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Enhancing Student's Vocabulary using Wordwall in English Specific Purposes at Vocational High School.

Evy Lailatus Syarifah[1]Niko Fediyanto[2]

Department of English Education, Universitas Muhammadiyah Sidoarjo, Indonesia
Department of English Education, Universitas Muhammadiyah Sidoarjo, Indonesia

corresponding author
nikofediyanto@umsida.ac.id

Abstract.. The purpose of this study was to determine the effect of wordwall media on student memory systems before and after receiving treatment. The research was conducted using pre-test and post-test, the respondents were class X students, data collection was carried out at one of the public vocational high schools in area x with the number of questions given, namely 20 multiple choice questions pretest and 20 multiple choice questions posttest both tests have the same weight. The main purpose of the researcher is to assess and provide comparative results of student abilities between the treatment class and the control class. The results of this study indicate that the use of Wordwall media in the experimental class is effective and can contribute to improving vocabulary mastery and spur improvement in students' abilities in the memorial system. This is proven by the results of data processing with SPSS, the results showed that the average value of the post-test for the experimental class (T2) was higher (72.5) compared to the average value of the post-test for the control class (T1) which was 58.5. In addition, the results of the T test processing show that the Sig. (2-tailed) 0.000 <0.05, with the decision H0 rejected and Ha accepted. Furthermore, the "Mean Difference" value is -38.333. This value is the average value, and this difference ranges from -38.336 to -38.331. (.05% Confidencce Interval Lower Difference Upper). This proves that wordwall can be suggested that English teachers use wordwall in the teaching and learning process because this media can also make students more interested in learning English, especially content that uses visual methods, as well as audio and other interactive media. This research can be useful and used by future researchers as a source to conduct research in various educational environments in the future

Keywords - Memorial, Wordwall

Abstract..Tujuan dari penelitian ini adalah untuk mengetahui pengaruh media wordwall terhadap sistem memori siswa sebelum dan sesudah menerima perlakuan. Penelitian dilakukan dengan menggunakan pre-test dan post-test, respondennya adalah siswa kelas X, pengambilan data dilakukan pada salah satu sekolah menengah kejuruan negeri di daerah x dengan jumlah soal yang diberikan yaitu 20 soal pilihan ganda pretest dan 20 soal pilihan ganda posttest kedua test tersebut memiliki bobot yang sama. Tujuan utama peneliti adalah untuk menilai dan memberikan hasil perbandingan kemampuan siswa antara kelas perlakuan dan kelas kontrol. Hasil dari penelitian ini menunjukkan bahwa penggunaan media Wordwall pada kelas eksperiment efektif dan dapat berkontribusi dalam meningkatkan penguasaan kosakata dan memicu peningkatan kemampuan siswa dalam sistem memorial. Hal ini di buktikan dengan hasil pengolahan data dengan SPSS, hasil penelitian menunjukkan bahwa nilai rata-rata post-test untuk kelas eksperimen (T2) lebih tinggi (72,5) dibandingkan dengan nilai rata-rata post-test untuk kelas kontrol (T1) yaitu 58,5. Selain itu hasil dari pengolahan uji T diketahui bahwa nilai Sig. (2-tailed) 0.000 < 0.05, dengan keputusan H0 ditolak dan Ha diterima. Selanjutnya, nilai "Mean Difference" sebesar -38,333. Nilai ini merupakan nilai rata-rata, dan selisih ini berkisar antara -38.336 sampai dengan -38.331. (.05% Confidencce Interval Lower Difference Upper). Hal ini membuktikan bahwa wordwall dapat disarankan agar para guru bahasa Inggris menggunakan wordwall dalam proses belajar mengajar karena media ini juga dapat membuat siswa lebih tertarik untuk belajar bahasa Inggris, terutama konten yang menggunakan metode visual, serta audio dan media interaktif lainnya. Penelitian ini dapat bermanfaat dan digunakan oleh peneliti selanjutnya sebagai sumber untuk melakukan penelitian di berbagai lingkungan pendidikan di masa yang akan datang.

