THE EFFECTIVENESS OF WORDWALL APPLICATION

IN IMPROVING STUDENTS' VOCABULARY MASTERY AT MTsN 4 MAGETAN

THESIS

By

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ABSTRACT

Purwitasari. 2022. *The effectiveness of Wordwall Application in Improving Students' Vocabulary Mastery at MTsN 4 Magetan.* Thesis, English Education Department, Faculty of Tarbiyah Teacher and Training. State Institute of Islamic Studies Ponorogo. Advisor: Dra. Aries Fitriani, M.Pd.

Key word: *Learning Media, Wordwall Application, Vocabulary Mastery*

Vocabulary is one of the most important language components that must be taught to students in English learning process as a foreign language. In the school, students with lower vocabulary will difficult to understand the material. They less interest to learning english and become passively in the class. So, in this technology era, the English teacher can use an interesting and interactive media in teaching learning vocabulary such as wordwall application that helpful the English learning process to be more interactive and fun.

The purpose of this research is to find out whether the students who are taught using wordwall application can improve their vocabulary mastery than those who are not taught using wordwall application at seven grade of MTsN 4 Magetan in academic year 2021/2022.

This research applied quantitative approach and used the quasi-experimental design. The population was taken from the seventh grade of MTsN 4 Magetan in academic year 2021/2022. The total population is 172 students. The sample was taken by the researcher by used cluster random sampling technique which the researcher divides the population into control group and experimental group. The number of the sample in this research were 23 students in VII D class and 26 students in VII E class. To collected the data , the reseacher used pre-test and post-tes. Then to analysis it, the researcher used independent sample t-test formula to know there was significant difference between the students who are taught using wordwall application and those who are not using wordwall application.

The result of the analysis data showed that in the experimental group the mean score of pre-test is 66.09 and the post-test is 84.13 while in the control group the mean score of pre-test is 61.54 and the post-test is 75.19. From the data it can be seen that the mean score of the post-test at the experimental group is higher than the mean score of the post-test at the control group. Then, in the result of this research showed that the value of Sig (2-tailed) is 0,003 less than 0,05. Based on the analysis of the data and hypothesis, the result of calculation found that the alternative hypothesis (Ha) was accepted and null hypothesis (H0) was rejected. Therefore, it can be concluded that wordwall application can improve the vocabulary mastery of the seventh grade students at MTsN 4 Magetan. In conclusion, the researcher conclude that using wordwall application as a learning media is effective, can develop the students' interest and active in learning English.

APPROVAL SHEET

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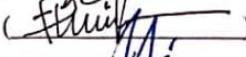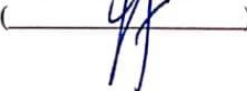The Acting Dean of The Faculty

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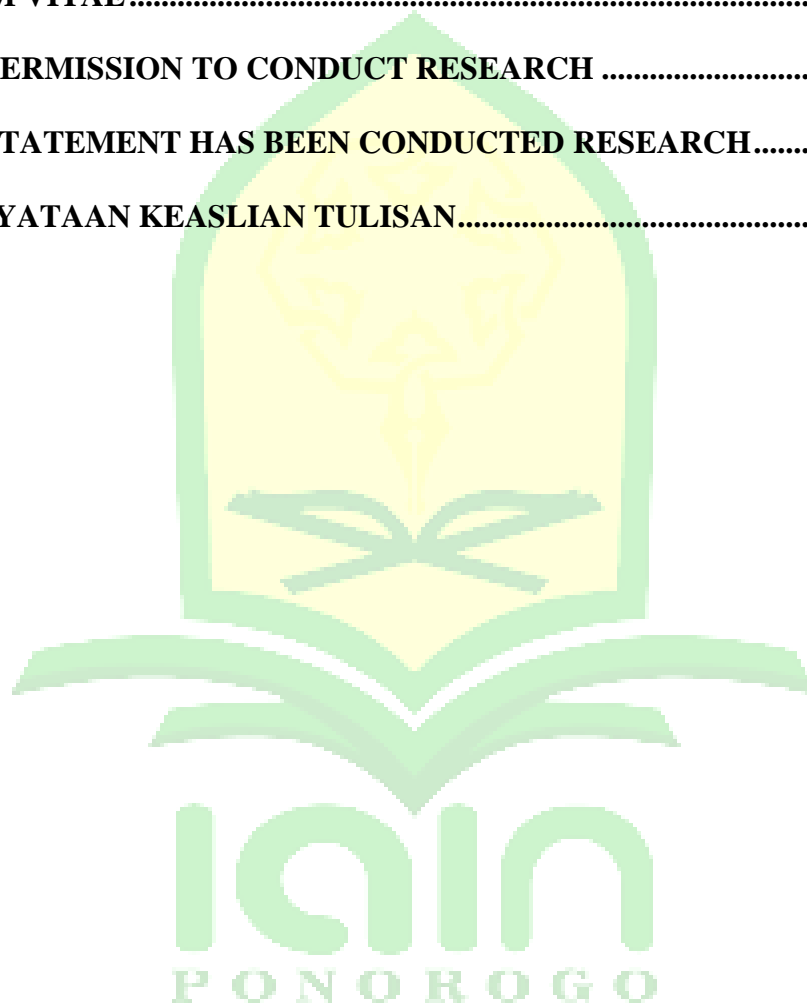
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CHAPTER 1

INTRODUCTION

In this chapter, the researcher will give the explanation about the introduction of the research. It consist of background of study, limitation of the study, statement of the problem, objective of the study, and the significances of the study.

A. Background of the Study

Vocabulary is one of the most important language components that must be taught to students in English learning process as a foreign language. There is impossible students able to mastery English language without mastering vocabulary. In language learning process, most of students feel difficult because they still low in vocabulary. Finally, they can not to understand materials clearly and can not to express their own ideas.

According to Jack C. Richards and Willy A. Renandya, Vocabulary is an important part of language proficiency since it determines how well students talk, listen, read, and write.[1] So, students with extensive vocabulary can easier in learning process while students with low vocabulary will difficult to understand materials, less in reading and listening, include can not speaking fluently. Therfore, vocabulary it so need to students when they want to mastering English.

Furthermore, the Indonesian School-based Curriculum expresses the same belief that studying vocabulary is critical for Indonesian language students. The goal of English instruction in Indonesia, according to the 1984 curriculum, is for pupils to acquire English language skills by utilizing 1000 words for junior high school students and 2500 words for senior high school students. The following curriculum, Competency-Based Curriculum (KBK) and School-Level Curriculum (KTSP), which were introduced in 2004 and 2006, do not specify the total number of words that students in junior high school should be able to

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[1] Jack C. Richards Willy A. Renandya, *Methodology in Language Teaching : An Anthology of Current Practice* (Cambridge, New York: Cambridge University Press, 2002), 225.

grasp.[2] However, according to the Competency Standard - Standar Kompetensi (SK) and Basic Competency - Kompetensi Dasar (KD) in the KTSP mentioned that the first grade students are expected to be able to express meaningful ideas in terms of functional text and simple short essays in the form of descriptive and procedure text to interact with people in their immediate environment,. As a result, vocabulary is crucial and should be taught to English learners.

Based on the facts of interview and observation with the teacher of seventh grade at MTsN 4 Magetan, most of students' score in the daily test and middle test was under KKM 75.[3] It was showed that the most of students' vocabulary mastery was still low. There are several factors that probably influence it. First, students difficult in remembered vocabulary that was taught by the teacher previously.[4] Second, students felt bored with the convencional way that always teacher used in the language learning process. It just only used textbook, so there is no communicatively process between the teacher and students.[5] Third, students was not used google translate wisely. For example, when the teacher gave a task to translate a short text, they translate the text directly without understand the meaning of words. Fourth, students was passive in the learning process. They was felt unconfident to express their ideas and they was not ask the teacher when they not understand the material clearly.[6] Therefore, teacher needs any interesting teaching method in delivering the material so students can feeling enjoyable and the problem can be solve.[7]

In the language learning process, teacher should be able to build a good learning environment that can not make students feel bore. As one of the ways, teacher can use

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[2] Farah Ainy, "The Effectiveness of Wordwall Strategy on Students Vocabulary Mastery" (UIN Syarif Hidayatullah Jakarta, 2015), http://repository.uinjkt.ac.id/dspace/bitstream/123456789/43778/1/FARAH%20AINY-FITK.pdf, 1.

[3] Based on Interview with Mrs. Wiwik Vivtiyati on Wednesday, March 8 2022 at 08.10 Am,".

[4] *Ibid*.

[5] Based on Observation with Mrs. Wiwik Vivtiyati on Wednesday, March 8 23 2022 at 08.10 Am,".

