

THE EFFECTIVENESS OF USING WORDWALL.NET TO INCREASE STUDENTS' VOCABULARY MASTERY

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Abstract

The purpose of this Research Project is to find out the effectiveness of using Wordwall.Net to increase the students vocabulary mastery. Wordwall.Net is one of the collaborative learning media that is good for increasing the students vocabulary mastery which students can easily access. The research hypothesis is the use Wordwall.Net gives positive effect on students vocabulary mastery. Wordwall.Net is applied to the eleventh grade students of SMA N 1 Bojong in the Academic Year 2021/2022. In this research, the population is some of eleventh grade students of SMA N 1 Bojong, which is 72 students. The writer uses purposive random sampling with two group design. The total of sample is 72 students, 36 students is as experimental group and control group. An instrument in this research was a vocabulary test. The result of post-test is 80,19 as mean of experimental group and 69,66 as mean of control group. The significance value between the post-test score of the experimental group and the post-test score of the control group is 0.000. The writer used $\alpha = 0.05$ (5%). Then the alternative hypothesis is accepted because the significance result is 0.000, which means it is smaller than 0.05. It means there is a positive effect on students who are taught by using Wordwall.Net and those who are not taught by using Wordwall.Net at the eleventh grade students of SMA N 1 Bojong. According to the analysis, Wordwall.Net gives positive effect towards students vocabulary mastery.

Keywords: Wordwall.Net, Vocabulary.

1 INTRODUCTION

One of the most important language skills that must be taught to students when learning English as a foreign language is vocabulary. According to (Susanto 2017), learning vocabulary is an essential part of learning a second language. Whether in publications or verbal dialogue, the definitions of new terms are usually emphasised. The main component material in learning a new language is vocabulary. Based on (Arafah & Ahmad et al. 2020) for English learners in Indonesia to be able to communicate in English as a foreign language, it is commonly accepted that vocabulary is an important micro-linguistic ability.

However, Students find difficulties in learning English language with lack of vocabularies. Some English skills will be difficult to teach such as listening, speaking, reading, and writing. Most of the students tend only to have a limited vocabulary. Therefore, the students cannot communicate in English well. Several factors lack of knowledge of vocabulary, methods, and the limited media used by the teacher. Students' knowledge also makes them less active. Some students still tend to open the dictionary to translate complex vocabulary into English text. Meanwhile, most of the students have difficulty learning English because many students have relatively low achievement in learning English. (Liando et al. 2021) says that one of the significant problems for English language learners is their lack of vocabulary knowledge.

According to (Sulistianingsih et al. 2019) particularly in learning and teaching English, vocabulary is an essential component of language learning. The development of vocabulary is a skill that students may use to better understand the four basic skills of the English language. Through the development of four skills listening, speaking, reading, and writing. Vocabulary may assist students in improving their language proficiency.

Use technology in language learning processes and various techniques as a solution in students' learning activities. According to (Ahmadi 2018) states that Technology use has grown to be a crucial component of learning both inside and outside of the classroom. Most language classes use technology in some kind. Language learning has benefited from and been enhanced by the use of technology. Based on (Çil et al. 2021) there are several media website tools for learning English, for example Quizlet, Kahoot, Padlet or others, but there is a special website tool that provides several games in it while learning, namely Wordwall.Net. As part of educational games, Wordwall.net provides various kinds of game features that can be played interactively to increase vocabulary.

2 METHODOLOGY

This study was mixed method research. According to (AlMayda 2018), in order to create a more comprehensive understanding of a topic, mixed methods research is a strategy that combines both quantitative and qualitative methodologies into a single study. In this research the writer used a sequential explanatory as type of the of the research. (Creswell 2014) in this design, In this design, a researcher first collects and analyzes the quantitative (numeric) data. The qualitative (text) data are collected and analyzed second in the sequence and help explain, or elaborate on, the quantitative results obtained in the first phase. The second, qualitative, phase builds on the first, quantitative, phase, and the two phases are connected in the intermediate stage in the study.

