the class, students listen, and take notes. Second, Some students lack enthusiasm or desire for learning English.

According to Chen, W. et al. (2017), technology is being incorporated into education more and more in order to increase student involvement and motivation. <sup>21</sup> With the existence of learning English using technology can make students have an interest in learning vocabulary. It is undeniable that nowadays teenagers spend more time studying using their cellphones and no longer using books because according to them learning to use books makes them bored quickly.

Based on the information obtained in the observation held at the eighth grade on the English teaching and learning process conducted at SMP Negeri 40 Surabaya, the English teacher said that many students had low understanding of vocabulary. And the researcher conducted a diagnostic test on May 11, 2023 at the eighth A grade evidenced by the results of the diagnostic test that only 34,66% of students passed KKM and 65,34% failed KKM with the Minimum Completeness Criteria (KKM) score of at least 75 for English subjects. It can be explained that only 9 (34,66%) students achieved KKM and 17 (65,34%) students did not reach the KKM. The results of the diagnostic test, it was found the students' vocabulary mastery was still low. There are still many students who have low understanding of their English vocabulary and have difficulty in learning new vocabulary since the teaching technique is boring. It was also found that class activities were mostly using a teacher-centered technique which means the teacher explains the learning material for students to be more active. Therefore, teachers should be more creative in customizing their teaching techniques to motivate the students to gain many vocabularies.

And the teachers at SMPN 40 Surabaya never used media in teaching English especially on vocabulary. Using media that has never been used will make students interested in learning English and build up the students' interest through a media applied as a solution in solving the problem. Students need teaching media to help students understand foreign languages, especially English. In this instance, the teacher must be careful in his or her media

selection, especially when teaching English to students. Students are supposed to learn a foreign language or second language in an engaging and entertaining manner. instructors' role in using media in the teaching and learning process is highly significant in encouraging students' interest in the teaching-learning process in English, as well as developing excellent relationships between teachers and pupils (Rahmi, 2014).

Based on the explanation above, improving vocabulary mastery must be done by using the media. One of media that can be used is Wordwall.net media to improve the students vocabulary mastery. Wordwall.net has advantages for teachers that is an application that can be used by educators to create interactive templates and printed materials for learners such as quizzes, pairing, word search, anagrams, match making, word randomization, grouping created activities by teacher in addition Wordwall.net is used by students not to get bored quickly in receiving learning, making teachers creative in presenting their learning, making vocabulary learning more fun, enjoyable, interesting, and effective. In this media, teachers simply contribute content, and the application takes care of the rest by processing it. The application, known as Wordwall.net, offers a range of themes and game options tailored to specific lessons. It includes diverse interactive games designed for educational purposes, particularly for vocabulary practice. Teachers have the option to utilize games created by their colleagues or create their own using the available templates on the website (Çil, 2021).

Studies about the use of Wordwall.net as a media, have been proven by previous researcher Setia Rini (2021) with the title "Using Word Wall For Improving Students" Writing "What Are You Doing" the results of this study there were 88.56% of the eighth-grade students got an excellent score. Word Wall platform has positively impacted to the students' vocabulary mastery improvement. This platform should be applied in EFL classroom especially during online learning. However, they also recommended this platform to be used in a normal face-to-face classroom. It means there was significant improvement using Wordwall.

The second research is by Erlin Alpatikah (2022) with the title "The Effect Of Using Wordwall.Net On Student's Vocabulary Mastery" in post-test mean result showed control class got 77.33 and experimental class got 86.45. She said that the implementation of the Word Wall had positive impact on the student's vocabulary mastery improvement and it produced student's interest in learning English especially during online learning. In addition wordwall.net could stimulate student's intrinsic and extrinsic motivation with its features, such as the game templates, themes, feedback section and leaderboard, because it consisted content of challenging, curiosity, control and competition. Therefore, there is an effect on student's vocabulary mastery after using wordwall.net.

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Based on the statements above, the researcher wants to improve students vocabulary using Wordwall.net . This media that can make it easier for students to learn vocabulary like students are playing. This media is designed and presented in a visual form such as games or games due to improve student learning outcomes. Then the researcher conducted a study entitled “Using Wordwall.net as a media to improve students vocabulary mastery at the eighth grade of SMP Negeri 40 Surabaya”.

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### 1.1 Statement of the Problem

Based on the background above, the researcher formulates the statement of the problem is as follow :

“Can the use of wordwall.net as a media improve students vocabulary mastery at the eighth grade of SMP Negeri 40 Surabaya”.

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### 1.2 Objective of the Study

Based on the statement of the problem above, the objective of the study is as follow :

“To find out the use of wordwall.net as media can improve students vocabulary mastery at the eighth grade of SMP Negeri 40 Surabaya”.

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### 1.3 Significance of the Study

The researcher hopes that this study has practically benefits which are described as follows:

a. For Students

With the wordwall.net media in learning English vocabulary, <sup>59</sup> it is hoped that it can help students who have difficulty in learning vocabulary. And the existence of this media makes students excited in learning, not easily bored, and more creative reasoning and thinking skills so as to motivate students to follow the learning process well.

b. For Teachers

English teachers will be more creative in learning English in the classroom by using wordwall.net in their teaching strategies to reduce boredom in learning English. It is as well as further evaluation material that can be used <sup>15</sup> as a starting point for learning English in the future.

c. For School

The results of this study can be used as input for education implementers in realizing an effective and efficient learning system with qualified teachers in the future and as consideration for education implementers in order to make learning better in schools.

d. For Future Researchers



The other researchers can use the result of this study <sup>50</sup> as an addition reference or further research with different discussion.

## 1.5 Key Term

The purpose of identifying key terms is to avoid confusion among readers. To make it quite obvious there are some key terms such as vocabulary and wordwall.net as a media in efforts <sup>27</sup> to improve students vocabulary mastery at the eighth grade of SMP Negeri 40 Surabaya students' English vocabulary mastery.

### 1. Vocabulary mastery

<sup>2</sup> Vocabulary mastery is the ability to explore and understand English words, which is essential for effective communication in both speaking and writing. It allows individuals to correctly interpret words and convey their intended meanings. Kinds of vocabulary in this study :

- a. Adjective is a class of word that used to give addition information or describe or modify noun and pronoun.
- b. <sup>34</sup> Verb is a class of word that conveys action or a state being of the subject.
- c. Antonyms are words that have opposite meaning.
- d. Synonyms are words that have similar meaning

## 2. Wordwall.net

Wordwall.net is the application that available on a website, enables the creation of interactive learning materials. It serves as a platform to develop educational <sup>35</sup> media such as quizzes, matchmaking, pairing, anagrams, word randomization, word search, grouping created activities by teacher. Wordwall.net is used by students not to get bored quickly in receiving learning, making teachers creative in presenting their learning, and making vocabulary learning more fun, enjoyable, interesting, and effective (Çil, 2021:22).

## **1** **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

The contents of chapter II of this thesis explain (1) the theories and (2) concepts according to experts that support a scientific research based on the theory that is relevant to the thesis title.

#### **37** **2.1 The Concept of Vocabulary**

##### **2.1.1 Vocabulary**

Vocabulary itself consists of words with meanings in a language. These words are used to create sentences that express ideas and allow people to communicate with each other. It helps us share our thoughts, opinions, ideas, and feelings. Can be interpreted as a collection of words that are owned by a language and give meaning when we use that language. By mastering vocabulary properly, it can connect the four skills of speaking, listening, reading and writing. Therefore, learning vocabulary is very important to develop and improve students' English. There are several definitions of vocabulary that come from experts in this study, of course the many theories that underlie research are very important in a study, therefore the theory are:

Richards & Renandya (2002) state that Vocabulary is a crucial part of being proficient in a language. It has a significant influence on learners' abilities

6 in speaking, listening, reading, and writing. In learning English, especially for beginners, vocabulary becomes even more important, particularly for understanding what is being read. There are two main reasons for this: firstly, vocabulary helps in understanding the structure, phrases, sentences, and overall text; secondly, it enables the conveying of word meanings within a text. Wilkins and Thornbury (2004) state that grammar is important for communication, but vocabulary is even more essential. Without a good vocabulary, it's impossible to convey any meaning, regardless of how well someone knows grammar. In simpler terms, having good grammar alone is useless if a person doesn't know many words. According to Vossoughi (2009), vocabulary is a tool we use to think, convey our thoughts and feelings, and learn about the world.. Pikulski and Templeton (2004) Vocabulary can be defined as the collection of words that students use and comprehend. Considering the previously mentioned definitions, it can be inferred that vocabulary encompasses words obtained from written and spoken sources, which are employed for communication in language learning.

### 2.1.2 Types of Vocabulary

23 Hiebert and Kamil (2005), propose two kinds of vocabulary, productive and receptive vocabulary.

#### a. Receptive vocabulary

The learners possess the ability to recognize and comprehend certain words when encountered in context, but they are unable to generate or produce them. This refers to vocabulary that learners can identify and understand while reading, yet they do not actively utilize these words in their speaking and writing. <sup>33</sup> For example, a child's ability to listen and follow directions (e.g. "put on your coat") relies on the child's receptive language skills.

#### **b. Productive vocabulary**

The words comprehended by learners, which they can accurately pronounce and effectively utilize in speech and writing, constitute their productive vocabulary. This encompasses not only the understanding of words for receptive purposes but also the ability to use them appropriately in communication. Hence, productive vocabulary is considered an active process as learners can actively express their thoughts to others by producing words. Generally, the passive vocabulary of a group tends to be larger than their active vocabulary. Although active vocabulary may appear more crucial for communication, <sup>30</sup> the objective of teaching a foreign language is to expand both the students' passive and active vocabulary while developing the four fundamental language skills: speaking, writing, reading, and listening.

From the aforementioned explanation, it can be deduced that there exist various types of vocabulary. This is pertinent to the fact that individuals have distinct ways of comprehending words, such as through visual, auditory, oral, and written means. Not all words are suitable for learners' needs, thus the

selection of vocabulary becomes imperative in teaching, considering specific criteria for vocabulary selection.