Kata Kunci – daya ingat, wordwall

I. INTRODUCTION

A language cannot exist independently of its vocabulary since, like English, vocabulary is an crucial aspects of learning the language [1]. The four components of English language proficiency are reading, writing, speaking, and listening. The foundation for mastering each of these four talents is the same: vocabulary. Conversely, one can simply communicate their views by expanding their vocabulary. Before someone is able to learn a language, students must be able to master the vocabulary. communicating in English is very important, which is why one is highly expected to be able to master English, because language is the most complete and effective communication to convey ideas, messages, meanings, feelings and opinions to others. In other words, language cannot be separated from its function as a means of communicating with others [2]. To master something then we have to master the basics of it, as is the case with English, to master English then we must master vocabulary as its basic component [3]. In the world of education in Indonesia itself, English as an international language plays many roles as one of its roles in preparing generations with broad insights and knowledge. Students' comprehension of the English language is influenced by their vocabulary mastery [4]. That is why English has become a compulsory standard in the world of education such as primary schools, primary secondary, secondary and vocational secondary schools [5].

Increasing vocabulary will enable one to rapidly advance their linguistic abilities The more a person mastered the vocabulary, the better the quality of his English, with a good grammar, good spelling [6].Vocabulary becomes significant in the context of the current curriculum when pupils are encouraged to "expose meaning" and "respond to meaning". Students will not be able to fulfill the requirements of the curriculum if they don't have sufficient vocabulary mastery [7]. As a result, teachers must focus on their students' vocabulary knowledge. But in reality there are many cases where students cannot speak English properly, with one factor being their lack of interest in English and his lack of students' understanding of vocabulary [8]. Lack of student motivation to attend lessons due to teachers who still use the old way so that students feel bored and less interested [9]. Then as a teacher are expected to provide attractive learning facilities so that students do not feel saturated and interested in learning English [10]. Teaching vocabulary is not an easy thing for a teacher, because the teacher must pay attention to the use of media that he will use in his vocabulary teaching activities. The teacher has to make sure whether the media is effective or not. And whether the media can convey information and support English teaching and learning activities effectively [11]. Moreover, with the rapid development of the times, it is hoped that teachers will be able to follow or learn anything that may be attractive to the students.

Teachers are expected to apply the approach to students in a way to understand what is becoming the favorite of students today, as in this era where a lot of technologies are developing Teachers are expected to apply the approach to students in a way to understand what is becoming the favorite of students today, as in this era where a lot of technologies are developing one of them is based on IT [12]. With many of these developments many developers developing media educational games. The concept of "game" in English can refer to either a physical game or more broadly to an organized activity that is typically done for enjoyment [13]. However, "education" is defined as "knowledge" in the large English dictionary. Every human person, including the student in this instance, learns through education, with the goal of helping the learner comprehend and develop their critical thinking skills. One of the most crucial elements of learning is learning media, which acts as a connection in the information delivery process. [14]. Innovation that keeps pace with modern developments is necessary to raise the standard of education. [15]. The importance of a learning medium is to build student interest at the time of learning, because to a good learning outcome for students can be seen from student interest and student activity while learning [16]. The term "ESP" in the context of SMK refers to "English for Special Purposes", which is a specialized approach to teaching English that focuses on a particular field or discipline. This approach involves

identifying the language needs of students in a particular professional or academic context and tailoring English language instruction to meet those needs[17]. for this reason, it is very important to mastery vocabulary in SMK, and should look for suitable and interesting media to use so that students do not have difficulty in learning.

Based on the results of observations and interviews with one of the teachers in SMK that there is a difference in English vocabulary in SMK, because of that English in SMK emphasizes more in the mastery of vocabulary, because the graduates of SMK are prepared to plunge directly into the profession of multimedia example that means the mastering of vocabolary to face the situation of change and progress of Iptek applied in the world of work. According to what the teacher said during the interview, the teacher never been teaching using other media than books and projectors powerpoint. From the statements of the observations that have been made, the authors want to do research with learning using other media that has never been used before, namely media based on IT technology. one of the website-based applications that can be used as a learning medium, in wordwall itself not only the media that forms a game but there are a variety of options such as interactive quizzes, matching pairs, random words, and anagram. There are many options of features that can be selected and created according to the material thus giving many possibilities of interesting variations in the delivery of the teaching material. This application provides 18 templates that can be accessed for free. One of the other advantages of this application is that a game or quiz that has already been created can be printed in a PDF format. Because this wordwall learning media is still rare and still a lot of unknown, for that the writer wanted to research and introduce new interesting ways in learning.