[6] Based on Interview with Mrs. Wiwik Vivtiyati on Wednesday, March 8 2022 at 08.10 Am,".

learning media to deliver materials through various tool. By using learning media, students become easier to understand the material. It also can make the process of teaching and learning meaningful. On the other hand, with applying appropriate learning media in teaching process, it can help students to achieve the learning goal with fun way in language skills that involves reading, writing, listening, and speaking especially also improving vocabulary.

Based on the data from previous studies that was conducted by Restu Triani and Parida showed that applied many kinds of media in the classroom, such as flashcards, crossword puzzles, and word wall, can improved students' vocabulary. As a result, using many kinds of media to improving students' vocabulary mastery was successful.[8] Therefore, from the three studies above, learning media helpfull to improving students' vocabulary mastery. Howefer, those learning media above are still based on the conventional way, which means it does not involve technology.

In this technology era, the English teacher can using facilty of technology to developing learning media that can apply in learning process. Teacher can make various learning media that more creative, effective, and interesting. In other word, students can easily to understand the material with fun way. Learning media bases on technology also have a close part with students because they using gadget many time in a day. So, through the technology learning media, the teacher also introduce the students that they can take many advantages from using gadget especially in this case to learning English and improving their vocabulary. Therefore, the focus of this study is on the utilization of technology based learning media which is using the wordwall application.

Based on the data from Abdul Aziz, Mochammad Firdaus, and Lailatul Maulidiyah, they had previously utilized this wordwall application in their study which was focused on

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[8] Parida, "The Effectiveness of Using Various Media to Teach Vocabulary of Eighth Grade at SMPN 3 Labakkang In Academic Year 2019/2020." (Universitas Muhammadiyah Makassar, 2019), https://digilibadmin.unismuh.ac.id/upload/10918-Full_Text.pdf.

improve Arabic vocabulary Mastery.[9] From the result, the average of students learning outcames after using wordwall application in learning process are very good. Therefore, I attempted to use the wordwall application-based learning media in English courses in this study. So, there is good possible that educational games from wordwall application can help students in the learning process especially in improving students' vocabulary mastery.

Wordwall is an intriguing browser application. This application's primary goal is to serve as an fun learning media, and assessment tool for students.[10] The wordwall also includes samples of the teacher's contributions to give new users an idea of what they may expect from their creativity. Wordwall has many template that teacher can use.

Moreover, wordwall is one of the kinds of online learning media that has characteristic create fun quiz-based games. This application is not only appropriate for creating material or task for students but also it can be reviewing a learning assessment. For example, in teaching vocabulary teacher can use template "quiz" that serve pictures, keywords of the word includes noun, adjective, etc., and the meaning. In the last quiz it show the score. So, students in a time get new vocabulary through play the game. That is very interesting learning media for students.

Furthermore, the uniqueness of the wordwall can improve teachers' creativity in creating learning models, as well as students can enjoy the teaching and learning process. Based on the description above, this study proposes a solution to overcome those problem by delivering English vocabulary learning using wordwall educational gaming media in the goal of boosting English vocabulary mastery.

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[9] Abdul Aziz Fakhruddin Mochammad Firdaus and Lailatul Maulidiyah, "Wordwall Application as a Media to Improve Arabic Vocabulary Mastery of Junior High School Students" Vol. 5 No. 2 (November 2021): 226, https://doi.org/http:dx.doi.org/10.29240/jba.v5i2.2773.

[10] Fanny Mestyana Putri, "Efektivitas Penggunaan Aplikasi Wordwall Dalam Pembelajaran Daring (Online) Matematika Pada Materi Bilangan Cacah Kelas 1 Di MIN 2 Kota Tangerang Selatan" (UIN Syarif Hidayatullah Jakarta, 2020), 17 https://repository.uinjkt.ac.id/dspace/bitstream/123456789/54622/1/11160183000046%20%20FANNY%20MESTYANA%20PUTRI%20WATER%20MARK.pdf.

Based on the explanation above, the researcher wants to conduct quasi-experimental research to know wether wordwall application is effective in improving students' vocabulary mastery. Therefore the resarcher conducts quasi-experimental research by the title "The Effectiveness of Wordwall Application in Improving Students' Vocabulary Mastery at Mtsn 4 Magetan".

B. Identification of the Problem

Based on the background study that the researcher conduct at MTsN 4 Magetan, there are some problems found:

1. Students have less interest in learning English through conventional way.
2. Students have difficulty understand the material.
3. Students have easy forgot the vocabulary.
4. Students need interesting learning media and technique in learning process so the class will be actively.

C. Limitation of the Study

1. The subject of this study is the Seventh grade Students at MTsN 4 Magetan in academic year 2021/2022.
2. The object of this study is the students' vocabulary mastery especially in word classes that consists of noun, adjective, and verb.
3. The material of this study that the writer used is wordwall application to improve vocabulary mastery.

D. Statement of the Problem

Based on the background that has been explaineed above, the problem can be formulated as follow:

Can the students at MTsN 4 Magetan in the academic year 2021/2022 who are taught using wordwall application improve their vocabulary mastery than those who are not?

E. Objectives of the Study

The objective of this study is to find out the effectiveness of wordwall application in improving students' vocabulary mastery at MTsN 4 Magetan in the academic year 2021/2022.

F. Significance of the Study

1. Theoretical Significance

The results of this study is expected to be useful for teachers and students, especially in improving vocabulary through wordwall application.

2. Practical Significance

a. For Students

Hopefully, as a result of this research can help students to be more interested and actived participating in English learning after they had improved vocabulary so that the quality of learning outcomes can be better.

b. For the Teacher

Hopefully, as a result of this research can help English teacher in teaching English through fun way. So, English teacher have motivated in applying learning media, especially in improving students' vocabulary so that students are more enjoy in learning.

c. For the researcher

Hopefully, as a result of this research can showed that learning media based of technology effective in improving students' vocabulary mastery. On the other hand, it can be meaningfull experience for researcher that usefull in the.future. Furthermore, this research can give an information relate using learning media in improving vocabulary to researchers.

G. Organization of the Thesis

In this part, the writer reveals the flow of the discussion systematically as follows :

CHAPTER I   : Introduction

This chapter provides an overview of the thesis.. The are consist of background study, identification of the problems, limitation of the study, objectieve, significance of the study, and organization of the study.

CHAPTER II   : Literature Review

This chapter are consists of theoritical review, previous related study, theoritical framework and hypothesis. In this chapter, the researcher gives about the definition of learning media, definition of vocabulary mastery and definition of wordwall application.

CHAPTER III   : Research Methodology

This chapter involves research design, location and time of research, population and sample, operational definition, data collection instrument, technique of data collection, validity and reliability, and technique of data analysis.

CHAPTER IV   : Research Result and discussion

This chapter will explain about research findings. There are consists of the data description, data inference, data analysis and interpretation and discussion.

CHAPTER V   : Closing

This chapter are consist of conclusion and suggestion. The researcher will conclude and give the suggestion based on her research.

CHAPTER II

LITERATUTRE REVIEW

In this chapter, the researcher gives the explanations in the several sub points. There are theoritical review, previous related study, theoritical framework and hypothesis. The researcher also gives the definition of learning media, vocabulary mastery and wordwall application.

A. Theoretical Background

1. Learning Media

a. Definition of Learning Media

The word media comes from the Latin medius which literally means "intermediary or introduction". The media used by teachers in the learning process is called learning media.[11] Media is tools that can be used as a channel for messages to achieve teaching goals. While learning is a process, method, action that makes a person learn. So, learning media is the media used in the learning process as a channel of messages between teachers and students so that teaching goals are achieved.[12]

Learning media is a technology or physical means that can be used to deliver learning materials. Learning media is now able to provide a stimulus or development of the intellectual and emotional aspects of students.[13] In a sense, learning media becomes a teacher's tool in delivering material to students in a more effective and fun way so that students become more active in teaching and learning activities.

Learning media consists of two important elements, namely elements of equipment and elements of the message or material to be delivered. The message or learning material is the most important element because it becomes the learning

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[11] Satrianawati, *Media Dan Sumber Belajar* (Yogyakarta: Deepublish, 2018), 5-6.

[12] Asroul Mais, *Media Pembelajaran Anak Berkebutuhan Khusus*, I (Jember, Jawa Timur: Pustaka Abadi, 2018), 9.

[13] Rusman Deni Kurniawan and Cepi Riyana, *Pembelajaran Berbasis Teknologi Informasi Dan Komunikasi : Mengembangkan Profesionalitas Guru* (Jakarta: Rajawali Pers, 2013)., 169.

goal.[14] Therefore, a good learning media is not the best tool or media but how effective the media is in bringing messages or materials to students so that learning objectives can be achieved properly.

