USING WORDWALL.NET AS A MEDIA TO IMPROVE STUDENTS VOCABULARY MASTERY AT THE EIGHTH GRADE OF SMP NEGERI 40 SURABAYA

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ARTICLE INFORMATION	ABSTRACT
Article History: Accepted: ...-...-... Approved: ...-...-... **Keyword:** *Improving, Wordwall.net, Vocabulary Mastery*	***Abstract:*** This research was aimed to find out the use of wordwall.net as a media can improve students vocabulary mastery at the eighth grade of SMP Negeri 40 Surabaya. The research subject was VIII A and there were a total of 31 students with 17 male students and 14 female students. Classroom Action Research (CAR) was used in this study which was conducted in two cycles. Each cycle consists of planing, acting, observing, and reflecting. The technique of collecting data were test and observation. The instruments were test and observation checklist. This research was conducted by collaborating with the English teacher of SMPN 40 Surabaya that was Roedjito, S.Pd. The results of this study, in cycle 1 there were 15 (57.69%) students passed KKM. And in cycle II there were 24 (92,30%) students passed value of Minimum Completeness Criteria (KKM) and achieved the criteria of success. It could be concluded that the classroom action research (CAR) was successful improve students vocabulary mastery through the implementation of Wordwall.net at the eighth grade of SMP Negeri 40 Surabaya. **Keywords:** Improving, Wordwall.net, Vocabulary mastery

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A. 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 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.

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. According to Chen, W. et al. (2017), technology is being incorporated into education more and more in order to increase student involvement and motivation.

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 were still many students who had low understanding of their English vocabulary and had difficulty in learning new vocabulary since the teaching technique was boring. It was also found that class activities were mostly using a teacher-centered technique. And the teachers at SMPN 40 Surabaya never used media in teaching English especially on vocabulary. Using media that had never been used made students interested in learning English and built up the students' interest through a media applied as a solution in solving the problem. 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. 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".

B. RESEARCH METHOD

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 teacher and researcher. Kemmis and McTaggart in Sukardi (2013) states action research is a method of organizing the conditions so that they might learn from their own experiences and share their knowledge with others.

The purpose of this Classroom Action Research is to improve students vocabulary mastery using wordwall.net as a media at the eighth grade of SMP Negeri 40 Surabaya. There are four cycling process of classroom action research : planning, acting, observing, and relecting. The design is as follow :
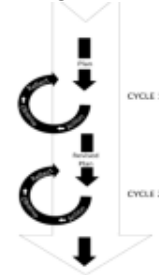
Cycling process of Classroom Action Research
(Figure 3.1 Kemmis and Mctaggart Model (1988))

C. RESEARCH FINDINGS AND DISCUSSION
1. Pre – Cycle
The Result of diagnostic test 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 was called successful if ≥ 75% of students reached the value of Minimum Completeness Criteria (KKM) got 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 of the VIII-A SMPN 40 Surabaya

No	Name	Score	Explanation
1.	AWS	40	Failed
2.	APS	80	Passed
3.	APO	60	Failed
4.	CRL	60	Failed
5.	DME	80	Passed
6.	DRP	50	Failed
7.	DA	40	Failed
8.	ESW	80	Passed
9.	FLF	70	Failed
10.	FAF	30	Failed
11.	GMP	80	Passed
12.	HAH	40	Failed
13.	JZT	80	Passed
14.	JCK	40	Failed
15.	KCR	80	Passed
16.	MNP	50	Failed
17.	MAF	50	Failed
18.	MDF	50	Failed
19.	NNT	80	Passed
20.	NWD	40	Failed
21.	RPP	50	Failed
22.	SLI	40	Failed

23.	VRT	80	Passed
24.	YTP	30	Failed
25.	ZZY	40	Failed
26.	ZSB	80	Passed

Table 4.2
Frequency of diagnostic test scores

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

Based on the data above, 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.

2. The Implementation of Classroom Action Research (CAR)

A. 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. This cycle consisted of four steps, namely planning, action, observing, reflecting. Based on observations made with collaborator, the researcher carried out activities in accordance with the lesson plan that had been made, the teacher applied Wordwall.net to improve Students vocabulary mastery at the eighth grade of SMP Negeri 40 Surabaya. English teacher as an observation observer during the learning process of students' and teaching carried out by researcher as teacher used the observation checklist that had been prepared, evaluated students' skills using observation checklist. Based on observation checklist it was found that there were :
a. Some students had difficulty knowing the meaning of words, students still often ask the teacher about the meaning of words that they did 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.

