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The Effect of Wordwall Game on English Vocabulary Mastery of Grade Eight Students at SMP Tamansiswa Pematangsiantar

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Abstrak

Penelitian ini bertujuan untuk mengevaluasi dampak dari Permainan Wordwall terhadap penguasaan kosakata di antara siswa kelas delapan di SMP Taman Siswa Pematangsiantar untuk tahun ajaran 2024/2025. Menggunakan desain kuasi-eksperimental dengan pendekatan kuantitatif, penelitian ini melibatkan dua kelas: kelas eksperimen dan kelas kontrol. Populasi terdiri dari delapan kelas yang berjumlah 284 siswa, dengan kelas eksperimen dan kelas kontrol masing-masing terdiri dari 31 siswa. Kelas eksperimen adalah kelas VIII-A, sedangkan kelas kontrol adalah kelas VIII-C, yang dipilih secara purposive sampling. Analisis data menunjukkan bahwa nilai rata-rata pre-test untuk kelas eksperimen adalah 54,50, sedangkan nilai post-test meningkat menjadi 75,17. Pada kelas kontrol, rata-rata skor pre-test adalah 56,00, dengan skor post-test 73,97. Hasil uji-t menunjukkan nilai signifikansi (Sig) sebesar 0,000, yang menunjukkan adanya pengaruh yang signifikan dari Permainan Wordwall terhadap penguasaan kosakata. Oleh karena itu, peneliti menyimpulkan bahwa hipotesis alternatif (Ha) diterima, dan hipotesis nol (H0) ditolak, yang menegaskan bahwa Permainan Wordwall berpengaruh positif terhadap penguasaan kosakata di antara siswa kelas delapan.

Kata Kunci: *Penguasaan Kosakata, Media, Wordwall*

Abstract

This study aims to evaluate the impact of the Wordwall Game on vocabulary mastery among eighth-grade students at SMP Taman Siswa Pematangsiantar for the 2024/2025 academic year. Utilizing a quasi-experimental design with a quantitative approach, the research involved two classes: an experimental class and a control class. The population consisted of eight classes totaling 284 students, with the experimental and control classes each comprising 31 students. The experimental class was class VIII-A, while the control class was class VIII-C, selected through purposive sampling. Data analysis showed that the average pre-test score for the experimental class was 54.50, while the post-test score increased to 75.17. In the control class, the average pre-test score was 56.00, with a post-test score of 73.97. The t-test results indicated a significance value (Sig) of 0.000, demonstrating a significant effect of the Wordwall Game on vocabulary mastery. Consequently, the researcher concludes that the alternative hypothesis (H_a) is accepted, and the null hypothesis (H_0) is rejected, confirming that the Wordwall Game positively influences vocabulary mastery among eighth-grade students.

Keywords: *Vocabulary Mastery, Media, Wordwall*

INTRODUCTION

Language is an essential tool for communication, allowing people to connect with one another. According to Harmer (2007), as cited in Nuraeni & Kareviati (2020), language is commonly used for communication among individuals who do not share the same native or even second languages. Globally, English has become a crucial language for interaction between countries. Daar (2020) points out that English is recognized as an international language, being taught at nearly all educational levels around the world, meaning that every school has a structured language curriculum in place.

In Indonesia, English is seen as a non-native language. Vocabulary is essential for language proficiency and is a measure of an individual's skills in speaking, listening, reading, and writing, Richards & Schmidt (2005) as cited in (Tran, 2023). According to Rohmatillah (2014), referenced in (Bernard, 2021), states that "Without acquiring vocabulary, communicating in a second language can be challenging. Vocabulary is identified as an essential element that links the four primary language skills necessary for learning a foreign language, as noted by Huyen and Nga (2003) in Santosa et al. (2021). Cahyono and Widiati (2008), cited in Bernard (2021), explain "the objective of vocabulary instruction is to assist learners in grasping new words, increase their vocabulary size, and effectively use those words for communication".

According to Lusiana & Maryanti (2020), "Learning media encompasses any tools or resources utilized to communicate messages from the sender to the receiver, engaging

students' thoughts, emotions, attention, and interests in a manner that supports an effective learning experience in line with the desired learning outcomes." Generally, media play several roles in the learning system: they serve as tools, channels for messages, means of reinforcement, and representatives of teachers, helping to convey information in a more comprehensive, clear, and engaging manner (Kustandi & Sutjipto, 2011:19) as cited in (Maftuhah & Sb. 2020). The insufficient use of media during classroom instruction can lead to a monotonous learning experience, which diminishes students' interest and hampers their ability to master vocabulary (Zaki & Nulhakim, 2021). Therefore, utilizing media in teaching is crucial for engaging students with the material, especially in vocabulary learning. The implementation of media is also an essential aspect of classroom management skills within the context of learning environments and a component of pedagogical competence, which is a key skill for teachers (Rijal & Idris, 2020).