Based on the opinions above it can be concluded that learning media is a means of conveying messages or information in teaching and learning activities physically that is able to stimulate students and facilitate teachers in a more creative and effective way so that learning objectives can be achieved very well.

b. **Kinds of Learning Media**

Learning media are classified in several variations. According to Leshin, Pollock & Reigeluth, learning media can be classified into five types, including:

1) Media based on living things (both humans, animals, and plants), such as teachers, instructors, role-playing group activities, field trips, animal observations, plant observations in parks, and so on.

2) Print-based media, such as manuals, exercise books, worksheets, modules, bulletins, scientific magazines, comics, diaries, posters, and others.

3) Visual-based media, such as charts, graphs, maps, transparencies, slides, and so on.

4) Audio-visual-based media, such as videos, films, slide-tape programs, television, YouTube.

5) Computer-based media, such as interactive computer-assisted video learning, hypertext, web-based learning, learning support applications such as (GeGebra, Mathlap, SPSS, Autograph, and so on).[15]

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[14] Rudi Susilana, Cepi Riyana, *Media Pembelajaran : Hakikat, Pengembangan, Pemanfaatan, Dan Penilaian.* (Bandung: CV. Wacana Prima, 2009), 7.

[15] Mustofa Abi Hamid, dkk, *Media Pembalajaran* (Medan: Yayasan Kita Menulis, 2020), 19. https://books.google.co.id/books?id=npLzDwAAQBAJ&printsec=copyright&redir_esc=y#v=onepage&q&f=false.

c. Principles of Learning Media

To achieve optimal learning, a teacher must consider several principles in determining the learning media to be used in a class. The principles of learning media include:

1) Effectiveness

    Effectiveness means appropriate. So that in learning, teachers must try to make learning media according to the needs of students to achieve learning objectives optimally.

2) Relevance

    The learning media used must be in accordance with the objectives, characteristics of the learning materials, potential and development of students, and the time available.

3) Efficiency

    The learning media used are cost-effective, less laborious in their manufacture, and relatively easy to use, but most importantly, they can convey the essence of the message well.

4) Can be used

    Learning media was chosen with the consideration that it can actually be used in learning, so that it can improve the quality and understanding of students towards the material being taught.

5) Contextual

    The selection of learning media must consider the environmental and cultural aspects of students so as not to complicate students and make them uncomfortable.[16]

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[16] Deni Kurniawan and Cepi Riyana, *Pembelajaran Berbasis Teknologi Informasi Dan Komunikasi : Mengembangkan Profesionalitas Guru* (Jakarta : Rajawali Pers, 20213), 175 .

d. Learning Media Selection Mechanism

The selection of learning media to be used must pay attention to the principles of learning media, then systematically arranged to develop learning activities so that student competence can be achieved.

The stages in choosing learning media include:

1) Identify the learning objectives and characteristics of the material to be studied. After the teacher understands the focus of the objectives and characteristics of the material well, the teacher must determine the relevant media to achieve the learning objectives and master the material well.

2) Identify the characteristics of learning media that have been determined to be adapted to students' abilities, teacher mastery of the media, available or can be applied in schools, according to the time available, can achieve learning objectives and increase the creativity of teachers and students.

3) Designing the use of learning media in a systematic and complete way so that in the teaching and learning process, the media can be applied and function very well.

4) Evaluating learning media to measure how effective and efficient the media is used in the learning process.[17]

And as for the exact criteria for selecting learning material, they can be summed up in a single word ACTION :

1) Accessibility

The ease of access is the most important factor to consider while selecting media. If we wish to use internet media, for example, we must

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[17] Deni Kurniawan and Cepi Riyana, 178.

first determine whether there is a route for connecting to the internet. In this instance, not just professors who utilize the media must be included in student interactions and activities.

2) Cost

Cost is also taken into account; in general, advanced media are more expensive. Effective media is not necessarily expensive; if the instructor is innovative and has a thorough understanding of the subject, he will employ low-cost yet effective things as media.

3) Technology

It should be noted whether the technology you want to use is easy to use. Taking into account the availability of electricity, the electrical voltage is sufficient and appropriate.

4) Interactivity

Two-way communication or interactivity may exist in good media.

5) Organizational

Organizational support is also an important factor to consider.

6) Novelty

Students like newer media since it is typically better and more appealing. Information and communication technology-based media are among the relatively new media.[18]

It can be deduced that the criteria for selecting learning media must be considered by both the teacher and the students, with the teacher preparing it as much as possible and first assessing the students' abilities before making it as

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[18] Rudi Susilana, Cepi Riyana, *Media Pembelajaran : Hakikat, Pengembangan, Pemanfaatan, Dan Penilaian,* 70-74.

appealing as possible so that students do not become bored while following the lesson.[19]

e. **The Advantages of Learning Media**

The development of the systems approach and the usage of media are inextricably linked to the evolution of educational technology. The following are some of the advantages of learning media:

1) In the first paradigm, learning media are analogous to the audiovisual tools that teachers employ to carry out their responsibilities.

2) In the second paradigm, the media is viewed as a system that is expanding and according to communication standards.

3) In the third paradigm, the media is viewed as an intrinsic element of the learning system, and as a result, other aspects of the learning process are being changed.

4) In the fourth paradigm, the media is viewed as a source that is generated or used for learning with purpose.[20]

In the teaching and learning process, learning media has a strategic role. Optimal use of learning media will have an impact on the success of quality learning objectives. The advantages of using learning media include:

1) As a tool in the learning process that is clarifying, facilitating, delivering material to students and providing stimulus to the material objects presented in learning.

2) As a component of the learning subsystem that helps achieve the success of the learning process.

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[19] Fanny Mestyana Putri, 'Efektivitas Penggunaan Aplikasi Wordwall Dalam Pembelajaran Daring (Online) Matematika Pada Materi Bilangan Cacah Kelas 1 Di MIN 2 Kota Tangerang Selatan' (UIN Syarif Hidayatullah Jakarta, 2020), 17.

[20] Nizwardi Jalinus dan Ambiyar, *Media Dan Sumber Pembelajaran* (KENCANA, 2016), 5.

3) As a material director to develop student competencies so that they can be more optimal.

4) As a game or arouse students' attention and motivation. With new, creative and innovative learning media, learning becomes more active and communicative.

5) Improve the quality of student learning outcomes.

6) Reduce the occurrence of verbalism. Fostering students' understanding of not only writing but also understanding the shape, form or characteristics of objects.

7) Overcoming the limitations of space, time, energy, and senses. Learning objects that are broad, large, narrow, small or dangerous can be overcome with efficient learning media.[21]

Based on the advantages of learning media above, it can be concluded that learning media has the power to make it easier for students to understand the material and attract students' attention in the teaching and learning process. In addition, learning media also makes it easier for teachers and increases teacher creativity in delivering material.

2. **Wordwall Application**

   a. **Definition of Wordwall**

   Wordwall is an intriguing, interactive, and educational game application for the browser.[22] This program is intended to serve as a fun learning resource, media, and evaluation tool for kids. New users can get a sense of what creativity will look like by looking at samples of the teacher's creations on the wordwall website. Wordwall

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[21] Deni Kurniawan and Cepi Riyana, *Pembelajaran Berbasis Teknologi Informasi Dan Komunikasi : Mengembangkan Profesionalitas Guru,* 176-177.

[22] Mochammad Firdaus and Lailatul Maulidiyah, "Wordwall Application as a Media to Improve Arabic Vocabulary Mastery of Junior High School Students.", 221.

is a web program that we use to generate entertaining quiz-based games. This online tool may be used to create and examine a learning evaluation.[23]

The Wordwall game application for the browser is a fun, engaging, and instructive game. For students, this application may be a fun learning resource, a media, and an assessment tool. Wordwall displays instances of instructors' innovation to make it easier for novice users to utilize and generate the media's resources. Wordwall is a web tool that allows users to build educational games that are wrapped in fun quizzes. This web application is ideal for creating a learning and evaluation tool.[24]

From the explanation above, we can conclude that wordwall is a game application from web browser that can used in educational process as a tool or learning media that bring many advantages. Wordwall quiz appropriate to evaluation students learning outcomes and in learning process with fun way.

b. **Steps to Access the Wordwall**

Students who are use this wordwall for learning media can play this educational game with the following steps:

1. To take the quiz, students can open the link that has been shared by the teacher, by writing their name and then start.

2. The display before playing the game. Then students can click the start.

3. Tap each box in turn to open them up and reveal the item inside.

4. Select the correct answer.

5. Students can see the score obtained along with the timer and if students want to try to do it again, they can repeat it by clicking start again.

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[23] Fanny Mestyana Putri, "Efektivitas Penggunaan Aplikasi Wordwall Dalam Pembelajaran Daring (Online) Matematika Pada Materi Bilangan Cacah Kelas 1 Di MIN 2 Kota Tangerang Selatan.", 18.