According to the results that have been validated by Idrus on his journal , whose results are a grade of 4.34 from an expert with a good category with his research that proves. First ,the use in the use of wordwall media as a learning medium includes teaching materials, glossary, and evaluation as well as various kinds of quiz games that exist in the feature of the media[18]. Second, The use of the wordall media is able to be implemented as a special teaching material in the mastery of vocabulary. Because in the wordwall there are so many kinds of templates that are very variable and interesting that can be used for the delivery of material (vocabulary) or assessment of students.Word wall media is one of the media strategies used to provide learning that makes students happy to learn and easy to attract student concentration. Through word wall media, it is not only emphasized on vocabulary understanding but can also be used to train students' memorization in interpreting a word. used to train students' memorization in interpreting a word [19].

According to the previous research by R. Triariani that the use of wordwall is a very effective way to learn English especially to master vocabulary. Furthermore, the wordwall is very adaptable and suitable for both face-to-face and virtual learning [20] . This makes the author convinced that the wordwall is effectively used as a contemporary learning medium that matches the interests of students, besides this medium is also very flexible to use.

The pict of wordwall application:
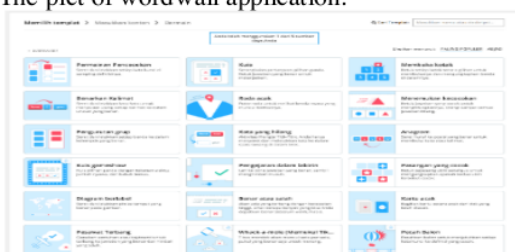
Pict 1.Template of

Pict 2. template of game

Pict 3. Picture of

Based on background that been explained, the research question of this topic is:
1. Can Wordwall improve the mastery of ESP vocabulary for vocational high school students.?

II. METHOD

The researchers used true experiment and the pre-test and post-test as tools used in this study to see the value of student learning outcomes. This research used 2 class of digital business, The researcher's main purpose of this study is to assess and provide the results of comparing students' abilities between the treatment class and the control class, before and after receiving treatments to find out how effective the use of wordwall media is in the student's memory system. After conducting different treatments between the experiment class and the control class, the researcher gave questions to test the difference in understanding between the experiment class that used wordwall and the control class that used the old teaching method.

After collecting the data, the results were then measured using the SPSS 26 program with the Normality Test and Wilcoxon Test. In research, the existence of an instrument as a tool for the data collection process can affect the quality of research results. Therefore, every instrument used to examine a problem must be validated first. In this study, the instrument validity test was used 3 times. First, the pre-test and post-test validity tests were assisted by experts in the field of English language learning to assess the suitability of the content in the pre-test and post-test with the competencies to be measured. Second, the validity of Wordwall media asked for suggestions and opinions from experts in the field of English to assess the Wordwall media used. Third, the validity of learning resources and teaching modules that require input opinions from teaching staff in the field of English to assess the suitability and relevance of what is presented in accordance with the competencies achieved.

Data collection was conducted using pre-test and post-test, the respondents were 10th grade students, and the researcher used 30 Student's for Experiment class and 30 Student's for Control Class. The collecting data

began on March 27 for the pre-test and March 28 for the post-test at one of the public vocational high schools in area x with the number of questions given, namely 20 multiple choice questions pretest and 20 multiple choice questions posttest. After conducting various tests, researchers also conducted data analysis using the Statistical Program and Service Solutions (SPSS) version 26 program to find out: Mean Value, Normality Test, Wilcoxon Test. To determine the hypothesis of the effect of wordwall media on students' memorial system before and after treatment. Experiments will be tested using the SPSS 26 program. correct information results will produce conclusions that match the actual situation. If H0 Asymp.sig > 0.05 then the hypothesis is rejected and if Ha Asymp.sig < 0.05 then the hypothesis is accepted. This shows the result of the opinion that there is a significant difference between the pre-test and posttest , this shows that there is a significant effect on the difference in treatment given.