### **2.1.3 Aspect of Vocabulary**

When we talk about knowing a word, it typically refers to two aspects: (a) being able to identify the word's form and (b) assigning a meaning to it. However, there are instances where we can recognize a word visually but struggle to recognize it audibly. Moreover, we may understand a word when we encounter it in written or spoken form but find it challenging to incorporate it into our own speech or writing. The following list presents a progression from simpler forms of knowledge to more intricate ones.

1. Understanding the word's grammatical categories.
2. Familiarity with the different forms and meanings derived from the word.
3. Awareness of the synonyms, antonyms, and subordinate terms associated with the word's meanings and derived forms.
4. Comprehension of the word's grammatical characteristics.
5. Knowledge of the word's typical associations with other words in phrases and patterns.
6. Understanding the limitations and considerations regarding the word's usage, including its frequency and formality.

#### 2.1.4 Kinds of Vocabulary In This Study

There are six kinds of vocabulary, which is more comprehended than previous theory, such as Thornbury, (2002);

##### A. Word Classes

Word class is known as parts of speech, have distinct functions within a text, these eight elements. There are:

##### 1. Noun

Noun is word that used to indicate names of persons, places, things, ideas, or qualities. There are two kinds of noun; common noun and proper noun. Common noun refers to things which were not specific, such as book, pen, table, market. Proper noun refers to specific name of things, such as January, Sunday, Beat motorcycle, Indonesia, Barack Obama (Idaryani, (2015)). Looking to the quantity of the things, noun also divided into two categories, countable and uncountable. Countable noun refers a noun that can be count easily while uncountable noun refers a noun that cannot be count (Idaryani, 2015). Countable noun also have two types, singular form and plural form. Singular form used to indicate one thing, sometimes it signed by addition of article “a” or “an”, i.e. a book, an apple, a motorcycle. Plural form used to indicate thing consists of two or more, sometimes it signed by addition some suffixes in it words, i.e. chairs, clothes, cats, babies, leaves or different words with the singular form, i.e. feet (singular form foot), data (singular form datum). Looking to the object appearances, noun divided into two categories, abstract

and concrete noun. Abstract noun refers a noun described idea, concept, feeling or characteristics, in contrast concrete noun refers a noun described a real material. Anger, tolerance, love are the example of abstract noun, whether balloon, egg, laptop, pen are the example of concrete noun.

## 2. Pronoun

<sup>69</sup> Pronoun is a class of word that replaces a noun that has already been mentioned before. It included I, you, him, her, me, this, that, they, which, she, he, etc. Pronoun has six categories, such as <sup>76</sup> personal pronoun (I, you, they, we, she, he, it, me, us, them, him, her), possessive pronoun (my, your, our, their, his, her, its, <sup>16</sup> mine, yours, his, hers, ours, theirs), reflexive pronoun (myself, yourself, themselves, ourselves, himself, herself, itself), reciprocal pronoun (each other, one another), relative pronoun (who, whom, whose, which, that) and demonstrative pronoun (this, these, that, those).

## 3. Verb

Verb is a class of word that conveys action or a state being of the subject. There are eight kinds of verb, such as: transitive verb (ask, buy, make), intransitive verb (arrive, come, go), irregular verb (choose, feel, send, write), regular verb (accept, decide, walk), action verb <sup>10</sup> (eat, grow, jump, run), stative verb (deserve, forgive, impress), linking verb <sup>10</sup> (act, be, look, seem) and causative verb (get, have, let).

## <sup>9</sup> Adjective



Adjective is a class of word that used to give addition information or describe or modify noun and pronoun. It places after linking verb or before noun, for examples, old house, green car, and pretty girl.

### 5. Adverb

Adverb is a class of word that modifies verbs, adjectives, or other adverbs. It answered question when, where, why, how, how much, under what condition (Vachula, 2008). There are seven kinds of adverb, such as <sup>10</sup> adverb of time (early, recently, now), adverb of manner (fast, slowly, quickly), adverb of degree (enough, so, too, very), adverb of modality (likely, maybe, perhaps), adverb of frequency (always, seldom, often, sometimes), adverb of place (behind, here, nearby) and adverb of focus (also, even, just, only).

### 6. Preposition

Preposition is a class of word that link nouns or pronoun to other words for building a preposition phrase in a sentence. There are six kinds of preposition, such as <sup>10</sup> preposition of time (after, before, since), preposition of place (above, at, in, on), preposition of movement (inside, into, towards), <sup>10</sup> preposition of manner (by, in, like), preposition of purpose (for), preposition of measure (by).

### 7. <sup>72</sup> Conjunction

Conjunction is a class of word that link words, phrase, or clauses to show any relations between them. There are three kinds of conjunction, such as coordinate conjunction (for, and, nor, but, or, yet, so), subordinate conjunction

(although, because, whether, while), correlative conjunction (either ... or, neither ... nor, not only ... but also).

### **8. Determiner**

Determiner is a class or word that places before noun for the limitation of the noun. There are three kinds of determiner, such as definite article (the), indefinite article (a, an, any, other), and quantifiers (few, all, many, some).

### **B. Word Families**

Word family consists of base word and affixation either prefixes or suffixes. It can give new meaning which called derivative, but also keep the meaning as the base verb, which called inflexion. Inflexion signed a grammatical rule of tenses used in sentence, for instance, played (past) –plays (present) – playing (continuous). Those words still have the same meaning, but in different condition. Whereas, derivative gives different meaning as the base verb, for instance, player – replay – playful.

### **C. Word Formation**

There are three types of word formation, compounding, blend and clipping. Compounding is a process of combining two or more independent words, such as classroom, teapot, typewriter, hairdryer and so on. Blend is a process of blending two words to one form new word, such as <sup>9</sup>brunch (breakfast + lunch), infotainment (information + entertainment). Clipping is a process of shortening the long words, such as <sup>55</sup>(from influenza), email (from electronic mail), and dorm (from dormitory).

### 1. Multi-word Units

Multi-word unit consists of some words joined as a group and has its meaning, for instance look for, more or less, a lot of, sort of things.

### 2. Collocations

Collocation consists of some words in generally built a common phrases, examples, cup of tea, depend on, do the dishes, spend time, do your best, and keep a secret.

## D. Words Meaning

### 3 1. Homonyms

Homonyms are words that have same form of alphabet but have unrelated meanings, for example I like to look at your painting and Your painting looks like new.

### 2. Synonyms

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Synonyms are words that have similar meaning, such as old – ancient – antique – aged – elderly.

### 3. Antonyms

3  
Antonyms are words that have opposite meaning, such as; old >< new, tall >< short, big >< small, far >< near.

### 2.1.5 Vocabulary Mastery

Vocabulary mastery is Being able to understand and use words in English is crucial for effective communication, both in speaking and writing, as it ensures that the intended meaning is conveyed accurately. Mastering

vocabulary is important because it makes learning English easier and enables us to communicate more effectively with others. It helps us achieve our goals in English language learning.

According to Larsen-Freeman & Anderson (2011), there are some ways to improve the <sup>9</sup> vocabulary mastery:

#### **a. Translation of a Literary Passage**

Learners translate a reading passage from the target language text to their native language. This activity stimulates learner's capability in gaining new vocabulary and grammatical structures. Learners should not only translate word to word purely, but also they try to express their understanding after reading the passage. When learners were success to understand the passage, question with the same topic from the passage are needed to elaborate the learners' new vocabulary and the learners' previous vocabulary knowledge.

#### **b. Antonyms/Synonyms**

Learners also can get a lot of vocabularies through the antonyms and synonyms exercise. Teachers give one set of words then asked the learners to look for the antonyms or synonyms <sup>47</sup> in the reading passage.

#### **c. Fill-in-the Blank Exercise**

The other exercise to develop the learner's vocabulary mastery is fill-inthe blank exercise. The learners <sup>9</sup> are given a series of words that have some missing words. They will fill it with their new vocabulary knowledge of some various grammar types, such as verbs, nouns, prepositions.

#### **d. Memorization**

The learners are given a list of vocabularies that consist of the target language vocabularies and the native language vocabularies to be memorized.

#### **e. Use Words in Sentences**

In order to show that learners understand the meaning and the use of a new vocabulary item, they make up sentences in which they use the new words.

#### **f. Composition**

The last way to develop the learners' vocabulary mastery is giving the learners a written test to write a text about one topic in target language form. Sometimes instead of creating a composition of good paragraph, they need a dictionary to looking for some new vocabulary that appropriate with their text.

### **2.1.6 Teaching Vocabulary**

Nation (2008) states that teaching vocabulary is among the least important of the teacher's job. There are some steps in teaching vocabulary for foreign language learner :

#### **a. Presenting new vocabulary**

Presenting new vocabulary becomes the first step in teaching vocabulary. In this step, teachers can use some kinds of technique in delivering new vocabulary to the learners. Technique refers to exercises, activities, or tasks presented in the classroom (Brown, 2000). The use of technique was not far from the use of media in teaching too.

**Media** are tools that used by teacher in running the classroom activities. Based on the students learning style, there are five categories of techniques with each example of media in teaching vocabulary (AKAR, 2010):

**1. Visual techniques**

The way can be used are illustration through some media such as; real objects (tickets, advertisements, forms, brochures, magazines), posters, photos, drawing, maps, film, videos, board games, crossword puzzles, computer-based technology.

**2. Aural techniques**

The way can be used are listening some media such as nature sounds, poems, audio from films or videos or radio programmers, recorded interviews, songs, computer-based technology.

**3. Verbal techniques**

The way can be used are demonstration, contextual form, and activity such as games, riddle, tongue twisters, contextual guesswork, role-plays, translation.

**4. Kinaesthetic, olfactory, gustatory techniques**

The way can be used are detailed description such as smelling and tasting.

### **b. Remembering vocabulary**

Memorizing vocabulary is the second step of teaching vocabulary. In this step learners work by their selves because it can be the important step for learners to achieve their vocabulary mastery. Teacher still can support them by grouping the vocabularies into some categories for making the learners easier to memorize the differences between one word and other words.

### **c. Ideas For Vocabulary Work In The Classroom**

In this third step, teacher can make some activities in classroom for motivate the learners use their new vocabularies. An idea can be used for vocabulary work in the classroom is brainstorming. Teachers can give a word as a theme, and then learners mention the related words with the theme. There is no sentence or paragraph, just a circle of associated items with a meaningful context.