[24] Mochammad Firdaus and Lailatul Maulidiyah, "Wordwall Application as a Media to Improve Arabic Vocabulary Mastery of Junior High School Students," 221.

6. As a teacher, to see the recap of the students who did the work along with the score and timer, we can open the wordwall, click on my result. In there you will see who hove done the game, the score and the time in doing it.[25]

c. **The Strengthness and the Weakness of Wordwall Application**

The strengthness of wordwall games include more relevant, exciting, and easy-to-follow learning for students, as well as topics that can be customized to different learning styles. The wordwall application provides 18 templates that can be accessed for free and users can change activity templates from one activity to another easily. Teachers can also make their own content a task. Moreover, the most intriguing aspect of wordwall is that created games may be printed and played offline.

Wordwall also facilitates sharing games on various social media platforms and embedding codes. The assignment mode may be added to the wordwall program so that students can access it on their own using their smartphone. The weakness of wordwall quizz is that the font size cannot be adjusted, and the user's writing size cannot likewise modify the text size.[26]

Wordwall is an application with quiz design help teacher to be more creative and innovative by the various template that can choose and relate with the material. But, teacher can not chage the font size in the wordwall application so teacher must be smart in make the task in the wordwall application.

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[25] Fanny Mestyana Putri, "Efektivitas Penggunaan Aplikasi Wordwall Dalam Pembelajaran Daring (Online) Matematika Pada Materi Bilangan Cacah Kelas 1 Di MIN 2 Kota Tangerang Selatan.", 21.

[26] Pepen Supendi dan Nurhidayat, Fun Game (Jakarta: Penebar Plus, 2007), 8.

3. Vocabulary Mastery

a. Definition of Vocabulary

Vocabulary is one of the most crucial aspects of language for students. Vocabulary mastery is the information gained by learning English, especially for beginer.[27] According to Jack C. Richards and Renandya Will A., vocabulary is a component of language knowledge that provides much of the foundation for student to speaking well, istening, reading, and writing. Therefore, vocabulary is a crucial factor that influences the four English abilities of hearing, speaking, reading, and writing.[28]

Learning vocabulary is important for students because, as Thornbury Scott puts it, "without grammar, a little can be learned, but without vocabulary, nothing can be learned."[29] It indicates that students must understand vocabulary since it is impossible to communicate without proper grammar and vocabulary.

Vocabulary is one of the most crucial aspects of language for students. Vocabulary mastery is the information gained by learning English, especially for beginer.[30] If a student's vocabulary is limited, it might be difficult for them to comprehend material. It is easier to understand about many things if the students comprehend vocabulary mastery.

According to Nation Paul & Newton John, vocabulary is the study of words and their meanings. Furthermore, how to pronounce words and how they are utilized

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[27] Restu Triani, "The Effectiveness of Word Wall Media to Improve Students' Vocabulary Mastery in Learning English at The Seventh Grade of SMPN 1 Siman Ponorogo" (IAIN Ponorogo, 2020), http://etheses.iainponorogo.ac.id/12611/., 8.

[28] Jack C Richards and Renandya Will A, *Methodology Language Teaching: An Anthology of Current Practice* (New York: Cambridge University Press, 2002)., 225.

[29] Thornburry Scott, *How to Teach Vocabulary* (Harlow: Longman Pearson Education Ltd, 2002)., 23.

[30] "The Effectiveness of Word Wall Media to Improve Students' Vocabulary Mastery in Learning English at The Seventh Grade of SMPN 1 Siman Ponorogo.", 8.

in context.[31] It means that students learning vocabulary by oral which is hope can speak in their good pronounce and using it in the daily.

When it comes to teaching vocabulary, there are three elements to consider. These are the following:

1) Define Students

Seek to convey the meaning of the class without the use of translation. This translation isn't much better on grown. It is recommended that you attend class without beforehand understanding the meaning of the word you are about to say.

2) Correct spelling

Students will learn how to spell and distinguish between equal pronounced words.

3) Pronunciation

Pronouncing the term makes it easier for students to remember and recognize it.[32]

Based on some definition about vocabulary above, we can know that vocabulary is a number or list of words that have meaning and needed to be expressed. Hopefully students always improve his vocabulary so that he can communicate effectively, both in oral and written form. Students that have good vocabulary knowledge can to do well on English tests. Hence, vocabulary is an important thing to learn, because when students have limited vocabulary they are not able to express an idea or ideas carefully and answer questions in the exam. If students do not know how to improve vocabulary, they will most likely have difficulty in learning English and become bored.

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[31] Nation, P. & Newton, J, *Teaching Vocabulary*. 82.
[32] Nation, P. & Newton, J,.

b. Aspect of Vocabulary

To teach vocabulary, there are three components. They are as follows:

1) Meaning

In the learning process, students attempt to give meaning without the use of translation. This is not a better translation on grown. It is recommended that students take a lesson if they don't comprehend the meaning of a word they're trying to pronounce.

2) Spelling

Students can learn how to spell and distinguish between words that are pronounced similarly.

3) Pronunciation

Pronouncing the term allows students to recall and recognize it more easily.[33]

c. Kinds of Vocabulary

Experts of vovabulary was classified many kinds vocabularies that should be known by the student. According to Evelyn Hatch and Cheryl Brown, there are two kinds of vocabulary. The first is productive vocabulary refers to terms that studentsd can understand in order to communicate well and write effectively. Because the learner may use the term to convey themselves to others, productive vocabulary might become an active learning process. The second, receptive vocabulary refers to words that the learner identifies and understands in context, but cannot be produced correctly both in speaking and writing.[34]

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[33] 'The Effectiveness of Word Wall Media to Improve Students' Vocabulary Mastery in Learning English at The Seventh Grade of SMPN 1 Siman Ponorogo', 11.

[34] Restu Triani, "The Effectiveness of Word Wall Media to Improve Students' Vocabulary Mastery in Learning English at The Seventh Grade of SMPN 1 Siman Ponorogo"., 9.

There are two classification of vocabulary according to Jo Ann Aebersold and Marry Lee Field :

1) Active Vocabulary

The goal of active vocabulary is for students to create all of the event words in tomorrow's lesson. This word is used in speaking or writing to refer to productive vocabulary, which is more difficult to practice. To put it another way, in order to utilize vocabulary successfully, students must grasp and be able to use the target language's grammar, as well as know via collocation and comprehend the connotative meaning of the term.

2) Passive Vovabulary

When students hear or read words that they can know and comprehend in the context of reading or listening, this is referred to as passive vocabulary. Receptive vocabulary is when students hear or read words that they can know and understand in the context of reading or hearing.[35]

According to Thornburry, there are six kinds of vocabulary :[36]

1) Word Classes

Word classes or part of speech divided into eight classes. They are: noun, pronoun, verb, adjective, adverb, preposition, and determiners.

a) Nouns

Nouns divided into two types, there are common nouns and proper nouns. Common nouns are words which refers to a person, thing, or place. While proper nouns are the names of specific person, thing, place, event etc, for example : *Mary, Los Angles, Wednesday, so on.*

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[35] Jo Ann Aebersold and Marry Lee Fied, *From Reader to Reading Teacher* (Cambridge: Cambridge University Press, 1997), 123.
[36] "The Effectiveness of Wordwall Strategy on Students Vocabulary Mastery."

b) Pronouns

Words that are used to replace a person or thing called pronouns. Pronouns stand in for a noun or group of nouns. For example : I, you, they, we, she, he andi t.

c) Verbs

Words that are used to give information the reader or listener about what is happening in the sentences. For example : walk, teach, speak, and so on.

d) Adjectives

Words that are used to describe or explain nouns such as a person, place, or thing called adjectives. For example : young, pretty, nice, tall, short and etc.

e) Adverbs

Words that used to describe verb adjectives are called adverbs. For examples : upstairs, now, ago, kindly, and so on.

f) Prepositions

Prepositions are words that are placed in front of noun or pronoun. They are used to give relation between these words with another part of the sentence. There are some words of prepositions, such as : beside, inside, in, on, at, into, before, after, and so on.

g) Conjunctions

Words that used to connect words or sentences are called conjuncttion. There are two kinds of conjunctions, include : coordinating conjunction (for example: but, or, and) and subordinating conjunction (for example: because, if, even if, although, when, etc).

h) Determiner

Words like "a", "the", "some". "this", etc that give easier in learning known as determiner-words. According to Thornburry, there are two groups include grammatical words or function words and content words. Grammatical words consist of preparations, conjunctionc, pronouns and dterminers. While content words are consist of nouns, verb, adjectives, and adverbs. Content words was concerned in teaching vocabulary, while in grammar teaching was concerned with grammatical words.

2) Word Families

Word families are discused about affixation, like prefixes (Im-, Re-) and suffixes (-al, -less). These are groups of word that closely related to each other. For example : impossible, irreparable, natural, fearless.