Table 3.2 Observation Checklist
For Teacher

Activities	Yes	No
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 materialin the description text	✓	
The teacher explains the procedure for using Wordwall.net	✓	
The teacher asks students toask 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 totype 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	✓	

Table 3.3 Observation Checklist
For Students

Activities	Yes	No
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 attentionto the teacher's explanation until finish the material.		✓
The students pay attentionto the teacher's explanation about the procedure for using Wordwall.net	✓	
The students understandthe material told by the teacher		✓
The students access Wordwall.net on their mobile phones		✓
The students move forward to scan thebarcode	✓	
The students type their fullname before starting the vocabulary test	✓	

The students press the "start" button to take a vocabulary test	✓	

The results of the test can be seen in the table below

Table 4.3
The Students' Cylcle I Score

No	Name	Score	Explanation
1.	AWS	70	Failed
2.	APS	80	Passed
3.	APO	75	Passed
4.	CRL	75	Passed
5.	DME	80	Passed
6.	DRP	60	Failed
7.	DA	70	Failed
8.	ESW	85	Passed
9.	FLF	75	Passed
10.	FAF	75	Passed
11.	GMP	80	Passed
12.	HAH	50	Failed
13.	JZT	80	Passed
14.	JCK	70	Failed
15.	KCR	85	Passed
16.	MNP	70	Failed
17.	MAF	75	Passed
18.	MDF	70	Failed
19.	NNT	80	Passed
20.	NWD	70	Failed
21.	RPP	75	Passed
22.	SLI	60	Failed
23.	VRT	80	Passed
24.	YTP	60	Failed
25.	ZZY	60	Failed
26.	ZSB	80	Passed

Table 4.4
Frequency Of Cylcle I Score

No	Score	Frequency	Percentage	Explanation
1.	≥75	15 students	57,69%	Passed
2.	< 70	11 students	42,31%	Failed
	Total	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 had to meet the minimum completeness criteria of 75. The learning process was said to be successful if 75% of students got a score of 75.

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 had difficulty knowing the meaning of words, therefore students still often asked the teacher about the meaning of words that they did not know during the test, some of student were still confused using Wordwall.net, and the classroom condition was a bit noisier.

B. Cycle 2
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. 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. This cycle consisted of four steps, namely planning, action, observing, reflecting. Based on observations made with collaborator, the researcher carried out activities in accordance with the lesson plan that had been made, the teacher applied Wordwall.net to improve Students vocabulary mastery at the eighth grade of SMP Negeri 40 Surabaya .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.

Table 3.2
Observation Checklist For Teacher

Activities	Yes	No
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 materialin the description text	✓	
The teacher explains the procedure for using Wordwall.net	✓	
The teacher asks students toask 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 totype 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	✓	

Table 3.3
Observation Checklist For Students

Activities	Yes	No
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 attentionto the teacher's explanation until finish the material.	✓	
The students pay attentionto the teacher's explanation about the procedure for using Wordwall.net	✓	
The students understandthe material told by the teacher	✓	
The students access Wordwall.net on their mobile phones	✓	
The students move forward to scan thebarcode	✓	
The students type their fullname before starting the vocabulary test	✓	
The students press the "start" button to take a vocabulary test	✓	

The results of the test can be seen in the table below :

Table 4.5
The Students' Cylcle II Score

| No	Name	Score	Explanation
1.	AWS	90	Passed
2.	APS	90	Passed
3.	APO	80	Passed
4.	CRL	95	Passed
5.	DME	95	Passed
6.	DRP	60	Failed
7.	DA	65	Failed
8.	ESW	100	Passed
9.	FLF	90	Passed
10.	FAF	95	Passed
11.	GMP	90	Passed
12.	HAH	75	Passed
13.	JZT	90	Passed
14.	JCK	95	Passed
15.	KCR	100	Passed
16.	MNP	75	Passed
17.	MAF	95	Passed
18.	MDF	85	Passed
19.	NNT	100	Passed
20.	NWD	80	Passed
21.	RPP	95	Passed
22.	SLI	95	Passed
23.	VRT	100	Passed
24.	YTP	85	Passed
25.	ZZY	90	Passed
26.	ZSB	95	Passed