#### **2.1.7 The Vocabulary Related to the Curriculum at SMP**

<sup>14</sup> The relationship between vocabulary and reading skills is that a language user will not able to draw and interpret the meaning from the printed if he or she does not have vocabulary. Nation (2001) state <sup>12</sup> vocabulary knowledge is one of the best predictors of learners' ability in reading comprehension. <sup>14</sup> In addition, the relationship between vocabulary and reading can be stated in detail as Nagy said <sup>14</sup> (2011) that reading is the single most important factor in creased vocabulary knowledge. The <sup>71</sup> type of vocabulary used

in this study is adjective, action verbs, antonym, and synonyms. Students will identify language features namely: adjectives, action verbs, antonyms, and synonyms in descriptive text. Vocabulary test in the form of 20 multiple choices in 20 minutes to do it using wordwall.net. According to the curriculum SMP especially class VIII :

Standard of competence	
5. Understanding the meaning of written texts and simple short essays in the form of descriptive and recount related to the surrounding environment.	
Basic competency	Indicators of Competence Achievement
3.5 Identify social function, text structure, and linguistic elements some spoken and descriptive texts write by giving and asking information related to the description people, animals, and things, really short and simple, according to context of use.	3.5.1 Identify the use of adjectives from the descriptive text. 3.5.2 Identify the use of action verbs from the description text. 3.5.3 Identify the meaning of the antonym of the word description text. 3.5.4 Identify the meaning of synonyms from the description text.

### 2.1.8 Teaching Material

#### ❖ Descriptive Text

Descriptive Text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing.



### 1) Generic Structure:

- a. Identification: Introduces or identifies the character or everything.
- b. Description: A part of the paragraph which describes something.

### 2) Social Function:

- a. To describe about something.

### 3) Language Features

- a. <sup>7</sup> The use of the adjective (an adjective) to clarify the noun, for example: a beautiful beach, a handsome man, and the famous place in Jepara.
- b. The use of simple present tense: The sentence pattern used is simple present because it tells the fact of the object described.
- c. Action verb: verbs that show an activity (for example, run, sleep, walk, cut )
- d. Word meaning (for example, sleepy = mengantuk, sad = sedih, etc)
- e. Antonyms are words that have the opposite meaning of another word (for example, win = lose)
- f. Synonyms are words that have the same meaning (for example, calm = quite)

#### 4) Text

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Descriptive Text about Person

##### My Best Friend, Ernesto

My best friend is Ernesto and he is my classmate. We go to school together. Ernesto comes from an educated family. His father is a school principal and his mother is also a teacher.

Identification

He is punctual, well-educated, and has good manners. He is really hard-working. He always does his homework. He is also well-dressed and well-behaved. All teachers have a high opinion of him.

Description

Ernesto has a well-built body. He is gentle but fearless. He takes part in all sports, scout, trekking and mountaineering activities. He has a good heart. He is truthful, honest and obedient.

He also plays the guitar, and he makes his parents very proud of him. He secures good marks and is usually top of his class in examinations. He inspires me to work harder. He keeps me away from bad company. I am happy to have such a friend.

Description

Note : Action verbs are marked in purple  
Adjectives are marked in red

#### 2.1.9 Assessment of Vocabulary

Assessment is a systematic process of gathering information and making judgments about a student's abilities or evaluating the quality and

success of a teaching course. It involves using different types of evidence to draw conclusions. To measure the level of students' vocabulary skills, it is important to evaluate their vocabulary through assessments.

**Table 2.1**  
**Scoring Rubric of Multiple Choice**

<b>Number of Question</b>	<b>Scores</b>	<b>Criteria</b>
1 – 20	1	The answer is correct
	0	The answer is wrong
<b>Maximum score</b>	<b>20</b>	

There are many kinds of test such as, multiple choice, matching, odd one out, writing sentence, dictation, gap-filling, translation and sentence completion. In this study, vocabulary mastery was tested using the multiple choice question type through Wordwall.net. One question consists of several possible answers, including correct answers and several wrong answers. The test consists of 20 multiple choice questions in 20 minutes.

According to Chung and Pannebaker (2007), vocabulary consists of two types, such as (1) Content words (2) Function words. This study merely focuses on content words analysis. There are Content words types of vocabulary used by researchers in this study to test vocabulary in descriptive

text: adjectives, action verbs, antonyms, and synonyms, these Content words are explained below:

1. Adjective is a class of word that used to give addition information or describe or modify noun and pronoun. It places after linking verb or before noun, for examples, old house, green car, and pretty girl.
2. <sup>34</sup> Verb is a class of word that conveys action or a state being of the subject. There are eight kinds of verb, such as: transitive verb (ask, buy, make), intransitive verb (arrive, come, go), irregular verb (choose, feel, send, write), regular verb (accept, decide, walk), action verb (<sup>10</sup>eat, grow, jump, run), stative verb (deserve, forgive, impress), linking verb (<sup>10</sup>act, be, look, seem) and causative verb (get, have, let).
3. <sup>3</sup> Antonyms are words that have opposite meaning, such as; old >< new, tall >< short, big >< small, far >< near.
4. <sup>3</sup> Synonyms are words that have similar meaning, such as old – ancient – antique – aged – elderly.

## 2.2 Media

### 2.2.1 Web-Based Learning

(McKimm et al., 2003:870) Web-Based learning is a design of learning process which using web as equipment in online class, such as email, videoconferencing, and live lectures video streaming. Moreover, looking to the relative effectiveness of web-based learning, there are two fundamental environment differences, such as (Khalifa & Lam, 2002):

#### **a. Distributed Passive Learning (DPL)**

In this <sup>39</sup> environment, the web is used to deliver the material in traditional learning way. The material uploaded by teachers in a web, then learner access it individually anytime and anywhere based on their circumstances. Also teachers deliver the material in liner form, such as; text file, presentation slide and videos. It cause the learners become passive in gaining information.

#### **b. Distributed Interactive Learning (DIL)**

On the other hand, this environment use web as a learning medium that leaners to explore new experience in learning. It serves leaners <sup>39</sup> to explore the learning material by their own pace. Also this environment gives leaners chance to have some interaction with the teacher and others leaner. There are many websites required DIL environment in any major of education. Hence, the next discussion will discuss about websites of DILenvironment in language learning.

### **2.3 Wordwall.net**

Wordwall.net is an interesting application when it comes to programming. This app is explicitly intended to be a fun learning asset, media, and assessment tool for students. The wordwall page also provides examples of instructor manifestations so that new clients know about what types of creations to make. (Sherianto, 2020) Wordwall is a web application that can be used to make education fun for students and can also be used as a learning medium that

can make students active. This website can be suitable for planning and exploring active learning evaluations. (Irham Halik, 2020).

### **2.3.1 Advantage of Wordwall.net**

The advantages of wordwall.net include interesting features variety, reporting automatic result, providing printable materials and accessing easily (Ar-Rahmah, 2021). As a website tool, wordwall.net facilitates many interactive games which by the end of games it will present score. Score shows the final result from learner's activity then it sent to the teacher, as a game maker, automatically. Besides that, teacher also can print out the material in pdf form, in case he wants to bring it to conventional classroom. Both teacher and learners may access wordwall.net easily through their smartphones.

### **2.3.2 The Use of Wordwall.net in Vocabulary Learning**

Looking to the homepage of wordwall.net which show the huge number of resources created, it can be assume that wordwall.net facilitates many materials from any major of education. Because this website offers interactive games, it influences teachers or education content creator to use it, even the language teachers. Wordwall.net delivers the game templates that support vocabulary learning (Ramadhan & Zaharani, 2021).

The word depends on the objectives research. Researcher will do treatments everyday by mentioning the characteristic then learners will guess the right word in the wall. From this strategy, many researchers were success in improving learners' vocabulary mastery. That strategy also presents by

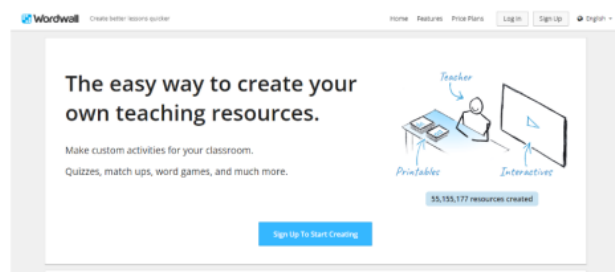
wordwall.net. The difference is there is no more explanation from teachers in giving clues of the word. For instance, the similar template is group short. Teacher, as a game maker, shows list of word then the leaners asked to drop the words into the exist group. Learner will try to construct their own understanding. Besides that, almost all templates in wordwall.net made for vocabulary acquisition.

### 2.3.3 Procedure Teaching Vocabulary Through Wordwall.net

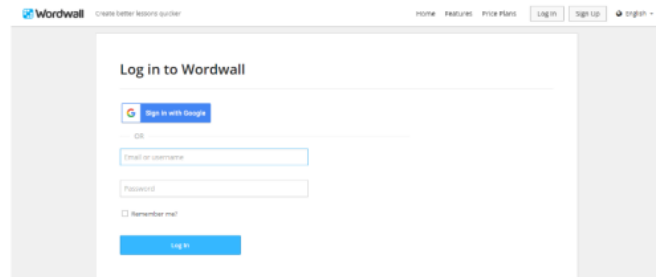
Wordwall.net is a website that presents vocabulary learning through various games by using internet. It can be access in computer, laptop, and smartphone. Teachers use it as an interactive way to build fun learning in classroom activity.

Here are some steps how to conduct Wordwall.net Application :

- Access <https://wordwall.net/> for teacher



- On teacher's device, click "Log in"



- After log in the account, there will be seven others menu existed in the main bar, there are;

a. Features

In this webpage ([www.wordwall.net/features](http://www.wordwall.net/features)), it shows what wordwall.net has reached out. It includes eighth features; interactive 23 and printables, creating using templates, switching templates, edit any activity, themes and option, sharing with teachers, embedding on a website and students assignment.

b. Community

In this webpage ([www.wordwall.net/community](http://www.wordwall.net/community)), it shows many resources of game. There is a search engine for looking up the materials that have been created and published by other content creators.

c. My Activities

In this webpage ([www.wordwall.net/myactivities](http://www.wordwall.net/myactivities)), it shows the users creation of games. The user can make new games, delete the games, share



the game links, edit game content and duplicate game also show the QR code of the game.