3) Word Formation

Word formation is the creation of a new word. It can be formed by affixation, compounding (girlfriend), blending (Infotainment), conversion (google)), clipping (flu) ways.

4) Multi Words Unit

Phrasal Verbs: look after, wipe off, throw and so on.

Idioms: in the same boat.

5) Collocations

Two words are collocates if they occur together with more than chance frequency. For instance : this week, once again, once more, as well, etc.

6) Word Meaning

a) Synonyms are words that have same meaning.

For example :

Big = Large

Easy = Simple

Good = Fine

b) Amtonyms are words with opposite meaning.

For Example :

Sharp X Flat

Nice X Bad

c) Homonyms are words with same spelling (homographs) or pronunciation (homophones) but have different meaning. For Example :

Homophons : write and right, see and sea

Homographs : Can (be able to) X Can (Container)

From the explanation above we can concluded that there are many kinds of vocabulary that students would have known. Hence, students will easier to understand and use the language actively when they have sufficient vocabulary.

d. The Ways to Improve Vocabulary

There were a number of ways to enhance vocabulary, including:

1) Read more.

When learning a new term, people of both genders try to deduce its meaning from the context of the phrase rather than searching for a definition in a dictionary.

2) Always have a dictionary and a thesaurus on hand.

The dictionary can handle word definitions as well as searching for pronounciation and meaning.

3) Keep track of your thoughts in a notebook.

Keeping a notebook of all new words might provide positive reinforcement for word acquisition.

4) Learn a new word every day.

Adding to your vocabulary may be as simple as making a list of words to study. It's a smart strategy.

5) Word families and roots

Studying Latin and Greek sources was one of the most powerful tools for learning new words and analyzing their meanings. Components was an important component of the English language and an excellent way to acquire new words.

6) Games.

Defiance words and the search for new meanings and terminology were a fun and useful method for expanding vocabulary.

7) Conversations.

To easily communicate with others might help the student discover new words.[37]

B. Previous Related Study

There was some research that was conducted by the researcher by using wordwall quiz. The first research was conducted by Fanny Mestyana Putri, entitled "The Effectiveness of Using the Wordwall Application in Online Mathematics Learning on Class 1 Count Numbers at MIN 2 South Tangerang". The findings of this study were that (1) counting numbers was very effective in the student response questionnaire using Wordwall media in the closing activities of online mathematics learning, with an average questionnaire value of 32,3 (2) the results of the tests carried out by the students resulted in a percentage completeness of 88,04 and 75 percent of the number of students, indicating that it was effective.

A combination of quantitative and qualitative methodologies is employed in the investigation. The participants in this study are 56 students from class 1 MIN 2 South Tangerang. Various tools were utilized to gather data in this study, including: (1) interviews

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[37] Thornburry Scott, *How to Teach Vocabulary*.

to support the results of student response surveys (2) interviews to back up the results of student response surveys (3) test questions and questions based on the Wordwall media to determine the efficacy of employing Wordwall media in online mathematict learning activities.38

The second research is "A Classroom Action Research at SMP PGRI 1 Somagede - Banyumas in the academic year 2014/2015). Using a word wall, she concentrated on strengthening the students' vocabulary abilities." The subject of this study was 26 years old. CAR was the method that was employed. According to her study, the word wall strategy can help students improve their vocabulary abilities. The employment of Word Wall as a medium can improve students' vocabulary mastery, according to the data analysis, because 65% of the total participants in this study met the minimal accomplishment level (KKM) of 70.

The results of students' progress at the conclusion of Cycle 2 demonstrated it. The test score was improved by 27.87%. The percentage of studentsk who saw the activity in Cycle 1 and Cycle 2 was 23.59 percent. The findings of the field notes revealed that the research in Cycle 2 was superior to the study in Cycle 1. Furthermore, the students' responses to the usage of Word Wall in vocabulary acquisition were good, according to the results of the survey. In summary, Word Wall helped pupils expand their vocabulary.39

The third study used wordwall application as a learning medium based on educational games. The purpose of this research is to examine the efficacy of the wordwall application in boosting Arabic vocabulary acquisition. This study employed a quantitative technique using class VIII research subjects. The following findings were discovered as a result of this study: (1) Media production was accomplished by login onto wordwall.net and selecting the required form based on specific requirements. (2) There was a significant

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38 Fanny Mestyana Putri, *"The Effectiveness of Using the Wordwall Application in Online Mathematics Learning on Class 1 Count Numbers at MIN 2 South Tangerang",* Skripsi UIN Jakarta 2020, ii.

39 Firda Ning Kusuma, *"The Implementation of Word wall Technique in Teaching Writing at SMPN 1 kedunggalar ngawi",*Thesis, IAIN Ponorogo, 2021. 19.

difference in terms of the pretest score, which was lower than the posttest score (45.63 77.50), (3) there was a difference in the average pretest and posttest outcomes with a sig value of 0.000 (0.05). (4) The proportion of N-Gain was 56.6 percent, which was considered highly successful. Based on the data analysis, it was determined that the wordwall application was extremely effective.[40]

The differences of this study with the previous studies were; the first focused on online mathematics learning, the second focused on students' motivation In science learning, and thirdh to focused on improving students arabic vocabulary mastery. The similarities of this study to the previous study were; use the wordwall application in learning process as measured the effectiveness learning media based on technology in their thesis.

C. Conceptual Framework

Vocabulary is a crucial part of language for kids. Especially for beginners, knowing vocabulary knowledge may make it easier to grasp the topic. When students have a restricted vocabulary, it might be difficult for them to grasp the information.

In this era of technological advancement, teachers can take advantage of existing technology to support the learning process to make it more interesting and fun for students. The media can also be used to support students' vocabulary mastery. so that in this study, the researcher intends to examine the effect of using the quiz wordwall learning media as a solution to increase student motivation and vocabulary mastery.

In use, it can be shared directly via the link. And attract students to learn and be able to do their work enthusiastically. In evaluating online learning, online learning is not a daily test activity, so it does not focus too much on the value obtained by students. With the

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[40] Mochammad Firdaus and Lailatul Maulidiyah, "Wordwall Application as a Media to Improve Arabic Vocabulary Mastery of Junior High School Students."

category of playing using an online learning evaluation application is active play, namely the pleasure that arises from what students do.[41]

D. Research Hypothesis

Hypothesis is a temporary answer to the problem of theoretical research that is considered most likely and highest levels were correct. The hypothesis of this study can be seen as follows:

    a. Null Hypothesis (H_O) : there is no significant difference between using wordwall application in improving students' vocabulary mastery.

    b. Alternative Hypothesis (H_a) : there is a significant difference between using wordwall application in improving students' vocabulary mastery.

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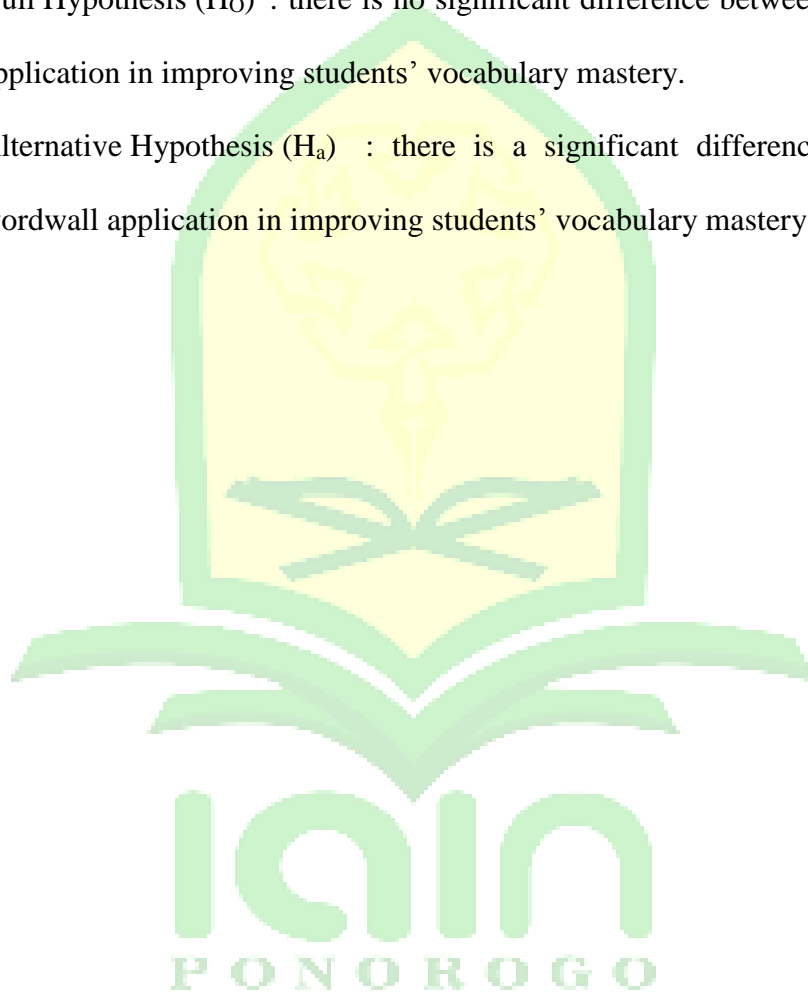
[41] Fanny Mestyana Putri, "Efektivitas Penggunaan Aplikasi Wordwall Dalam Pembelajaran Daring (Online) Matematika Pada Materi Bilangan Cacah Kelas 1 Di MIN 2 Kota Tangerang Selatan.", 31.