From the beginning to the formulation of the research design, the quantitative research method's specifications are systematic, planned, and well outlined. In this research, a pretest and posttest experimental research and control group design was used by the researcher. Two groups were purposively chosen for this test. The treatment was given to the first group, but not to the second group. Because the goal of this research is to evaluate the effect of using Wordwall.Net to increase on students' English vocabulary mastery and how successful the Wordwall.Net is used. The experimental group is one of the groups, while the other is the control group. The location of this research was conducted at SMA N 1 Bojong. The population in this research were eleventh grade of sma n 1 bojong in academic year 2021/2022. There are 5 classes with 36 students in each class. The sample in this study is class XI MIPA students. Researcher takes 2 groups for this study, the experimental group and the control group. The total number of samples to be taken in this study is 72 students.

In this research, to get the data, the writer used a test as a data collection technique. The writer used the pre-test and post-test results from the students to gather information. In this research, the instruments used were multiple-choice tests and questionnaires. Multiple choice tests serve as a measure of ability and success achieved during treatment, and a questionnaire determines students'

use of the Wordwall.Net. The first procedure performed in this research was pre-test. Before giving treatment, the writer first did the pre-test. On this occasion, the researcher prepared lesson plans, teaching materials, and research instruments. Second, treatment. The writer gave treatment using the Wordwall.Net to help students' increase their vocabulary. The writer made a lesson plan based on the syllabus in the curriculum. Treatment was only given to the experimental group. In this study, at least 8 meetings of both the experimental group and the control group were held by the researcher. And the last, post-test (final test). The writer gave a post-test using tests for the experimental and control groups. This test is in the form of multiple-choice consisting of 40 questions. Students must complete the test within 60 minutes. The results of this test were to determine the differences in students' abilities after using Wordwall.Net to increase English vocabulary in the experimental group. After doing the test, students continued to fill out the questionnaire as a result of student perceptions. The data was obtained for the researcher conducted a t-test. The t-test was used to analyze the data. This research uses IBM SPSS 26 to perform calculations. However, the condition for the t-test is that the data must be normal and homogeneous. Therefore, the normality test and homogeneity test are carried out first.

3 RESULTS

This chapter presents the results of the mixed method research from the meetings on eleventh-grade students of SMA N 1 Bojong in Academic Year 2021/2022. After doing research the writer get results. The data are presented below. The data of post-test results from the experimental group and control group.

3.1 Research Results

This research investigated the effect of using wordwal.net to increase students' vocabulary mastery. It had been carried out in class IX MIPA 1 as experimental class and XI MIPA 3 as control class. It was conducted from 4 Mei to 9 June 2022. The treatment was conducted only in experimental group. After implementing different learning strategies between the experimental group and the control group, the researcher obtained data on student learning outcomes via multiple choices tests. Finally, the post test was conducted on 6 June and 9 June 2022.

3.1.1 Descriptive Analysis

According to the statement of the problems, the results of the test in the posttest for both the experiment class and the control class served as the research's data. The test was administered to both classes, although in different treatment. The test was carried out to determine whether the treatment procedures had any significant effect on the students' used Wordwall.Net, particularly in the experimental class. While the control class received different treatment, they study without using Wordwall.Net.

The results test are shown in Table 1. According to the table above, there are (N) 36 students in each of the experimental group and control group. The experimental group post-test has an average score (mean) of 80.1944. The control group's post-test average score (mean) is 69.6667. This indicates that is students who were treated using Wordwall.Net scored higher than those who were not. The illustration of a statistical test used to compare the means of two groups is the t test (Kim 2015).

Table 1. The Score of Speaking Test of Experimental and Control Class

Group Statistics					
Kelas		N	Mean	Std. Deviation	Std. Error Mean
Hasil Belajar	Post Test Control Class	36	69.6667	6.35160	1.05860
	Post Test Experimental	36	80.1944	6.84865	1.14144

Both groups' multiple choice test overall scores were significantly different from one another. On the basis of the data analysis, the writer discovered several findings. The results of the test are

shown in Table. The pre-test and post-test involved 36 students. A minimum and maximum score on the pre-test is between 60 and 80. The average rating is 60.86. The students performed better on the post-test once they had access to the material that the writer had previously taught without using Wordwall.Net. The descriptive data analysis demonstrates it. The minimum and maximum post-test scores for students are 83 and 60. The posttest average score is 69.66.