III. Result and Discussion

A. Results

The pretest and posttest data collected from the 2 classes, namely the experimental class and the control class, were then compared using Excel and calculated to determine the total score value obtained for each student and the average score value for each student. Based on the results of the analysis obtained , the score data of the 2 classes obtained before treatment (pretest) and after treatment (posttest) can be seen in Table 1.

Table 1. Score for each student

NO.	NAME BD 1	PRETEST SCORE	POSTTEST SCORE	NO.	NAME BD 2	PRETEST SCORE	POSTTEST SCORE
1	ANR	60	85	1	AS	10	95
2	APK	40	45	2	AR	40	75
3	AHA	75	80	3	ANV	20	50
4	AYA	10	55	4	BJD	10	50
5	AIR	25	90	5	CNF	50	60
6	AHS	25	80	6	DRD	60	65
7	AIBN	60	100	7	DAF	20	15
8	ALD	15	60	8	DMA	10	50

(EXPERIMENT CLASS / CONTROL CLASS)

No	Name	Pre-test	Post-test	No	Name	Pre-test	Post-test
9	A	55	85	9	DII	30	60
10	AYN	10	80	10	ECW	30	40
11	BCFI	25	70	11	ENPS	10	50
12	DTW	45	50	12	EF	50	80
13	EWH	50	70	13	FHS	50	50
14	FN	10	20	14	ISA	20	70
15	HRK	35	80	15	IA	20	30
16	KNR	15	20	16	LCF	70	75
17	KSA	80	90	17	MHR	60	100
18	KAA	45	95	18	MCS	15	70
19	MGP	55	85	19	MAR	50	75
20	MRA	10	40	20	MADS	25	65
21	MSH	55	100	21	NSD	10	35
22	NHPS	20	90	22	NAW	30	50
23	NCP	30	90	23	PPK	15	70
24	RFS	50	95	24	PNFF	50	70
25	RLE	15	55	25	SLN	20	20
26	RI	50	70	26	SKA	20	70
27	RTL	10	50	27	TBD	10	35
28	TIN	25	95	28	WOR	35	40
29	VBAD	35	50	29	YA	75	80
30	YW	90	100	30	YF	30	60

Table 1 shows 2 classes, a total of 30 experimental class students and 30 control class students with pre-test and post-test results. The highest score from the pretest experimental class was 90 and the control class was 70. Meanwhile, the lowest score from the experimental class was 0 and the control class was 0. The highest score from the posttest experimental class was 100 and the control class score was 100. Meanwhile, the lowest score from the posttest experimental class was 20 and the control class 20. The average pretest score for the experimental class was 37,5 and

the control class was 31.5. Meanwhile, the average posttest score for the experimental class was 72.5 and the control class was 58.5. The average analysis results can be seen in table 2.

Table 2. Average pre-test and post-test scores for all class

Experiment	Class	Control	Class
Pretest	37,5	Pretest	31,5
Posttest	72,5	Posttest	58,5

After calculating the mean of all pretest and posttest data, the data in Table 1 was analyzed using the Statistical Program and Service Solutions (SPSS) version 26 normality test. The results of the analysis are shown in Table 3.

Table 3. Lilliefors Significance Correction

Tests of Normality

Class	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre-test Experiment	.143	30	.118	.930	30	.048
Post-test Experiment	.195	30	.005	.905	30	.011
Pre-test control	.190	30	.007	.894	30	.006
Post-test control	.114	30	.200*	.975	30	.684

Lilliefors Significance Correction is a statistical technique used to test whether sample data follows a normal distribution, and based on the results of the analysis in table 3 which states that the normality test of pretest and posttest data in the table is not normally .048 and the control class is 0.0006. Posttest data for the experimental class was 0.011 and the control class was 0.684. Basis for decision making:
1. If the Sig value> 0.05 then the research data is normally distributed
2. If the Sig value <0.05 then the research data is not normally distributed

After being tested using the normality test, the data was then processed using the Wilcoxon test which can be seen in Table 4.