Utilizing this media encourages students to compete for top positions or the best grades, thereby enhancing their motivation (Suyahman et al., 2024). Jeumpa & Harahap (2023) suggest that the implementation of pedagogical competence significantly impacts students' motivation during the learning process and influences their cognitive development. In their research, the educators employed an educational game called Wordwall to enhance vocabulary skills among students at Tamansiswa Pematangsiantar Middle School. While there are various common techniques available to improve students' vocabulary mastery, the researchers specifically chose Wordwall as a medium, aiming to assist students in grasping vocabulary without relying solely on dictionaries or definitions provided by the teacher.

Wordwall media is a type of educational resource that can enhance students' vocabulary mastery (Syamsidar et al., 2023). According to Elyas Putri et al. (2021) as cited in Rohmatin (2023), Wordwall is a website offering a variety of educational games designed to serve as enjoyable assessment and evaluation tools for students. This media can be tailored to promote group learning activities and actively involve students in both its creation and use (Rohmatin, 2023). By incorporating Wordwall, it is anticipated that students will enhance their understanding of English vocabulary without constantly relying on dictionaries or the meanings provided by their teachers.

Wordwall is a website that offers a variety of educational games designed to serve as enjoyable assessment aids and evaluation tools for students (Anindya et al., 2024). It is user-friendly, allowing students to access it easily through their devices and laptops. Ulandari et al. (2023) describe Wordwall-based educational games as digital learning

applications that feature various quizzes, incorporating vibrant colors, moving images, and sounds, making them suitable for educators to use in their teaching. Khairunisa (2021), as cited in Novianti & Mufaridah (2023), notes that the Wordwall game enables teachers to be more creative in assessing students' understanding of the material. The advantages of using Wordwall include its diverse features, flexibility, ability to capture students' attention through gamification, applicability across all subjects, promotion of creativity among students, encouragement of teamwork, and straightforward implementation.

Based on the background above, the researcher tries to conduct a research with the title "The Effect Of Wordwall Game on English Vocabulary Mastery to The Grade Eight Students of SMP Tamansiswa Pematangsiantar".

RESEARCH METHOD

This study employed a quantitative research approach, which requires researchers to clarify how one variable influences another (Creswell, 2012). The research is classified as quasi-experimental, meaning that the variables involved do not allow for complete control. Although true experiments are generally preferred, quasi-experimental designs are valuable because they enable researchers to draw valid conclusions even when full control is not possible. In this study, the experimental class received the Wordwall Game (X) as a treatment based on an independent learning model. Meanwhile, the control group underwent traditional English instruction.

The research was conducted at SMP Taman Siswa Pematangsiantar for grade VIII, located at No. 18 Kartini Street, Pematangsiantar City, North Sumatra. The study's population included all grade VIII students at SMP Tamansiswa Pematangsiantar. A purposive sampling method was employed, with classes VIII-1 and VIII-2 selected as the research samples. In total, there were 64 students involved, with 32 students from class VIII-1 serving as the experimental group and 30 students from class VIII-2 acting as the control group.

In this study, the researcher concentrated specifically on vocabulary writing. Students were instructed to write the correct forms of words, particularly adjectives. For instance, if a student wrote the word "beautiful" correctly, they would earn points. However, if they misspelled it, such as writing "beautifull" or "beautyful," they would not receive any points. Each correct answer was worth 5 points. The final score for each student was calculated by multiplying the number of correct answers by five, resulting in the total score achieved by the students.

RESULT AND DISCUSSION

Data Description

For this quantitative study, the pre-test and post-test results were collected from both the experimental and control classes, requiring comprehensive data analysis. The analysis will be performed using SPSS version 26, a robust statistical software commonly utilized for data management and analysis in research.