Table 4.6
Frequency Of Cycle II Score

No	Score	Frequency	Percentage	Explanation
1.	≥75	24 students	92,30%	Passed
2.	< 70	2 students	7,70%	Failed
	Total	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 was 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 75This indicated 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 demonstrated an improvement in the students' vocabulary mastery. 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 had been taught. Based on the results of the diagnostic test scores that passed KKM 75 were 9 (34,66%) students and cycle 1there 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 achieved 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 was 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 improved students vocabulary mastery.

In the first cycle, based on the results of the checklist observations, there were several obstacles faced by researchers and collaborator teachers. There were still many students having difficulty knowing the meaning of words, students still often asked the teacher about the meaning of words that they did not know during the test, somechildren were still confused and did not know how to use Wordwall.netmedia, and there were some students who did not pay attention to the teacher. when explained about vocabulary material in descriptive text. Therefore, In the cycle 2 the researcher as the teacher and the collaborator would

evaluate and revised the lesson plan for the next cycle, explained again material with different text, explained in more detail how to use Wordwall.net, explains in step by step and slowly so that students were not confused anymore and for cycle 2 the researcher would 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. 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 was one of many medias that could help students to solve their problem in doing vocabulary test. This research had proven the effectiveness of applying wordwall.net as a media. This was shown the results of the test diagnostic, cycle I, and cycle II are in the graph below:
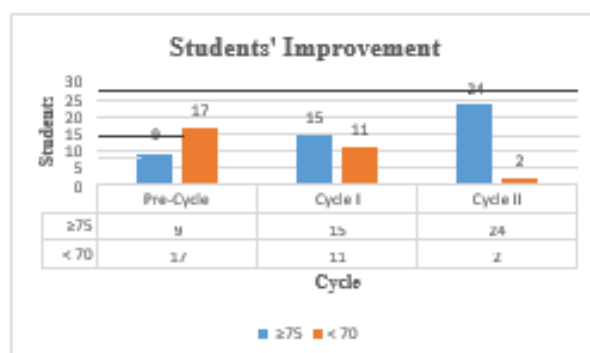
(Figure 4.3 Students' Improvement from Pre-cycle, Cycle I to Cycle II)

The results showed above that there were an improvement of thestudents' 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 was still low, therefore researchers conduct CAR to help students improve their vocabulary skills, a classroom action research (CAR) was carried out using Wordwall.net. In cycle 1 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).

Based on the findings of a study of student weakness. Students were unruly, unsure of how to use Wordwall.net and lacked English vocabulary. 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 students of the total students that passed Minimum Completeness Criteria (KKM), 7,79% or 2 students not passed. There was an increase in student scores from the diagnostic test to cycle II.

Based on observation checklist in cycle II, the whole conditions happened during the teaching and learning activity better than the cycle I. The teacher re-explained the material with different descriptive text stories according to the lesson plan. The teacher explained in more detail how to use Wordwall.net by displaying it on the projector screen. And the teacher gave practice tests in the form of multiple choice using Wordwall.net to helped students to become more familiar, comfortable about the test and students could confidently do the test without asking question to their classmate anymore. The observation checklist also showed that the students were more actively participating in teaching learning process and also could answer questions with a good response. Students understood the material and focused more than in cycle I.

The researcher and collaborator also examined the students' development and attitudes toward learning vocabulary mastery. When students were assigned test, they were they understood better in using wordwall.net, were more enthusiastic, and payed more attention to the learning process, and the student's test results indicated a substantial shift when compared to the cycle I findings. All of students kept silent and stayed focusing on their test which made the astmosphare of the class became conducive. As a result, the researcher concluded that after implementing wordwall.net, students' vocabulary in English had increased during the learning process. From the explanation above, it can be concluded that the wordwall.net had a improvement on students, and encouraged students to be more active and motivated in learning English, especially vocabulary.

C. CONCLUSION AND SUGGESTION

After analyzing the learning process in two cycles, the researcher had 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 showed that the percentage of students' vocabulary mastery was 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 was very conducive, and increased 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 KKM, and cycle II wordwall.net media could improve the students vocabulary.

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

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.

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