#### d. My Results



















In this webpage ([www.wordwall.net/myresults](http://www.wordwall.net/myresults)), it shows the result of the game. The user can share link the final result of the game to learners, share assignment, change deadline of the game, export to file, delete the game and show the QR code of the game.

#### e. Create Activity

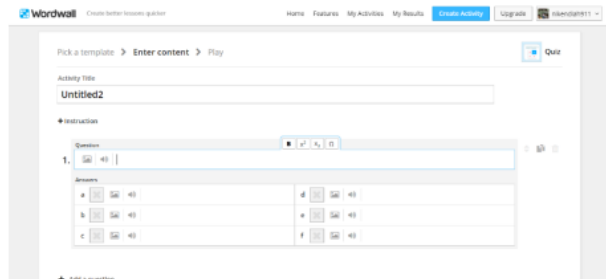
In this webpage ([www.wordwall.net/create/picktemplate](http://www.wordwall.net/create/picktemplate)), it shows the templates of interactive games. This webpage is the core of wordwall.net website, because teacher will use it to create some activity. Then after pick the template, user enters the content or materials and clicks done. Next the program will automatically process the game.

- Pick templates

**Find out about our templates**  
Select a template to learn more

 <b>Match up</b> Drag and drop each keyword next to its definition.	 <b>Quiz</b> A series of multiple choice questions. Tap the correct answer to proceed.	 <b>Random wheel</b> Spin the wheel to see which item comes up next.
 <b>Group sort</b> Drag and drop each item into its correct group.	 <b>Find the match</b> Tap the matching answer to advance. Repeat until all answers are gone.	 <b>Missing word</b> A quiz activity where you drag and drop words into blank spaces within a text.
 <b>Unjumble</b> Drag and drop words to rearrange each sentence into its correct order.	 <b>Wordsearch</b> Words are hidden in a letter grid. Find them as fast as you can.	 <b>Labelled diagram</b> Drag and drop the pins to their correct place on the image.
 <b>Matching pairs</b> Tap a pair of files at a time to reveal if they are a match.	 <b>Open the box</b> Tap each box in turn to open them up and reveal the item inside.	 <b>Whack-a-mole</b> Moles appear one at a time. Hit only the correct ones to win.
 <b>Anagram</b> Drag the letters into their correct positions to unscramble the word or phrase.	 <b>Random cards</b> Deal out cards of random from a shuffled deck.	 <b>Gameshow quiz</b> A multiple choice quiz with time pressure, bonuses and a bonus round.
 <b>True or false</b> Items fly by at speed. See how many you can get right before the timer runs out.	 <b>Maze chase</b> Run to the correct answer zone, while avoiding the obstacles.	 <b>Flip tiles</b> Explore a series of two sided tiles by tapping to open and tapping to flip.

- Enter content



- If it's finished, please press done, then the quiz ready to be given to students. Ask students to open the link/Share resource provided by the teacher on their smartphone, tablet or laptop browser.

### Resource published

 All done

 <https://wordwall.net/resource/56812232> 

Share or embed it:

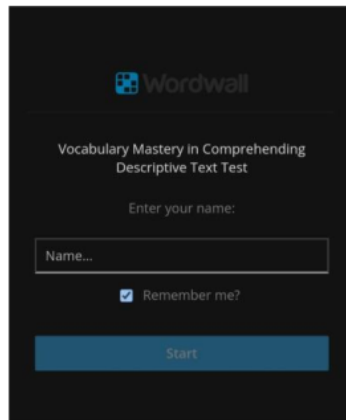


This resource is now listed on your [Profile Page](#)

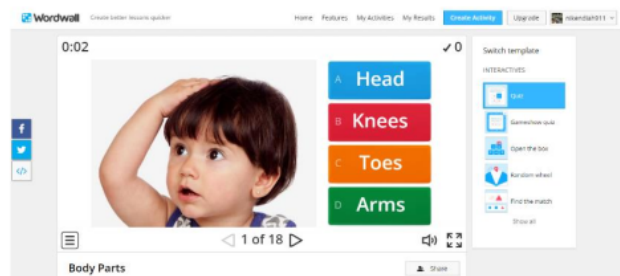


- For students to access the link / barcode that has been given by the teacher. Then, students will be connected to Wordwall.net. The

display screen will look like the image below. After that the student typed the full name and pressed the "start" button to start the quiz.



- Display of the test.



- At the end of the quiz, it will display the result in leaderboard which students have the highest score and be the winner.

Leaderboard

Rank	Name	Score	Time
1st	im top 90000 :(	12	13.7
2nd	King Quiz	12	16.5
3rd	GGWP KING QUIZ	12	17.8
4th	Mnn STR MNN	12	18.2
5th	MNN STRMN	12	18.5
6th	PRO OM NYOT	12	20.4
7th	cool	12	20.9
8th	Edward	12	22.7
9th	Keanu	12	25.1
10th	Crystallin	12	25.3

Show less ▲

#### f. Upgrades

In this webpage ([www.wordwall.net/account/upgrades](http://www.wordwall.net/account/upgrades)), it shows some offers for the user account to improve the service of 25 wordwall.net. It has some offer for individual plans and school plans. The improvement includes templates kind, printable service, and unlimited number of games that user can create.

#### g. Profile

In this menu, it shows basic information about the user, option about language used and log out.

## 2.4 Previous Related Studies

- Some related studies become the references for this research. The first related study by Erlin Alpatikah (2022) with the title “The Effect Of Using Wordwall.Net On Student’s Vocabulary Mastery” This research

used quantitative research with quasi-experimental design. The subject of the research were the seventh grade students at MTs Negeri 10 Jakarta in class 7A, which became controlled class, and 7D, which became experimental class. The data were gathered through pre-test and post-test that had different questions but used the same test grid. For pre-test and post-test consisted of 40 valid questions in each test formed multiple choices. The result of data analysis reveals there was any difference between the mean score of pre-test in experimental class (54.00) and controlled class (62.80). Meanwhile, in post-test mean result showed control class got 77.33 and experimental class got 86.45. Therefore, there is an effect on student's vocabulary mastery after using wordwall.net.

- b. The second previous related studies from Setia Rini (2021) with the title "Using Word Wall For Improving Students" Writing "What Are You Doing" This research used a quantitative method in the form of experimental design. The cycle I, the mean of pre-test was 55.71 and the mean of post-test was 70.00. In this cycle, 71.43% of students still got poor scores. In cycle II, the mean of pre-test was 70.00 and the mean of post-test was 84.29. In this cycle, 88.56% of the eighth-grade students got an excellent score. The mean of the pre-test was lower than the mean of the post-test. It means there was significant improvement using Wordwall.

11  
**CHAPTER III**

**RESEARCH METHOD**

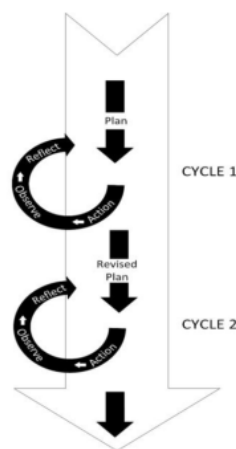
This chapter discusses the research methods. It discusses (1) research design, (2) setting, (3) research procedures, (4) data collecting techniques, (5) instrument of the data, (6) data analysis, and (7) success indicator.

19  
**3.1 Research Design**

This research used Classroom Action Research (CAR) due to the aim of this research to improve students' vocabulary mastery using WordWall.net as a media at the 8 th grade students of SMPN 40 Surabaya. Classroom Action Research (CAR) in this study was carried out in collaboration between English teachers and researcher. Kemmis and McTaggart in Sukardi (2013) state action research is a method of organizing the conditions so that they might learn from their own experiences and share their knowledge with others. It is clear this research belongs to CAR due to classroom action research is to improve classroom teaching and learning through self-reflection carried out with planned and methodical activity, teachers or practitioners might use inquiry or research to study and evaluate their work in the classroom that is focused with issue solving.

The researcher can participate actively in the main activity, making improvements, and the subject or object of interest can profit from the results

2 of classroom action research. The purpose of this Classroom Action Research is to improve students vocabulary mastery using wordwall.net as a media at the 21 eighth grade of SMP Negeri 40 Surabaya. 13 There are four cycling process of classroom action research : planning, acting, observing, and relecting. The design is as follow :



### Cycling process of Classroom Action Research

67 (Figure 3.1 Kemmis and McTaggart Model (1988))

### 3.2 Research Setting

This research was conducted at SMPN 40 Surabaya which is located at Jl. Bangkingan VIII No.8, Bangkingan, District. Lakarsantri, City of SBY, East Java 61177. This place was chosen as the research location because based observations at this school, students have problems in the form of low vocabulary mastery and lack of interest in learning learn English lessons. The research was held at the eighth grade Because many students still struggle with

their vocabulary skills and students vocabulary mastery still low. The details of the schedule are as follows :

<sup>9</sup>  
**Table 3.1**  
**Cycle Implementation Schedule**

No	Cycle	Date	Time
1.	Pre Cycle	Thursday, 11 <sup>th</sup> May 2023	09.40 – 11.00 (2 x 40 minute)
2.	Cycle 1	Monday, 15 <sup>th</sup> May 2023	08.20 - 09.40 ( 2 x 40 minute)
3.	Cycle 2	Monday, 22 <sup>nd</sup> May 2023	08.20- 09.40 (2 x 40 minute)

### 3.3 Subject

<sup>17</sup>  
This research was at the 8th grade A of SMPN 40 Surabaya in academic year 2022-2023. Students at grade VIII A consisted of 31 students with 17 male students and 14 female students.