CHAPTER III

RESERACH METHODOLOGY

In this chapter, the researcher gives the explanation about the research design, show the location and time of research, population and sample, operational definition, data collection instrument, technique of data collection, validity and reliability, and technique of data analysis.

A. Research Design

The researcher will employ quantitative research in this study. Although it is not a genuine experiment, Mc. Millan and Schumacher claim that quasi-experimental research is a good study design because it gives acceptable control over some sources of invalidity and is typically stronger than pre-experimental methods.[42]

In terms of baseline (pre-intervention) characteristics, quasi-experimental designs find a comparison group that is as comparable to the treatment group as feasible. The results that would have occurred if the program/policy had not been adopted are captured in the comparator group (i.e., the counterfactual). As a result, any difference in results between the treatment and comparison groups may be attributed to the program.[43]

This design will use to examine the cause and effect of using wordwall application on students' vocabulary mastery. In this research, comparing the experimental class (where wordwall application are applied in learning english classes) and controlled classes (where wordwall application are not applied in learning english classes).

The researcher using quasi experimental research and took action on two classes, namely the control class on VII E and the VII D as experimental class. The researcher applies the wordwall application to teach the lesson, while the control class uses the teacher's usual learning method. The researcher conducted a pre-test to the students before giving treatment to find out the students' vocabulary mastery. Then the researcher completed

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[42] James H. McMillan and Sally Schumacher, *Research in Education-6 Th Edition* (Boston: Pearson Education, 2006).

[43] Howard White and Shagun Sabarwal, *Quasi-Experimental Design and Methods* (Florence, Italy: UNICEF Office of Research - Innocenti Piazza SS. Annunziata, 12 50122, 2014).

a post-test after the students received treatment for both the experimental and control class to find out the students' vocabulary mastery after getting the treatment. It can be assessed from the researcher's high or low numerical score through the final result.

Table. 3.1
Group Class

Group	Pre-Test	Wordwall Application	Post-Test
Experimental Class (VII D)	√	√	√
Control Class (VII E)	√	X	√

In this research, the researcher was conducted into three steps, as it follows:

1) Pre research step

Preparation is become the first step. The researcher was determined the validity class, experimental class and control class, prepare of lesson plan and instrument to get the data.

2) Research step

The next step after preparation is acting. The researcher is give a test validity with fourty number multiple choice to students in validity class to know which the test are valid to use in pre-test and post-test that will give to experimental and control class. Furthurmore, the researcher apply the treatment in experimental class by using wordwall application learning media.While the controll class is not use wordwall application learning media. So, in this treatment to get data from two tests, the tests are pre-test and post-test.

3) Data analysis step

In the collecting data, the data which collect be describe by researcher. The measure are as follows:

a) Collect the data score of post-test from experimental class and control class.

b) Test the data using T-test

T-test is a comparative test to see the criteria for whether there is a difference in the meanor there is a difference between two groups that were given treatment or not.[44]

The effectiveness can be seen by comparing the improvement in students' scores from the experimental class and the controlled class from the post-test after they have been given treatment by the writer.

B. Research Setting

This research was conducted at MTsN 4 Magetan which is located at Karangrejo, Kawedanan, Magetan Regency, East Java. The place was chosen as a research location because it has problems in the form of low students' vocabulary mastery and less interest in learning English lesson. This research was conducted for almost two months starting from March 9, 2022.

C. Population and Sample

In this research, the writer collect population and sample to do the research as follows :

1. Population

A population is a collection of items or situations, such as humans, objects, or occurrences, that meet particular characteristics and are frequent study findings.[24] The population of this research is the seventh-grade students of MTsN 4 Magetan in the academic years 2021/2022. In MTsN 4 Magetan,there are six classes for seventh grade. The researcher choose the seventh-grade students as the population because they had materials that can use wordwall application in learning English which is appropriate with this research.

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[44] "The Effectiveness of Word Wall Media to Improve Students' Vocabulary Mastery in Learning English at The Seventh Grade of SMPN 1 Siman Ponorogo."

Table 3.2
The Number of Students

Class	Number of Students
VII A	32
VII B	32
VII C	30
VII D	23
VII E	26
VII F	28
Total	**171**

2. **Sample**

The sample refers to the small group of people that are being observed. The sample is a subset of the whole population.[45] The sample of this research is three classes of seventh-grade students which are VII A as validity class consisting of 32 students, VII D consisting of 23 students as a experimental class, and VII E consistimg of 26 students as a control class.

Cluster random sampling was be the sampling technique that applied in this research. Cluster random sampling is ideal when it is impossible or impractical to arrange a list of the elements composing the population. The researchers chose this sampling technique because it was easier to apply and arrange than the other techniques.[46]

D. **Operational Definition**

1. Wordwall Application (X)

Wordwall is one of the kinds of learning media bases on technology. This application is a fun way media in learning English process so students become interest

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[45] Donald Ary, Lucy Cheser Jacobs, and Chris Sorensen, *Introduction to Research in Education 8th Edition* (USA: Wadsworth Cengage Learning, 210AD).

[46] "The Effectiveness of Word Wall Media to Improve Students' Vocabulary Mastery in Learning English at The Seventh Grade of SMPN 1 Siman Ponorogo."

and enjoyable. It also help students to memoriable vocabulary that relate with the material. Meanwhile, in this application they can learn with playing quizz. This web application is ideal for creating a learning and evaluation tool.

2. Vocabulary (Y)

Vocabulary are become improve as a result of applying wordwall quizz in learning process as a learning media. Where these changes can be in the form of cognitive. When students have sufficient vocabulary they more easier to understant about material and actively in learning English. In this research, the improving students vocabulary was show by the post-test score.

E. Research Instrument and Data Collection Technique

1. Data Collection Technique

According to Sugiyono, data collection technique is the most strategic step in research, because the main purpose of research is to obtain data.[47] Meanwhile, Riduwan in his book Easy Learning Research For Teachers-Employees and Beginner Researchers suggests that research must pay attention to the most appropriate data collection techniques, so that the data obtained will be truly valid and reliable.[48]

In this research, the data collection techniques used were observation, pre-test and post-test.

a. Test

A test is a sequence of questions designed to assess an individual's skill, knowledge, intellect, or competence.[49] That test consists of multiple-choice and matching questions. Some tests are designed to gauge students' learning progress, while others are designed to be easier and more challenging. The pre-test and post-

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[47] Sugiono, *Metode Penelitian Kuantitatif, Kualitatif, Dan R&D,* 193 .

[48] Riduwan, , *Belajar Mudah Penelitian Untuk Guru-Karyawan Dan Peneliti Pemula* (Riduwan ; Alfabeta, 2015), 69.

[49] Suharsimi Arikunto, *Dasar- Dasar Evaluasi Pendidikan 3rd Edisi*, 3rd ed. (Jakarta: Bumi Aksara, 2002), 157.

test tests were used to assess students' vocabulary mastery and were administered twice.

1) Pre-Test

In the first meeting, the researcher give a pre-test to the students to determine their ability to differentiate between the experimental and control groups. For the pre-test, the researcher offered the student 20 multiple choice.

2) Post-Test

The post-test was provided to both the experimental and control groups. The experimental class used wordwall application media to teach students how to enhance their vocabulary. In order to acquire the necessary data for the daily test, the researcher asked 20 questions in the form of multiple choice.

2. Research Instrument

An instrument, according to Creswell, is a tool used to measure, observe, or document quantitative data. Instruments can be tests, questionnaires, computation sheets, diaries, lists of observations, inventories, or assessment instruments that are identified before the researcher gathers data.[50]

The tool that will be used in this research is the test. The test will be split into two parts: a pre-test and a post-test. There are 20 multiple-choice questions in the test. Before students receive the treatment, a pre-test is administered to determine their level of achievement. Students are given a post-test utilizing a wordwall exam to determine their achievement after receiving treatment.

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[50] John W. Creswell., *Educational Research Planning, Conducting, and Evaluating Quantitative and Qualitative Research, 4th Edition (Boston: , 2012), 151.* (Boston: Pearson Education, Inc., 2012).