1. Normality Test

Tests of Normality								
			Kolmogorov-Smirnov ^a			Shapiro-Wilk		
Class			Statistic	df	Sig.	Statistic	df	Sig.
Students Learning Outcomes	Pre-test	Experimental	.145	30	.105	.948	30	.148
		Post-test	.145	30	.106	.940	30	.092
	Experimental	Pre-test Control	.113	30	.200 ⁺	.955	30	.228
		Post-test	.130	30	.200 ⁺	.938	30	.079
	Control	Pre-test						
		Post-test						

*. This is a lower bound of the true significance.

The dataset in this study contains no more than 50 entries, so the emphasis is placed on the significance value (Sig.) obtained from the Shapiro-Wilk test. All significance values from the Shapiro-Wilk test indicate that the data is normally distributed, as the significance value exceeds 0.05.

2. Homogeneity Test

Test of Homogeneity of Variance					
		Levene			
		Statistic	df1	df2	Sig.
Students	Based on Mean	2.108	3	116	.103
Learning	Based on Median	1.958	3	116	.124
Outcomes	Based on Median and with adjusted df	1.958	3	104.921	.125
	Based on trimmed mean	2.166	3	116	.096

Given that the significance value (Sig.) based on the mean is 0.103, which exceeds 0.05, we can infer from the homogeneity test results presented in the table that the variances of the data are homogeneous.

3. Paired Samples Test

Paired Samples Test									
Paired Differences									
95% Confidence									
Interval of the									
Difference									
Sig. (2-tailed)									
Mean	Std. Deviation	n	Mean	Std. Error	Lower	Upper	t	df	
Pair 1	Pre-test	-20.000	15.027	2.656	-25.418	-14.582	-7.529	31	.000
	Experimental - Post-test								
	Experimental								

The assessment of valid data to evaluate the hypothesis regarding the significant effect of the treatment can be observed in the Sig. (2-tailed) value. In this instance, the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_a) is accepted because the Sig. (2-tailed) value is 0.000, which is less than 0.05. This result indicates that the treatment had a statistically significant effect.

Findings

Following the data analysis, several findings emerged that address the research questions:

1. The analysis revealed that the Wordwall Game has a significant impact on vocabulary mastery among eighth-grade students at SMP Tamansiswa Pematangsiantar. The Sig. (2-tailed) value from the Paired Samples Test was 0.000, which is below the 0.05 threshold, thus supporting the acceptance of the alternative hypothesis (H_a). This indicates a significant effect of the intervention.
2. A comparison between students who used the Wordwall Game and those who did not showed a significant difference in vocabulary mastery. In the experimental group, the average pre-test score was 54.50, which increased to an average post-test score of 75.17, with all students either improving or maintaining their scores. In contrast, the control group, which did not use the Wordwall Game, demonstrated less progress. Thus, the implementation of the Wordwall Game has a positive effect on

students' vocabulary mastery, with the experimental group exhibiting greater improvement than the control group.

Discussion

This research aimed to evaluate the effect of the WordWall Game on vocabulary mastery among eighth-grade students at SMP Tamansiswa Pematangsiantar. The analysis showed a significant impact from the intervention, as evidenced by a significance (2-tailed) value of 0.000, which is below the 0.05 threshold. This result supports the acceptance of the alternative hypothesis (H_a), indicating that the treatment positively influenced students' vocabulary mastery.

In the experimental group, pre-test scores ranged from 20 to 90, with an average of 54.50 and a standard deviation of 17.536. After the intervention, post-test scores increased to a range of 40 to 95, averaging 73.97 with a standard deviation of 14.311. This notable improvement demonstrates the effectiveness of the WordWall Game in enhancing vocabulary skills. In comparison, the control group had pre-test scores between 20 and 90, averaging 56.00 with a standard deviation of 19.626. Their post-test scores ranged from 50 to 95, with an average of 75.17 and a standard deviation of 11.153. The smaller improvement in the control group relative to the experimental group emphasizes the benefits of using the WordWall Game.

These findings support the conclusion that the WordWall Game significantly enhances vocabulary mastery among students. The results suggest that this engaging approach effectively promotes vocabulary learning, highlighting the importance of innovative teaching strategies in educational practices.

CONCLUSION

The findings of this research indicate that the WordWall Game effectively enhances students' vocabulary skills, as demonstrated by the higher scores of students in the experimental group compared to those in the control group. In this case, the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_a) is accepted due to a significance (2-tailed) value of 0.000, which is below the 0.05 threshold. This result signifies that the treatment had a statistically significant impact. Based on these results, along with evidence from several previous studies, it can be concluded that the WordWall Game is highly effective in improving the vocabulary skills of eighth-grade students at Tamansiswa Pematangsiantar.

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