### 3.4 Reaserch Procedures

<sup>56</sup>  
In this study, the chosen research method was classroom action research (CAR). Kumar (2008) state action research is a type of study that aims to enhance and change how a classroom operates at a school or other institution. <sup>1</sup>Based on the result of diagnostic test in pre-cycle, the researcher asked permission from the school to conduct research in class 8 A. The school directed <sup>7</sup>the researcher to meet the English teacher. The researcher wanted to carry out a diagnosis test for 8th grade students A <sup>45</sup>to find out the students' vocabulary skills, the English teacher allowed the researcher to carry out a diagnosis test.



On Thursday, May 11 2023, the diagnosis test was carried out in class 8 A. The results of the diagnosis test were that only 34.66% of students passed the test and 65.34% failed with the value of Minimum Completeness Criteria (KKM) for English is 75. It can be explained that only 9 (34.66%) students achieved KKM and 17 (65.34%) students who did not reach the KKM. In CAR, a cycle consist of four stages : planning, acting, observing, and reflecting. The researcher's classroom action research can be described as follows :

### 3.4.1 First Cycle

First cycle was done on Monday, 15 May 2023 with the allocation time was 2x40 minutes for meeting. Based on the results of the pre-cycle, the cycle I is needed to improve students' vocabulary mastery using Wordwall.net as a media in the eighth grade at SMP Negeri 40 Surabaya. Can be explained in detail as follow :

#### a. Planning

The diagnostic test showed that the students had a low understanding of vocabulary. The researcher met the English teacher at SMPN 40 Surabaya who would become a collaborator in this study. The researcher discussed with the English teacher about the plan to use Wordwall.net media in increasing the eighth grade students' vocabulary mastery. The English teacher was very supportive of this research because he said that many students had a low understanding of English vocabulary and no one has used Wordwall.net media, especially in terms of vocabulary, most teachers don't use media but still use

books. Then the researchers and collaborators discussed and made several plans based on the results of the pre-cycle to increase students' mastery vocabulary by using Wordwall.net. The following activities in this action planning are designing lesson plan in this section contains competency plans that are expected to be mastered by students, namely selecting appropriate competencies. It also contains one or several goals and must be measurable, namely creating Competency Achievement Indicators. After selecting basic competencies and Competency Achievement Indicators, then create material. In this study, the material used was identifying linguistic elements, namely focusing on vocabulary in descriptive text about describe person. The types of vocabulary used in this study are adjectives, action verbs, antonyms, and synonyms. The last is to make an assessment of the vocabulary test, this assessment is in accordance with the automatic assessment on the media used, namely Wordwall.net. Preparing observation Checklist contains observations of the learning process of teachers and students, which carried out by the English teacher as an observer, the test, and media, and determining criteria of success.

**b. Acting**

In this phase, the writer carried out acting phase based on lesson plan prepared in planning phase. The writer acted as the English teacher who taught vocabulary mastery through Wordwall.net, and collaborator acted as the observer. Each cycle was allocated a total of 2 x 40 minutes. First of all in the

learning process in class is the teacher greet, pray, and attendance checklist before getting to the material. The teacher reviews about the previous lesson. The teacher explained the material displayed via LCD and projectors in front of the class. Then the teacher asks the students if they understand about material, if they already understand the teacher presented a material to be learned and then given a text, students had to analyze language features. The students could discuss with their peers and could ask the teacher if they didn't understand until they mastered the material. The teacher gave an individual test using Wordwall.net to students based on the the material they have studied. And the teacher explained to the students about procedure for using wordwall.net : First, for students to access the link / barcode that had been given by the teacher. Then, students be connected to Wordwall.net. After that the student typed the full name and pressed the "start" button to start the quiz. Second, students do the test with 20 multiple choice tests in 20 minutes. Students must choose the correct answer and then click on the box for the answer that the student thinks is correct. And third, after the test the results are shown on a leaderboard, showing which students received the highest scores and were declared the winners automatically. After completing the test, the teacher asks students to discuss together about the test that has been given. Last, the teacher and students together make a summary of the material that has been studied at this meeting.

**c. Observing**

In this part, the English teacher as observer observes and paid close attention to <sup>49</sup> all the activities happening in the classroom during the teaching and learning process. <sup>3</sup> The aspects in observation are sources of data, the instrument used in collecting the data, and the technique for data collection. So, this phase discusses about the process of recording and gathering all relevant data occurred during the implementation of the action. The observer <sup>42</sup> observed the situation during teaching and learning process using the observation checklist. When the researcher was teaching, the observer paid close attention and observed the <sup>41</sup> important aspects of the teaching and learning process. The observer, who was an English teacher, used an observation checklist to gather information about the students' results, performance, and motivation.

#### **d. Reflecting**

The final stage of this process involved reflection, where the collected data was carefully reviewed to determine the success of the action taken. The researchers analyzed and discussed both the observation checklist and the outcomes <sup>2</sup> of the teaching and learning process. The researcher and English teacher as observer reflected by examining and analyzing the observation checklist results, assignment scores, and teacher feedback. Based on of the observation checklist found some weaknesses some students having difficulty knowing the meaning of words, therefore students still often ask the teacher about <sup>1</sup> the meaning of words that they do not know during the test, some of student are still confused using Wordwall.net, and the classroom condition was

a bit noisier. For the next <sup>65</sup> cycle, In the cycle 2, the researcher as the teacher and the collaborator would evaluate and revise the lesson plan for the next cycle, explain again material with different text, explains in more detail how to use Wordwall.net, explains in step by step and slowly so that students are not confused anymore and for cycle 2 the researcher will reprimand students who talk a lot with their friends during the learning process <sup>63</sup> to engage the students to paying attention in teaching and learning activity. After comparing the test scores, it was determined that further evaluation is needed to plan for the next cycle. With indicators of success in <sup>18</sup> this study is called successful if  $\geq 75\%$  of students achieve the Minimum Completeness Criteria (KKM) score of at least <sup>31</sup> 75. This phase carried out collaboratively with the English teacher to discuss some problems in the classroom that occurred during the action phase. Whenever <sup>1</sup> the cycle I was less successful, the researcher continued to the cycle II.

### 3.4.2 Second Cycle

Second cycle was done on Monday, 22 May 2023 with the allocation time was 2x40 minutes for meeting. <sup>1</sup> Based on the results of cycle I there were 57.69% students passed KKM, it is necessary to continue to cycle 2 to improve students' vocabulary mastery using Wordwall.net media in class VIII SMP Negeri 40 Surabaya. In detail it can be explained as follows :

#### a. Planning

<sup>4</sup> The researcher created a new lesson plan during this process. For the students, the researcher made the class more engaging and enthusiastic. The <sup>11</sup> plans that had been prepared in this activity included: Determining the timing of action, creating new students' test, and teaching materials with different text <sup>2</sup> from the first cycle. The researcher and collaborator discuss to create a lesson plan and observation checklist to track the students' activities. They identified and analyzed any problems that occurred <sup>1</sup> at the beginning and end of the learning activities to determine their causes.

#### **b. Acting**

The researcher began the lesson . The meeting was started by pray, greet, the researcher introduced herself <sup>2</sup> and checking the attendance checklist. Before getting to the material the teacher reviews about the previous lesson. And the <sup>1</sup> the researcher as a teacher displays the material to be taught about vocabulary in the description text giving some explanation more about the materials to understanding, explaining the <sup>1</sup> definition of descriptive text, generic structure, social function, language features, giving examples the different text of descriptive text from cycle 1, and asking students to analyze the language features such as; adjectives, action verbs, antonyms, and synonyms in the description text. Then after <sup>1</sup> students understand about the material being taught. The researcher gave cycle 2 test to the students using Wordwall.net. Before doing that the researcher explained the use of Wordwall.net and how to use Wordwall.net to students, the teacher explains more details slowly about the

procedure for using Wordwall.net first, for students to access the link / barcode that had been given by the teacher. Then, students be connected to Wordwall.net. After that the student typed the full name and pressed the "start" button to start the quiz. Second, students do the test with 20 multiple choice tests in 20 minutes. Students must choose the correct answer and then click on the box for the answer that the student thinks is correct. And third, after the test the results are shown on a leaderboard, showing which students received the highest scores and were declared the winners automatically. Before the lesson end, the researcher explain and took conclusion of short message material.

### **c. Observing**

In this part, the English teacher as observer observes and paid close attention to <sup>49</sup> all the activities happening in the classroom during the teaching and learning process. <sup>3</sup> The aspects in observation are sources of data, the instrument used in collecting the data, and the technique for data collection. So, this phase discusses about the process of recording and gathering all relevant data occurred during the implementation of the action. The observer <sup>42</sup> observed the situation during teaching and learning process using the observation checklist. When the researcher was teaching, the observer paid close attention and observed the <sup>41</sup> important aspects of the teaching and learning process. The observer, who was an English teacher, used an observation checklist to gather information about the students' results, performance, and motivation.

### <sup>1</sup> **d. Reflecting**



From the result observation in learning process in cycle II collaborator and the researcher found that the teaching and learning activity using Wordwall.net was done properly, and students showed understood the materials that have been taught. The researcher analyzed and calculated the result of students' cycle II score achieve the indicator of success (75 %). It showed considerable improvement in cycle II. Based on the results it can be concluded that the Classroom Action Research (CAR) was successful. There is no need to continue with another cycle because of the learning process and the product of learning entirely passed the indicators of success. It means that Wordwall.net improve students vocabulary mastery.

### 3.5 Data Collecting Techniques

To gather the data, the researcher used test and observation, The observation technique is used to observe and analyze what happens during teaching and learning in the classroom, including the overall conditions On the other hand, tests were used in this study to assess and evaluate the students' progress in enhancing their mastery of vocabulary. They explained more on the follows :

#### 1. Observation

To gather information and evaluate about the process of teaching and learning activities, and to find out how students activities in the class during teaching. such as how the students' response concerning the use of Wordwall.net. It was also supported by Mackey & Grass (2005) state that "observation techniques



are a useful meant for gathering in-depth information about such as; phenomena as the types of language, activities, interactions, instruction, and events that occur in second or foreign language class”.

## 2. Test

The researcher gave test for the students to find the improvement of the students' capability of mastering vocabulary to the topic being implemented. In collecting the required data in the test, the researcher gave 20 questions in the form multiple choices for vocabulary test. The results of the tests were analyzed with the criteria of success to know whether the students' skill in vocabulary improved.