Table 3.3
The Instrument of The Pre-Test

KISI-KISI SOAL PRE-TEST
TAHUN PELAJARAN 2021/2022

Nama Sekolah   : MTsN 4 Magetan   Kelas/Semester   : VII/Genap
Mata Pelajaran   : Bahasa Inggris   Jumlah Soal   : 20 Pilihan Ganda
Materi   : She Has Pointed Nose   Penyusun   : Purwitasari

Kompetensi Inti	Kompetensi Dasar	Indikator	Indikator Soal	Butir Soal	Nomor Soal	Level Kognitif
3. Memahami pengetahuan (factual, konseptual, dan procedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan teknologi, seni budaya terkait fenomena, dan kejadian tampak mata.	3.7 Mengidentifikasi fungsi social, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari, sesuai dengan konteks pengunaannya.	3.7.1 Mengklasifikasikan nama binatang, benda, dan bangunan publik yang ada di sekitarnya.	a. Mengkategorikan binatang di sekitarnya	• The . . . can hop far. • The snake can . . . • I have long ears. I jump. I like carrots. I am a .... • A . . . likes bananas. It can climb a tree.	2,3,7,8	Pemahaman (C2)

			Indikator	Soal	No. Soal	Aspek Kognitif
			b. Mengkategorikan benda di sekitarnya	• We need racket to play . . . • To help us making a straight line, we use a . ..	10 dan 17	Pemahaman (C2)
			c. Mengkategorikan bangunan publik di sekitarnya	• Handy : I need bread. Let's go to the . . . ! Heni : Certainly • Father : I am hungry. Why don't we go to the . . . Mother: Sure. Why not. • Handy : I want to buy shampoo, soap and tooth brush. Heni : Why don't we go to the . . .? Handy : OK.	12,13,14	Pemahaman (C2)
	3.7.2 Menganalisis nama binatang, benda, dan bangunan publik beserta sifat-sifatnya.	d. Menganalisis binatang	There is an . . . in the zoo.	1	Pemahaman (C4)
		e. Menganalisis benda	I tis a . . .	4	Pemahaman (C4)
		f. Menganalisis bangunan publik	What is it? It is a . . .	18	Pemahaman (C4)
	3.7.3 Membedakan nama binatang, benda dan bangunan publik beserta sifat-sifatnya	g. Menerjemahkan kata benda	• *Daughter* means . . . in bahasa Indonesia. • There is a living room. Living room means . . . in Bahasa Indonesia. • The giraffe has a long neck. He is a herbivore animal. The underline word means . . .	6, 11, 19	Pemahaman (C4)
		h. Menentukan sinonim dan antonim kata	• There is a toilet. Toilet means . . • Dony has sharp nose. What the antonym of the underline word . . .	5 dan 9	Pemahaman (C4)

36

			i. Membedakan noun, verb, dan adjective dalam sebuah kalimat.	• Budi is a student. The noun of this sentece is . . . • My mother cook in the kitchen. The verb of this sentence is . . . • The word bellow is an adjectives, except . . .	15, 16, 20	Pemahaman (C6)

Table 3.4

The Instrument of The Post-Test

KISI-KISI SOAL POST-TEST
TAHUN PELAJARAN 2021/2022

Nama Sekolah   : MTsN 4 Magetan   Kelas/Semester   : VII/Genap
Mata Pelajaran   : Bahasa Inggris   Jumlah Soal   : 20 Pilihan Ganda
Materi   : She Has Pointed Nose   Penyusun   : Purwitasari

Kompetensi Inti	Kompetensi Dasar	Indikator	Indikator Soal	Butir Soal	Nomor Soal	Level Kognitif
3. Memahami pengetahuan (factual, konseptual, dan procedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan teknologi, seni budaya terkait fenomena, dan kejadian tampak mata.	3.7 Mengidentifikasi fungsi social, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari, sesuai dengan konteks pengunaannya.	3.7.1 Mengklasifikasikan nama binatang, benda, dan bangunan publik yang ada di sekitarnya.	j. Mengkategorikan binatang di sekitarnya	• The animal has four legs, but the front legs are shorter than the back ones. It has pocket on its belly and it put its babies in it. The animal is… • We have to be careful with the tiger. It is a… animals.	1 dan 7	Pemahaman (C2)
			k. Mengkategorikan benda di sekitarnya	• It is used to boil water and foods. It is cylindrical in shape and made of aluminum metal. It usually called ... • We need a ... to bring our school books.	4 dan 6	Pemahaman (C2)
			l. Mengkategorikan bangunan publik di sekitarnya	• It is a place to keep, take and borrow some money. What is the place called?	2	Pemahaman (C2)
		3.7.2 Menganalisis nama binatang, benda, dan bangunan publik beserta sifat-sifatnya.	m. Menganalisis binatang	• What is it? It is a… • What is it? It is a…	5 dan 19	Pemahaman (C4)

			n. Menganalisis benda	• Rindi : What do you have for breakfast? Reni : I have … for breakfast. • What is it? It is . . .	10 dan 16	Pemahaman (C4)
			o. Menganalisis bangunan publik	• It is a… • It is a…	8 dan 18	Pemahaman (C4)
		3.7.3 Membedakan nama binatang, benda dan bangunan publik beserta sifat-sifatnya	p. Menerjemahkan kata benda	• My mother is a beautiful women. Beautiful mean . . . in Bahasa. • She is very lovely, kindly, patient and she loves to help people. The underline word means . . . • My mother has curly and black hair. Curly means . . . in Bahasa.	12,13,15	Pemahaman (C4)
			q. Menentukan sinonim dan antonim kata	• The motorcycle is expensive, but the bicycle is … • The fire is hot, but the ice is ... • "I love my mom because she is a good example for me" The synonym of the underlined word is…	9,11,14	Pemahaman (C4)

			r. Membedakan noun, verb, dan adjective dalam sebuah kalimat.	• Don't read a book in the…room! It is not good for your eyes. The apropriate adjective to fill the blank is . . . • Melda is a <u>generous</u> girl. She always shares her food with her friend. The underline word as a ... in the sentence. • The valuable sculpture was <u>purchased</u> by a billionaire from America. The adjective of the sentence is…	3,20,17	Pemahaman (C6)
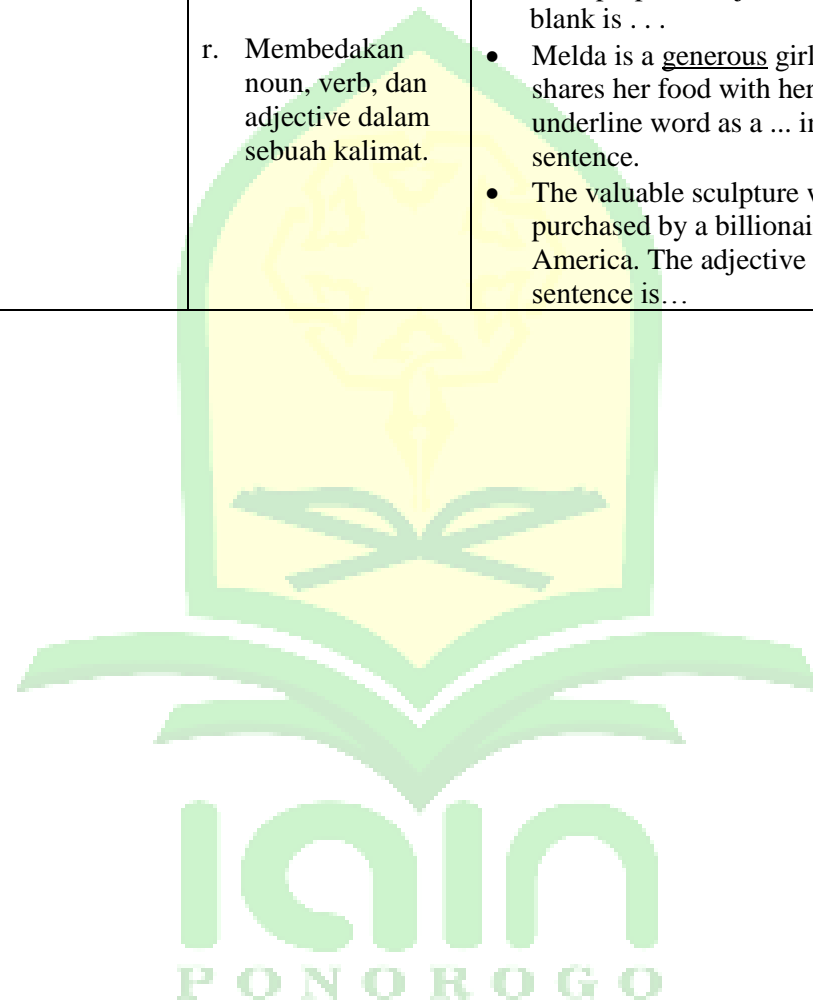
F. Validity and Reliability