3.1.2 Hypothesis Test

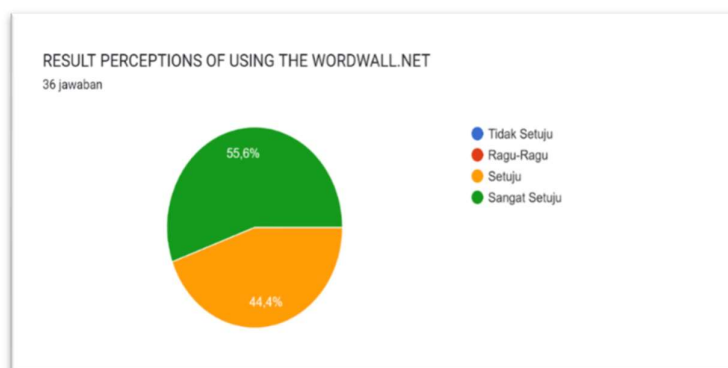
The researcher used T-test analysis using SPSS 26 to determine whether the hypothesis was accepted or rejected. The formula for calculating T-test between the experimental group and the control group mean score is as follows:

Table 2. The Independent Sample Test.

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Hasil Belajar	Equal variances assumed	.360	.550	6.763	70	.000	10.52778	1.55677	10.52575	10.42981
	Equal variances not assumed			6.743	69.606	.000	10.52778	1.56766	10.62575	10.32981

From the data above it can be seen that the significance score Sig 2 tailed $0.000 < 0.05$. Based on the table above, it can be seen the independent sample t-test data showed the value of sig (2-tailed) was 0.000. The researcher used $> \text{sig } \alpha = 0,05$ (5%) as a significant standart, therefore the null hypothesis (H_0) is rejected and the alternatif hypothesis (H_a) is accepted because the sig (2-tailed) value of 0,000 is smaller than sig $\alpha = 0,05$ (5%). Thus, there is a significant different between experimental group and control group who were taught by educational podcast and those who were not. As a result, the research hypothesis (H_a) can be accepted and the hypothesis (H_0) can be rejected.

Table 3. The Result of Students' Perception



Questionnaires were distributed to experimental group using a google form that had been prepared by the researcher. A total of 5 question points were distributed to students. The purpose of distributing the questionnaire is to find out students perceptions after using the Wordwall.Net. The following is the result of the questionnaire. The questionnaire results can be summarized into the chart. It can be seen that of the 5 questions 44,4 % stated Agree (S) and 55,6% stated Strongly Agree (ST) so that the majority of studentsstated Agree (S) and Strongly Agree (SS). This is in line with the post-test tests that have been carried out that show that the average students' perception of using the Wordwall.Net to increase English vocabulary has a positive effect.

3.1.3 Discussion

According to the mixed method from researcher, In order to determine Wordwall.Net effect in the eleventh grade at SMA N 1 Bojong in the academic year 2021/2022, this research employed a sequential explanatory design. In order to understand students who are taught using Wordwall.Net, the writer conducted this research in increasing students' command of the language than those who are not.

The researcher discovered some positive effects after using Wordwall.Net as a teaching tool on eleventh-grade students of SMA N 1 Bojong. However, when presented vocabulary materials, students find difficulties such as difficulty to remember vocabulary and have limited vocabulary. In that case, students' needs media that can help increase vocabulary. With the media that can help problems on students. As quoted in chapter II where (Sentani et al. 2022) technology is frequently used in the field of education. Currently the world is entering the Industrial Revolution 4.0 and includes several aspects of change, such as in the field of education Wordwall.Net is a user-friendly web-based learning tool. Quizzes, matching, pairing, anagrams, multiple choice, word scramble, word search, and grouping may all be found on Wordwall.Net as educational resources. However, when presented vocabulary materials, students find difficulties such as difficulty to remember vocabulary and have limited vocabulary. In that case, students' needs media that can help increase vocabulary. With the media that can help problems on students.

After the treatment, the writer stated that Wordwall.Net could be used as a learning and evaluation tool for students. Wordwall.Net is easy to access and uses as a learning tool by students. According to the statement (Sari and Yarza 2021), as a website tool, Wordwall.Net facilitates many interactive games which at the end of the game will display a score. Wordwall.Net can easily access via their smartphones or computers. In addition, from all the meetings during the treatment, several advantages were found in using Wordwall.Net in teaching vocabulary. First, students can enjoy the lesson. Second, each student can memorize new vocabulary and the meaning. Third, all students can participate actively in this activity. Wordwall.Net are interactive game easy to access and bring everywhere.