### 3.6 Instrument

Observation checklist and test used by the researcher as the instrument of collecting data.

#### 1. Observation Checklist

The observation checklist concerned with two kinds of observation, teacher's observation and students' observation. Include questions relating to teaching and learning process with “yes (√)” or “no (√)” rating. Koshy (2005), “observation is a natural process that is observing people and incidents all time and based on the observations, making the judgements”. Therefore observation checklist was used to observe the atmosphere students' behavior and any impact in the classroom during implementing Wordwall.net in learning vocabulary and also for teachers.

**Table 3.2**  
**Observation Checklist**  
**For Teacher**

Activities		Yes	No	Note
<b>Teacher</b>	The teacher greet, pray, and attendance checklist before getting to the material			
	The teacher reviews about the previous lesson.			
	The teacher explain the language features material in the description text			
	The teacher explains the procedure for using Wordwall.net			
	The teacher asks students to ask questions if they don't understand			
	The teacher ask students to access Wordwall.net on their mobile phones			
	The teacher displays the barcode and the students scan the barcode to do a vocabulary test through Wordwall.net			
	The teacher ask students to type full names before starting the vocabulary test			
	The teacher ask students to press the "start" button to take a vocabulary test			
	The teacher gives students time to answers questions through Wordwall.net			
	The teacher informs students that scores will appear on their cellphones automatically			

The teacher ask student to summary of what they have studied.			
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**For Students**

	Activities	Yes	No	Note
<b>Students</b>	11 The students listen to the teacher's introduction before teaching process			
	The students answer and listen to the teacher review the previous lesson.			
	The students pay attention to the teacher's explanation until finish the material.			
	The students pay attention to the teacher's explanation about the procedure for using 11 wordwall.net			
	The students understand the material told by the teacher			
	The students access Wordwall.net on their mobile phones			
	The students move forward to scan the barcode			
	The students type their full name before starting the vocabulary test			
	The students press the "start" button to take a vocabulary test			
	The students do their test carefully and quietly			

	The students see on the screen test scores automatically			
	The students make summary of what they have studied.			
<b>Classroom Situation</b>	The classroom is noisy			
	The classroom is clean and fresh			
	The classroom is conducive			
	The classroom is comfortable			

### 1. Test

The instrument of the research is tests called vocabulary test .<sup>38</sup> In this study there was a test to assess students' understanding of vocabulary mastery before conducting a<sup>46</sup> classroom action research (CAR) after which tests were also carried out in cycle 1 and cycle 2.<sup>1</sup> The type of test is objective test. The test is a multiple choice total 20 questions using the WordWall.net.<sup>32</sup> The test is needed to measure the students' achievement.

### 3.7 Data Analysis

<sup>16</sup> The test is used to find the improvement vocabulary mastery using wordwall.net. This analysis used test to know how well student's score as a whole on vocabulary which it has taught and given by researcher.<sup>7</sup> The researcher uses the formula as follows:

Scoring Test Guidelines:

$$S = \frac{R}{N} \times 100$$

Explanation:

S = <sup>24</sup> score of the test

R = the number of correct answer

N = the number of the question

Calculating the rate percentage of students score :

$$P = \frac{Z}{N} \times 100\%$$

Explanation:

P = percentage

Z = <sup>68</sup> total students who achived KKM

N = Total number of the students

The observation checklist with “yes (√)” or “no (√)” rating that consist of <sup>7</sup> the teacher and the students activities in teaching and learning process during the implementation of Wordwall.net. And the researcher gives vocabulary test for each cycle. <sup>22</sup> From the result of observation checklist <sup>24</sup> is used to describe the situation during the teaching process in class.

### 3.8 Success Indicator

<sup>1</sup> The indicator of success was taken from the process and result of the classroom action research. Then, the researcher is called successful if  $\geq 75\%$

of students reach the value of Minimum Completeness Criteria (KKM) get score minimum 75.

**9**  
**CHAPTER IV**

## FINDINGS AND DISCUSSION

This chapter, the research would describe two points, they are (1) the result and (2) the discussion.

### 4.1 Research Finding

The researcher provides the findings of a classroom action research (CAR) aimed at improving students' vocabulary mastery using Wordwall.net. This research was conducted at the VIII A students of SMPN 40 Surabaya which consists of 31 students. The findings consist of students' achievement in vocabulary and observation checklist result. It is about the students' activeness in teaching and learning process. To measure the students' achievement of vocabulary mastery, classroom action research (CAR) was used in this study which was conducted in two cycles. Each cycle consists of planing, acting, observing, and reflecting. Pre- Cycle to assess students' vocabulary mastery. In this cycle there were only 34.66% of students passed KKM because there were still many students who had a low understanding of vocabulary. Cycle I there were 57.69% students passed KKM and Cycle II were 92,30% students passed KKM, the score in this cycle was higher than before. It implies the media is successful. The result of data findings found that Wordwall.net can improve the students' vocabulary mastery at SMPN 40 Surabaya. It could be seen the result data analysis was follow:

#### 4.1.1 Pre - Cycle

## 7 1. The Result of diagnostic test

The researcher conducted a diagnostic test on May 11, 2023 at the eighth A grade. The students were given a diagnostic test in order to know their ability of vocabulary mastery before conducting classroom action research (CAR). The kind of the test was multiple-choice consisted of 20 items. The researcher is called successful if  $\geq 75\%$  of students reach the value of Minimum Completeness Criteria (KKM) get score minimum 75. As a result, the researcher was able to compare the diagnostic tests and tests of cycles 1 and II. The student's diagnostic test scores are listed below :

**Table 4.1**

### Students diagnostic test scores

No	Name	Score	Explanation
1.	Agung Winata Saputra	40	Failed
2.	Aninda Putri Safira	80	Passed
3.	Anindya Putri Ozora	60	Failed
4.	Canimas Rahma Lillah Jannah	60	Failed
5.	Daffa Mahesa Eka Prana	80	Passed
6.	Danendra Rasendriya Prasetyo	50	Failed
7.	Dini Artika Sari	40	Failed
8.	Estherlita kasih windisonya	80	Passed
9.	Farel Pradipa Lakstana Fahrezi	70	Failed
10.	Fattaraya Al Fitrah	30	Failed
11.	Gunawan Marulitua Pasaribu	80	Passed
12.	Hafizh Aridiansyah Hanung	40	Failed
13.	Jihan Zahira Talita Ramadhan	80	Passed
14.	Josephine Caesareandra Kirania	40	Failed
15.	Kezia Carolina Rombe	80	Passed
16.	Michael Novan Priyanto	50	Failed



17.	Muhammad al-farizzi	50	Failed
18.	Muhammad Dafa Firjatullah	50	Failed
19.	Natasya Natalia Talasa	80	Passed
20.	Nayaka winatriya Darsono	40	Failed
21.	Rendy Putra Pratama	50	Failed
22.	Shafa Lathifah Ikhwan	40	Failed
23.	Veronica Raffa Trisandi	80	Passed
24.	Yanuar Terry Pratama	30	Failed
25.	Zahratul Zita Bunga Yasmin	40	Failed
26.	Zefanya Sally Bergita Ginting	80	Passed

**Table 4.2**

**Frequency of diagnostic test scores**

No	Score	Frequency	Percentage	Explanation
1.	≥75	9 students	34,66%	Passed
2.	< 70	17 students	65,34%	Failed
<b>Total</b>		26	100%	

Based on the data above, <sup>11</sup> It shown that the students' English score still below the average value of Minimum Completeness Criteria (KKM) for English is 75. From the diagnostic test result, there were 9 students who scored more than 75 with a percentage of 34,66% and 17 students who scored below 75 with a percentage of 65,34% still had a lack of vocabulary knowledge.

<sup>37</sup>  
**a. The Implementation of Classroom Action Research (CAR)**

<sup>11</sup>  
The implementation of Classroom Action Research (CAR) in this research involved planning, acting, observing and reflecting that were carried out in two cycles. Explained in more detail below :

**2. Cycle 1**

➤ Planning

Planning is the first step in classroom action research. In this step, The researcher met the English teacher at SMPN 40 Surabaya who would become a collaborator in this study. Based on the results of the diagnostic test, many students still lack understanding of vocabulary. Only 9 students who scored more than 75 with a percentage of 34,66%. The researcher discussed with the English teacher about the plan to use Wordwall.net media in increasing the eighth grade students' vocabulary mastery. The English teacher was very supportive of this research because and no one has used Wordwall.net media, especially in terms of vocabulary, most teachers don't use media but still use books. Then the researcher and the collaborator make some planning classroom action research (CAR). The plans that had been prepared in this activity included:

(1) Determining the timing of action (2) Developing a lesson plan contains competency plans that are expected to be mastered by students, namely selecting appropriate competencies. It also contains one or several goals and must be measurable, namely creating Competency Achievement Indicators. After selecting basic competencies and Competency Achievement Indicators, then create material. In this study, the material used was identifying linguistic elements, namely focusing on vocabulary in descriptive text. The types

of vocabulary used are adjectives, action verbs, antonyms, and synonyms. (3) Constructing students' activity observation checklist (4) Creating students' test (5) Teaching materials (6) Media.

And then the researcher with the English discuss about the lesson plan, observation checklist, media, and also vocabulary test. The researcher collaborated with teacher collaborator. ask permission from the homeroom teacher for students to bring cellphones in English lessons.

➤ **Acting**

Cycle 1 was conducted on May 15, 2023 at 08.20 until 9.40 in eighth grade A at SMPN 40 Surabaya and followed by 26 students. The meeting was started by pray, greet, the researcher introduced herself and checking the attendance checklist. Before getting to the material the teacher reviews about the previous lesson. And the the researcher as a teacher displays the material to be taught about vocabulary in the description text, explaining the definition of descriptive text, generic structure, social function, language features, giving examples of descriptive text, and asking students to analyze the language features such as; adjectives, action verbs, antonyms, and synonyms in the description text. Then after students understand about the material being taught. The researcher told students to take the test using Wordwall.net, before doing that the researcher explained the use of Wordwall.net and how to use Wordwall.net to students first, for students to access the link

/ barcode that had been given by the teacher. Then, students be connected to Wordwall.net. After that the student typed the full name and pressed the "start" button to start the quiz. Second, students do the test with 20 multiple choice tests in 20 minutes. Students must choose the correct answer and then click on the box for the answer that the student thinks is correct. And third, after the test the results are shown on a leaderboard, showing which students received the highest scores and were declared the winners automatically. Before the lesson end, the researcher explain and took conclusion of short message material.