Table 4. Wilcoxon Signed Ranks Test

Test Statistics[a]

	Posttest Experimen - Pretest Experimen	Posttest Control - Pretest Control
Z	-4.790[b]	-4.563[b]
Asymp. Sig. (2-tailed)	.000	.000

The Wilcoxon test is often used as an alternative to the t-test, which assumes that the data follows a normal distribution. Based on the results of the analysis, the Wilcoxon test shows that the Asymp sig (2-tailed) value = 0.000. This states that the results of the research hypothesis (Ha) are accepted. The basis for decision making:
1. If the Asymp sig (2-tailed) value <0.05 then the hypothesis is accepted.
2. If the Asymp sig (2-tailed) value> 0.05 then the hypothesis is rejected.

T-TEST

Paired sample sstatistic

		mean	N	Std.Deviation	Std. Eror mean
Pair 1	pretest	37,50	30	22,581	4,123
	posttest	75,83	30	13,777	2.515

paired samples correlation

	N	correlation	sig
Pair 1 pretest&posttest	30	,492	,006

Paired Samples Test

		Paired Differences							
					.05% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	PreTest - PostTest	-38.333	19.841	3.623	-38.336	-38.331	-10.582	29	.000

From the hypothesis test results in the table above, it is known that Sig. (2-tailed) 0.000 < 0.05, with the decision H0 rejected and Ha accepted. Furthermore, the "Mean Difference" value is - 38.333. This value is the average value, and this difference ranges from -38.336 to -38.331. (.05% Confidencce Interval Lower Difference Upper)

Based on the research findings, the researcher stated that there were significant differences between before and after treatment. The students' memorial system was still low before the wordwall media and the post test results showed that students' memorial skills could improve with the wordwall media. wordwall media has a significant effect on students when applied and this can be seen in the pre and post test results of each student in the treatment class. Wordwall media helps students speak and remember very well. It is concluded that the results of this study show that wordwall media is an effective media to improve students' memorial system.

B. Discussion

As the result in the chapter before, The purpose of this research is to determine the use of wordwall media in the student memorial system. By explaining this purpose, researchers can be given the necessary context to effectively understand this media in the process of improving students' speaking ability. A deeper and further discussion of the findings. In this study, researchers can find a statement that there is a significant difference from before the treatment (x) and after the treatment (y). Based on the statistical test output, it is known that the asymp sig 2 tailed value is 0.000 <0.05. The findings of this study indicate that the change in ability before treatment is consistently related to the change after treatment.

The point of this study is that the use of wordwall media has a wide range of effectiveness and relevance in improving students' memory. The results of this study can be compared with previous relevant research. Wordwall media has the potential to make the classroom atmosphere more interesting. This media can be utilized in the teaching and learning process to help students to overcome memory problems in students. This media shows a positive relationship between before and after treatment.

This research is supported by the results of several previous studies. The first research from Purwita with the title "Effectiveness of Implementing Wordwall in Increasing Students' Vocabulary Mastery at MTsN 4 Magetan" in this research stated that wordwall. provide a positive impact on increasing students' vocabulary mastery. The post-test results showed that the experimental group that used Wordwall had a higher average score (84.13) than the control group (75.19). Statistical analysis shows that there are significant differences between the two groups, with a significance value (Sig. 2-tailed) of 0.003 which is lower than the significance level of 0.05 [21]. Therefore the null hypothesis is rejected and the alternative hypothesis is accepted which shows that the use of the Wordwall application is effective in increasing students' vocabulary acquisition[21].