Wordwall.Net provides benefits and convenience as a media learning for students with various learning themes. In line with the statement from (Kholis et al. 2022), looking at the pages Wordwall.Net shows how many resources are created. Wordwall.Net facilitates a lot of materials from any education. Since this web resource offers interactive games, it can influence teachers and students to use it. Wordwall.Net provides game creation templates that support vocabulary learning. The writer proves that previous research conducted by (Nauval 2022) vocabulary is presented as the first element of language that students learn before the other elements. Learning new words is essential to learning all language abilities, including speaking, reading, listening, and writing. This study aimed to investigate the effectiveness of Wordwall.Net on the student's vocabulary mastery. That previous study really supports the writer research and it is proven to be effective in using Wordwall.Net for eleventh graders of SMA N 1 Nojong. Wordwall.Net can have an effect on students vocabulary mastery.

According to student perceptions at SMA N 1 Bojong, students believe that vocabulary is difficult to understand and that many students need assistance memorising formal guidelines and building sentences. Students find it challenging to speak up. These challenges may be solved to the advancement of technology in education by utilising material that is technologically integrated. Wordwall.Net is a resource that may be used to learn new words. As a consequence, this research focused on students in class XI MIPA at SMA N 1 Bojong to examine their perceptions of Wordwall.Net as a vocabulary learning tool as well as the challenges they found when using Wordwall.Net to help them acquire vocabulary. Students believe Wordwall.Net to be user-friendly and practical as a result of the analysing process. Students want to utilise Wordwall.Net in the learning process and display a good attitude towards using it for language lessons. Students have issues utilising Wordwall.Net because of confusing instructions, connectivity issues, and student devices. But it can be prepared for and conditioned.

Therefore, students agree to use Wordwall.Net for learning new vocabulary, and any problems that do develop are caused by outside factors. Additionally, Wordwall.Net may be included into the vocabulary acquisition process since, in accordance with the students perceptions, it has a beneficial influence. The activities are simple, enjoyable, and make them more interested in studying. It can be said that one of the most effective and simple methods for learning vocabulary is Wordwall.Net. Jannah and (Syafryadin et al. 2022) showed the majority of students had a favourable perception of using Wordwall.net to help them acquire language. They had a positive perception on Wordwall.Net. They thought Wordwall.Net was an interesting, exciting, motivating, and enjoyable website tool for learning vocabulary, and they appreciated the teamwork and competition.

Based on the results of the research and analysis above, it can be said that Wordwall.Net is effective in increasing the vocabulary mastery of eleventh grade students at SMA N 1 Bojong in the academic year 2021/2022.

4 CONCLUSIONS

Based on the research findings and the discussion from the previous chapter, it would be reasonable to reach the conclusion that students who learning used Wordwall.Net and vocabulary materials experienced significantly different learning outcomes. This research was conducted to obtain empirical evidence about the effect of using Wordwall.Net to increase student vocabulary mastery at eleventh grade students of SMA N 1 Bojong for the academic year 2021/2022 and the purpose of this research was to find the significant effect of Wordwall.Net as a website learning. The purpose of the research is to identify significant variations in students vocabulary mastery test results obtained before and after using Wordwall.Net.

In conclusion, Wordwall.Net can increase the vocabulary of the students at SMA N 1 Bojong. There is difference between students who are taught using Wordwall.Net and those who are not using Wordwall.Net when it comes to vocabulary mastery. Evidence for this can be found in the post-test scores of the students in the experimental group who used Wordwall.Net, with a mean of 80.19 and 69.66 in the control group. The independent t-test result's significant level (Sig. 2-tailed), or level of significance, is 0.000, which means that it was less significant than the level of significance 0.05. It is known from the students improved score after the post-test that their vocabulary mastery have increased. Given this point, using Wordwall.Net to teach vocabulary has been successful in helping students increase their vocabulary mastery. The results amounted to the null hypothesis (H0) being rejected and the alternative hypothesis (H1) being accepted. As a result, Wordwall.Net can help students at SMA N 1 Bojong increase their vocabulary mastery. It is assumed that both students who use Wordwall.Net to increase their vocabulary and those who do not. The result of students perceptions are agree to use Wordwall.Net. This is in line with the result of questionnaire have that show that the average students' perception of using the Wordwall.Net to increase English vocabulary has a positive effect.

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