*(Screenshot of the test using Wordwall.net)*

<sup>1</sup> Then, the end this meeting the researcher gave test cycle I using Wordwall.net. <sup>1</sup> Kinds of the test were multiple choices which consisted of 20 items.

➤ Observing

<sup>2</sup> In this stage the researcher carried out several activities, including :

English teacher as an observation observer during <sup>2</sup> the learning process of students' and teaching carried out by researcher as teachers using the observation checklist that had been prepared, evaluating students' skills using observation checklist. Based on observation checklist it was found that there were :

- a. Some students having difficulty knowing <sup>16</sup> the meaning of words, students still often ask <sup>1</sup> the teacher about the meaning of words that they do not know during the test
- b. Some students who still looked confused in using the Wordwall.net media
- c. Students kept asking their friends what they should and the classroom condition was a bit noisier.

The results of the test <sup>1</sup> can be seen in the table below :

**Table 4.3**

**The students' cycle 1 score**

No	Name	Score	Explanation
1.	Agung Winata Saputra	70	Failed
2.	Aninda Putri Safira	80	Passed
3.	Anindya Putri Ozora	75	Passed
4.	Canimas Rahma Lillah Jannah	75	Passed
5.	Daffa Mahesa Eka Prana	80	Passed
6.	Danendra Rasendriya Prasetyo	60	Failed
7.	Dini Artika Sari	70	Failed
8.	Estherlita kasih windisonya	85	Passed

9.	Farel Pradipa Lakstana Fahrezi	75	Passed
10.	Fattaraya Al Fitrah	75	Passed
11.	Gunawan Marulitua Pasaribu	80	Passed
12.	Hafizh Aridiansyah Hanung	50	Failed
13.	Jihan Zahira Talita Ramadhan	80	Passed
14.	Josephine Caesareandra Kirania	70	Failed
15.	Kezia Carolina Rombe	85	Passed
16.	Michael Novan Priyanto	70	Failed
17.	Muhammad al-farizzi	75	Passed
28.	Muhammad Dafa Firjatullah	70	Failed
19.	Natasya Natalia Talasa	80	Passed
20.	Nayaka winatriya Darsono	70	Failed
21.	Rendy Putra Pratama	75	Passed
22.	Shafa Lathifah Ikhwan	60	Failed
23.	Veronica Raffa Trisandi	80	Passed
24.	Yanuar Terry Pratama	60	Failed
25.	Zahratul Zita Bunga Yasmin	60	Failed
26.	Zefanya Sally Bergita Ginting	80	Passed

Calculating the rate percentage of students score :

$$P = \frac{Z}{N} \times 100\%$$

$$P = \frac{15}{26} \times 100\%$$

$$P = \frac{1500}{26} \times 100\%$$

$$P = 57,69\%$$

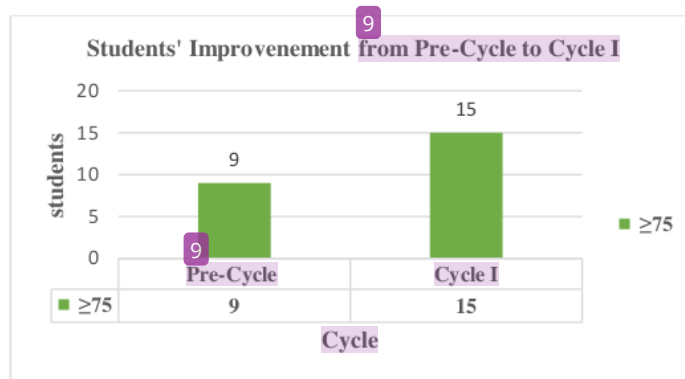
**Table 4.4**

**Frequency of cycle 1 score**

No	Score	Frequency	Percentage	Explanation
1.	$\geq 75$	15 students	57,69%	Passed
2.	$< 70$	11 students	42,31%	Failed
<b>Total</b>		26	100%	

Based on the results above, it can be seen that 15 students (57.69%) scored according to the standard and 11 students (42.31%) scored less than the Minimum Completeness Criteria (KKM). In cycle I score higher than a diagnostic test. Criteria for students who successfully master the material must meet the minimum completeness criteria of 75. The learning process is said to be successful if 75% of students get a score of 75.

➤ Reflecting



(Figure 4.1 Students' Improvement from Pre-Cycle to Cycle I)

Based on the results above, the diagnostic test scores that passed KKM 75 were 9 (34,66%) students and cycle 1 there were 15 (57.69%)

students passed KKM. The researcher analyzed and calculated all the processes like students' diagnostic test score and the result of students' cycle test I score did not achieve the indicator of success (75 %). In fact, the students' scores in the cycle 1 were better than their scores on the diagnostic test.

Based on the result observation checklist in learning process in first cycle, the researcher and the collaborator found weakness in the first cycle. Some students having difficulty knowing the meaning of words, therefore students still often ask the teacher about the meaning of words that they do not know during the test, some of student are still confused using Wordwall.net, and the classroom condition was a bit noisier. For the next cycle, In the cycle 2, the researcher as the teacher and the collaborator would evaluate and revise the lesson plan for the next cycle, explain again material with different text, explains in more detail how to use Wordwall.net, explains in step by step and slowly so that students are not confused anymore and for cycle 2 the researcher will reprimand students who talk a lot with their friends during the learning process to engage the students to paying attention in teaching and learning activity. Students score have not reached the KKM so it is necessary to do cycle 2. So the researcher hopes students can achieve the KKM success criteria in this study.

### **3. Cycle II**



Based on the results of cycle I there were only 15 (57.69%) students passed KKM. The action of cycle I was not successful enough, the cycle continued to cycle II is needed. Cycle II aimed to improve upon the weaknesses observed in cycle I. The steps of the cycle II as follows:

➤ Planning

The researcher created a new lesson plan during this process. For the students, the researcher made the class more engaging and enthusiastic. The plans that had been prepared in this activity included: Determining the timing of action, creating new students' worksheet/ test, and teaching materials. The researcher and collaborator discuss to create a lesson plan and an observation checklist to track the students' activities. They identified and analyzed any problems that occurred at the beginning and end of the learning activities to determine their causes.

➤ Acting

Cycle II was conducted on May 22, 2023 at 08.20 until 9.40 in eighth grade A at SMPN 40 Surabaya and followed by 26 students. The researcher began the lesson. The meeting was started by pray, greet, the researcher introduced herself and checking the attendance checklist. Before getting to the material the teacher reviews about the previous lesson. And the the researcher as a teacher displays the material to be taught about vocabulary in the description text giving some explanation more about the materials to understanding, explaining the definition of

descriptive text, generic structure, social function, language features, giving examples the different text of descriptive text from cycle 1, and asking students to analyze the language features such as; adjectives, action verbs, antonyms, and synonyms in the description text. Then after students understand about the material being taught. The researcher gave cycle 2 test to the students using Wordwall.net. Before doing that the researcher explained the use of Wordwall.net and how to use Wordwall.net to students, the teacher explains more details slowly about the procedure for using Wordwall.net first, for students to access the link / barcode that had been given by the teacher. Then, students be connected to Wordwall.net. After that the student typed the full name and pressed the "start" button to start the quiz. Second, students do the test with 20 multiple choice tests in 20 minutes. Students must choose the correct answer and then click on the box for the answer that the student thinks is correct. And third, after the test the results are shown on a leaderboard, showing which students received the highest scores and were declared the winners automatically. Before the lesson end, the researcher explain and took conclusion of short message material.



(Screenshot of the test using Wordwall.net)

➤ Observing

Through observation, it was noticed that the majority of students did not encounter any difficulties while using Wordwall.net. They showed a positive attitude towards learning vocabulary with the help of Wordwall.net, which was provided by the teacher. The students actively participated in the teaching and learning process and displayed increased enthusiasm. The results of the test can be seen in the table below :

Leaderboard

Rank	Name	Score
1st	Estherlita k. Windisonya	20
2nd	Kezia Carolina Rombe 8A	20
3rd	VERONICA RAFFA TRISANDI 8A	20
4th	NATASYA NATALIA TALASA 8A	20
5th	Josephine Caesareandra Kirani	19
6th	Fattaraya Al fitrah	19

(Student scores obtained in cycle 2)

45

**Table 4.5**

**The students' cycle 2 score**

<b>No</b>	<b>Name</b>	<b>Score</b>	<b>Explanation</b>
1.	Agung Winata Saputra	90	Passed
2.	Aninda Putri Safira	90	Passed
3.	Anindya Putri Ozora	80	Passed
4.	Canimas Rahma Lillah Jannah	95	Passed
5.	Daffa Mahesa Eka Prana	95	Passed
6.	Danendra Rasendriya Prasetyo	60	Failed
7.	Dini Artika Sari	65	Failed
8.	Estherlita kasih windisonya	100	Passed
9.	Farel Pradipa Lakstana Fahrezi	90	Passed
10.	Fattaraya Al Fitrah	95	Passed
11.	Gunawan Marulitua Pasaribu	90	Passed
12.	Hafizh Aridiansyah Hanung	75	Passed
13.	Jihan Zahira Talita Ramadhan	90	Passed
14.	Josephine Caesareandra Kirania	95	Passed
15.	Kezia Carolina Rombe	100	Passed
16.	Michael Novan Priyanto	75	Passed
17.	Muhammad al-farizzi	95	Passed
18.	Muhammad Dafa Firjatullah	85	Passed
19.	Natasya Natalia Talasa	100	Passed
20.	Nayaka winatriya Darsono	80	Passed
21.	Rendy Putra Pratama	95	Passed
22.	Shafa Lathifah Ikhwan	95	Passed
23.	Veronica Raffa Trisandi	100	Passed
24.	Yanuar Terry Pratama	85	Passed