Research from the second researcher, Syamsidar with the title "Wordwall on Mastery of Vocabulary in English Learning" in this journal research states that the results of this research show that the use of wordwall has a positive impact on vocabulary mastery in English learning. This research shows improvements in pronunciation and spelling skills, as well as making a positive contribution to students' ability to understand and use English vocabulary.

Research from the third researcher, Program, English Study Tanjungpura, University with the title "The use of Wordwall to Enrich Student's Vocabulary" in this journal research states that the search results show that the use of wordwall is effective in enriching students' vocabulary, with the average post-test score being higher than the average pre-test scores. By using Wordwall, students can actively participate in the learning process and acquire good vocabulary. This is immediately visible in the results of the treatment. This wordwall also helps students learn vocabulary and increase interest in learning English, as evidenced by their positive response to the learning process in medicine courses, which allows them to use computers instead of books which are usually only used in class [22].

Research from the fourth researchers , Arimbawa, Putu Agung with the title "Application of Wordwall Game Quiz combined with Classroom to Increase Biology Learning Motivation and Achievement" in this journal research states that the word wall game quis can be concluded that the implementation of the word wall game quis method can increase: 1) motivation to study biology in class XI students [23].

Research from the fifth researcher, Arsini, santosa, Maskawati, Era with the title "Hospitality School Students' Perception on the Use of Wordwall to Enrich Students' Work-Ready Vocabulary Mastery" in this journal research states that as a gift to help them enrich their English vocabulary. This is because Wordwall can increase students' creativity in expressing opinions, increase learning motivation, help them stay focused in speeding up the thinking process, provide opportunities to know more vocabulary through selected game features, create they remain active in learning, and help them learn grammar. In this regard, the Wordwall application improves students' knowledge especially in four skills, reading, listening, writing, and speaking [24].

Based on the results of the researcher's research and the results of the five previous studies, it is stated that wordwall media is effective and can contribute to increasing vocabulary mastery and spurring improvement in students' skills in the memorial system. The researcher show if Wordwall media effective to improve student memorial skill especially in English vocabulary. This media has so many template that can be use for teaching and make student more enjoy and attractive with English . This media recommendations to teachers and educators, to help improve mastery of ESP vocabulary by using wordwall.

IV. Conclusion

Mastery of English for Specific Purposes (ESP) is essential for vocational school students as it equips them with the language skills necessary to thrive in their chosen field. Vocabulary acquisition is an important component of ESP, allowing students to communicate effectively and understand industry-specific terminology. Wordwall, with its interactive and customizable features, presents a promising tool for enhancing vocabulary learning in vocational settings.

By integrating Wordwall into the curriculum, vocational schools can create engaging and relevant learning experiences that meet the specific needs of their students. The platform's interactive games and immediate feedback mechanism facilitate active learning and improve retention of new words. Adaptable activities ensure that the vocabulary taught can be applied directly to students' future professional contexts, thereby improving their academic performance and career readiness.

Regular use of Wordwall, coupled with careful monitoring of student progress, allows educators to provide targeted support and adjust their teaching strategies to better serve their students. Additionally, fostering a collaborative and competitive learning environment through Wordwall activities can further motivate students and improve their learning outcomes.

Based on the results of the research that has been conducted, it shows that the use of wordwall media is effective in improving students' memorial system or student memory. By using paired t test, it shows that the Significas (Sig.) (2-tailed) value of 0.000 <0.05 which means that the use of wordwall is proven effective to improve students' memorial system or students' memory. The increase in learning outcomes is due to educators' efforts to use wordwall in English learning, so that students are more interested in remembering and mastering vocabulary.

Researchers want to make in a conclusions based on the results of analyzing each data in the previous table. The results showed that the average post-test score for the experimental class (72.5) was higher than the average post-test score for the control class (58.5). This proves that wordwall media can be said to be an effective method in learning as an effort to improve student memory. Based on the conclusions discussed, it can be suggested that English teachers use wordwall media in the teaching and learning process because this media can also make students more interested in learning English, especially content that uses visual methods, as well as audio and other interactive media. Since many Students in Indonesia face similar challenges and cases, this research can be useful and used by future researchers as a source to conduct research in various educational environments in the future.

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