25.	Zahratul Zita Bunga Yasmin	90	Passed
26.	Zefanya Sally Bergita Ginting	95	Passed

Calculating the rate percentage of students score :

$$P = \frac{Z}{N} \times 100\%$$

$$P = \frac{24}{26} \times 100\%$$

$$P = \frac{2400}{26} \times 100\%$$

$$P = 92,30\%$$

**Table 4.6**

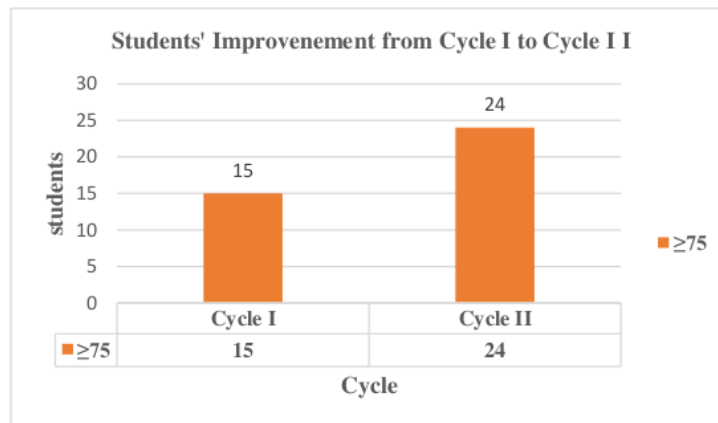
**Frequency of cycle 2 score**

No	Score	Frequency	Percentage	Explanation
1.	≥75	24 students	92,30%	Passed
2.	< 70	2 students	7,70%	Failed
<b>Total</b>		26	100%	

It is clear that the student scores in Cycle II are different from the previous cycle. The highest score was 100 and the lowest score is 60. Besides, the percentages of students' success of cycle II score was 92,30% or 24 students of the total students that passed Minimum Completeness Criteria (KKM), 7,79% or 2 students not passed Minimum Completeness Criteria (KKM) at least 75. This indicates that the research successfully achieved the indicator of success, which was to have more

than 75% of students achieve a score of 75 or higher. This demonstrates an improvement in the students' vocabulary mastery.

- Reflecting



(Figure 4.2 Students' Improvement from Cycle I to Cycle II)

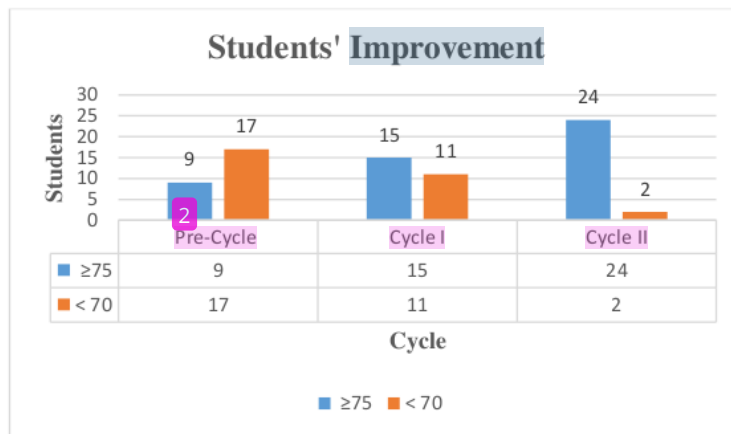
From the result observation in learning process in cycle II collaborator and the researcher found that the teaching and learning activity using Wordwall.net was done properly, and students showed understood the materials that have been taught. Based on the results of the diagnostic test scores that passed KKM 75 were 9 (34,66%) students and cycle 1 there were 15 (57.69%) students. And in cycle II were 24 (92,30%) passed KKM. The researcher analyzed and calculated the result of students' cycle II score achieve the indicator of success (75 %). It showed considerable improvement in cycle II. Based on the results it can be concluded that the Classroom Action Research (CAR) was successful. There is no need to continue with

another <sup>1</sup> cycle because of the learning process and the product of learning entirely passed the indicators of success. It means that Wordwall.net improve students vocabulary mastery.

#### 4.2 Discussion

In the first cycle, based on the results of the checklist observations, there were several obstacles faced by researchers and collaborator teachers. That is, there are still many students having difficulty knowing <sup>16</sup> the meaning of words, students still often ask <sup>1</sup> the teacher about <sup>1</sup> the meaning of words that they do not know during the test, some children are still confused and do not know how to use Wordwall.net media, and <sup>54</sup> there are some students who do not pay attention to the teacher. when explaining about vocabulary material in <sup>22</sup> descriptive text. Therefore, In the cycle 2 the researcher as the teacher and <sup>1</sup> the collaborator would evaluate and revise the lesson plan for the next cycle, explain again material with different text, explains in more detail how to use Wordwall.net, explains in step by step and slowly so that students are not confused anymore and for cycle 2 the researcher will reprimand students who talk a lot with their friends <sup>9</sup> during the <sup>20</sup> learning process to engage the students to paying attention in teaching and learning activity. The result from the second cycle, the researcher found that Wordwall.net could increase students' mastery vocabulary.

The research was conducted to find out the improving of the students' vocabulary mastery by using wordwall.net as the media. Wordwall.net is one of many medias that could help students to solve their problem in doing vocabulary test. This research has proven the effectiveness of applying wordwall.net as a media. This is shown the results of the test diagnostic, cycle I, and cycle II are in the graph below



(Figure 4.3 Students' Improvement from Pre-cycle, Cycle I to Cycle II)

The results showed above that there were an improvement of the students' vocabulary mastery using Wordwall.net as the media. From the diagnostic test result, there were 9 students who scored more than 75 with a percentage of 34,66% and 17 students who scored below 75 with a percentage of 65,34%. In this diagnostic test students' understanding of vocabulary is still low, therefore researchers conduct



CAR to help students improve their vocabulary skills, a <sup>46</sup> classroom action research (CAR) was carried out using Wordwall.net. In cycle I <sup>1</sup> that 15 students (57,69%) got score up to the standard and 11 students (42,31%) got score less than the standard of Minimum Completeness Criteria (KKM). <sup>4</sup> Based on the findings of a study of student weakness. Students were unruly, unsure of how to use Wordwall.net and lacked English vocabulary. <sup>4</sup> some students were misbehaving when learning began. The learning process was not successfully observed in this cycle, and the students test scores were low. And in cycle II that 92,30% or 24 <sup>1</sup> students of the total students that passed Minimum Completeness Criteria (KKM), 7,79% or 2 students not passed. There is an increase in student scores from the diagnostic test to cycle II.

Based on observation checklist in cycle II, the whole conditions <sup>61</sup> happened during the teaching and learning activity better than the cycle I. The teacher re-explains the material with different descriptive text stories according to the lesson plan. The teacher explains in more detail how to use Wordwall.net by displaying it on the projector screen. And the teacher gives practice tests in <sup>15</sup> the form of multiple choice using Wordwall.net to help students to become more familiar, comfortable about the test and students can confidently doing the test without ask question to their classmate anymore. The observation checklist also showed <sup>62</sup> that the students were more actively participating in teaching

learning process and also can answer questions with a good response.

Students understand the material and focus more than in cycle I.

<sup>4</sup> The researcher and collaborator also examined the students' development and attitudes toward learning vocabulary mastery. When students were assigned test, they were they understand better in using wordwall.net, are more enthusiastic, and pay more attention to the learning process, <sup>4</sup> and the student's test results indicated a substantial shift when compared to the cycle I findings. All of students keep silent and stay focus on their test which make the atmosphere of the class become conducive. <sup>4</sup> As a result, the researcher may conclude that after implementing wordwall.net, students' vocabulary in English has increased during <sup>32</sup> the learning process. From the explanation above, it can be concluded that the wordwall.net has a improvement on students, and encourages <sup>7</sup> students to be more active and motivated in learning English, especially vocabulary.

## <sup>9</sup> CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter consists of : (1) Conclusion and (2) Suggestion.

#### 5.1 Conclusion

After analyzing the learning process in two cycles, the researcher has reached the following conclusion that using wordwall.net as a media to improve students vocabulary mastery at the eighth grade of smp negeri 40 surabaya, as follows: Using wordwall.net as a media can improve students vocabulary mastery at the eighth grade of SMP Negeri 40 Surabaya. It can be seen on the progress from diagnostic test to cycle I and cycle II. The result in cycle 2 shows that the percentage of students' vocabulary mastery is 92,30%. It means that result of cycle II had already achieved the indicator of succes that was 75% students fulfill Minimum Completeness Criteria (KKM). Based on observation checklist, most of students said that use of a wordwall.net could help them in mastering vocabulary, not feeling sleepy during the teaching and learning process, the class is very conducive, and increase interaction with teacher and other their friends. the students comparison, in diagnostic test the students had weakness in vocabulary, cycle 1 students' vocabulary began to increase slightly but was still below the Minimum Completeness Criteria (KKM), and cycle II wordwall.net media can improve the students vocabular

## 5.2 Suggestion

Based on the research findings, the researcher would like to make the following recommendations for students, English Teachers, school, and future Researchers that might be helpful for the future teaching and learning process:

1. For the Students

The result of this research can help students improve their vocabulary mastery skills in a positive way.

2. For English Teacher

a. Teachers can consider using Wordwall.net as an alternative method to improve students' vocabulary skills, based on the results of this study.

b. Some teachers found a few difficulties when they taught. Such as, students did not give attention, it suggested to the teachers to use media in their teaching process. Because the media made the students focus, and interest in the lesson. The usage of the media must be selected depending on the characteristic of the class and age. The English teacher should be more creative chose method in teaching English special for vocabulary.

3. For School

The researcher hoped every school gave to the better facilities for students to support learn English.

4. For future Researchers

This study can be a useful reference for other researchers who want to explore how Wordwall.net can improve students' vocabulary skills in different aspects of English. Future researchers can use the Classroom Action Research design to determine if using Wordwall.net is effective in enhancing vocabulary mastery in various English language skill



# 23%

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