1. Validity

Arikunto defines validity as a metric that measure the degrees of validity or validity of an instrument.[51] Arikunto defines validity as a metric that measure the degrees of validity or validity of an instrument. In other words, validity can accuratly measure the student's ability. If we want to assess students' vocabulary, we should choose the correct instrument test. The researcher used Pearson Product Moment corellation that can be seen in the formula below :

Table 3.5

The Result of Validity Calculation

No.	*R count*	*r table*	Criteria
1.	0,515	0,374	Valid
2.	0,273	0,374	Invalid
3.	0,318	0,374	Invalid
4.	0,589	0,374	Valid
5.	0,423	0,374	Valid
6.	0,486	0,374	Valid
7.	0,399	0,374	Valid
8.	0,184	0,374	Invalid
9.	0,269	0,374	Invalid
10.	0,450	0,374	Invalid
11.	0,652	0,374	Valid
12.	-0,257	0,374	Invalid
13.	0,247	0,374	Invalid
14	0,395	0,374	Valid
15.	0,447	0,374	Valid
16.	0,743	0,374	Valid
17.	0,268	0,374	Invalid
18.	0,186	0,374	Invalid
19.	0,467	0,374	Valid
20.	0,407	0,374	Valid
21.	0,344	0,374	Invalid
22.	0,456	0,374	Valid
23.	0,588	0,374	Valid
24.	0,321	0,374	Invalid
25.	0,214	0,374	Invalid
26.	-0,368	0,374	Invalid

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[51] Arikunto, *Prosedur Penelitian : Suatu Pendekatan Praktik*, 276.

No.	*R count*	*r table*	Criteria
27.	0,703	0,374	Valid
28.	0,203	0,374	Invalid
29.	0,224	0,374	Invalid
30.	0,356	0,374	Invalid
31.	0,374	0,374	Invalid
32.	0,065	0,374	Invalid
33.	0,288	0,374	Invalid
34.	0,214	0,374	Invalid
35.	0,646	0,374	Valid
36.	0,504	0,374	Valid
37.	0,316	0,374	Invalid
38.	-0,030	0,374	Invalid
39.	0,412	0,374	Valid
40.	0,450	0,374	Valid
41.	0,664	0,374	Valid
42.	0,484	0,374	Valid
43.	0,407	0,374	Valid
44.	0,484	0,374	Valid
45.	0,468	0,374	Valid
46.	0,237	0,374	Invalid
47.	0,285	0,374	Invalid
48.	0,489	0,374	Valid
49.	0,472	0,374	Valid
50.	0,189	0,374	Invalid

The price of the r table is 0.374 with df 32 and a 5% significance level. When the price of r_{xy} under r table, it was possible to assumed that the grains were inneffective or not a valid instrument. Therefore, the item is deemed to be a valid instrument if the size of the coefficient of correlation is more than 0.374. There were 26 valid questions and 24 invalid among the 50 questions.

2. **Reliability**

The term "reliability" refers to the degree of dependability or consistency.[52] The extent to which a test's measurement stays consistent after being repeated on the same subject under the same conditions is referred to as its reliability. This data can be

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[52] 'The Effectiveness of Word Wall Media to Improve Students' Vocabulary Mastery in Learning English at The Seventh Grade of SMPN 1 Siman Ponorogo', 23.

termed dependable based on the outcomes. A good test should have high reliability in addition to high validity.

Table 3.6
The Result of Reliability Test

Cronbach's Alpha	N of Items
.889	25

The result of reliability test showed that the Cronbach's Alpha score was 0,889 with the r_{table} at a significance level of 5% and the score of r_{table} is 0,374. Because the $r_{count} > r_{table}$, therefore 0,889 > 0,374 so the instrument of this research is reliable.

G. Data Analysis Techniques

After the researcher obtained the students' vocabulary pre-test and post-test scores from the experimental and control classes. Previously, the researcher clarified the data by employing a requirement test. It is made up of normality and homogeneity.

1. Descriptive Statistical Analysis

According to Sugiyono, descriptive statistics are used to analyze data by describing the data that has been obtained, and not intention to making generally accepted conclusion.[53] Description of the data is done by looking at the average value (mean), standard deviation, the highest value and the lowest value.

2. Assumption Test

a. Normality Test

The normality test is used to determine whether or not the data in the experimental and control classes are regularly distributed.[54] This is used to identify whether the statistical techniques utilized are parametric or non-parametric. Non

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[53] *Metode Penelitian Kuantitatif, Kualitatif, Dan R&D*, 207.

[54] Restu Triani, *"The Effectiveness of Word Wall Media to Improve Students' Vocabulary Mastery in Learning English at The Seventh Grade of SMPN 1 Siman Ponorogo"* "The Effectiveness of Word Wall Media to Improve Students' Vocabulary Mastery in Learning English at The Seventh Grade of SMPN 1 Siman Ponorogo," 26.

parametric statistics are used with regularly distributed data, whereas parametric statistics are used with normally distributed data. Non parametric statistics do not require as many assumptions as parametric statistics and so do not require normally distributed data. In carrying out the data normality test, the *Kolmogrov-Smirnov* technique was used with the help of SPSS 16. The conclusions is that if Sig > 0.05 then the data is normally distributed, otherwise if Sig < 0.05 then the data is not normally distributed. The researcher utilized SPSS for statistical computing in this research.

b. Homogeneity Test

The homogeneity test is used to determine if the data obtained from the sample is homogeneous or not. This test is required to compare two types of data. When comparing two or more classes, it is also necessary to assess the homogeneity of difference. Homogeneity is used in quasi-experimental research to determine if the experiment and control classes obtained from the population have the same variation or not. SPSS was utilized by the researcher for statistical computing. If the significance value is < 0.05, it means that the variance of two or more data population group is not same. Then, if the significance value is > 0.05, it means that the variance of two more data population groups in the same.

3. Hypothesis

The researcher will analayze the data using the T-test after checking for normality and homogeneity. The T-test is used to see if there is a significant difference in the means of two classes that are connected in some way.[55] The T-test was used by the researcher to compare pre-test and post-test scores between the experimental and

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[55] Donald Ary, Lucy Cheser Jacobs, and Chris Sorensen, *Introduction to Research in Education 8th Edition, 225*.

control groups. In this situation, the researcher employed statistical calculation through the use of SPSS.

CHAPTER IV

FINDINGS AND DISCUSSION

In this chapter, the researcher gives the explain about research findings and discussions. In findings, there are several sub points that show the data and the explanation. While in the discussion, the researcher gives explanation about the result that have related with the theory in chapter two.

A. Findings

1. Research Procedure in Control Class

In the first meeting the researcher did a pretest before giving the material in the control class. The students did a pretest in 45 minutes that consisted of 20 multiple-choice questions about vocabulary especially in part of speech like noun, verb and, adjective on descriptive text material. The purpose of doing a pretest was to determine the students' vocabulary mastery before the researcher gave the material of vocabulary.

In the second meeting, the reseacher was teaching vocabulary in the control class. The students were taught vocabulary in conventional method by using textbook media. As introduction, the researcher gave a briefly explanation about the material that will be taught in the class. Then, the students got an explanation about descriptive text with new vocabulary especially noun from the researcher. The explanation includes the form of the simple present tense, the noun used in the simple present tense, and the use of simple present tense in descriptive text. After getting an explanation of simple present tense, students have opportunity to ask for some questions about the material to the researcher. After that, the researcher divided into five group that consisted of 5-6 students to make five sentences from noun that was learned. One of member group, wrote the senteces on the whiteboard. Then, teacher and all of students classified the noun from the senteces. In the last, teacher and students made a conclusion together before closed the class.

In the third meeting, the reseacher was teaching vocabulary in conventional method by using textbook media. The researcher and students reviewed the material that was learned together on yesterday. After that, the researcher gave a brief explanation about the next focus that will be taught in the class. Then, the students got an explanation about new vocabulary especially verb in descriptive text. The explanation include the verb used in the simple present tense. After getting an explanation of verb, students have opportunity to ask for some questions about the material to the researcher. After that, the researcher divided into five group that consisted of 5-6 students to make five sentences that used verb. One of member group, wrote the senteces on the whiteboard. Then, teacher and all of students classified the noun from the senteces. In the last, teacher and students made a conclusion together before closed the class.

In the fourth and last meeting, the reseacher was teaching vocabulary that focused on adjective in conventional method by using textbook media. The students got an explanation about adjective from the researcher include the adjective used in the simple present tense. After getting an explanation of adjective in simple present tense, students have opportunity to ask for some questions about the material to the researcher. After that, the researcher divided into five group that consisted of 5-6 students to make five sentences that used adjective. One of member group, wrote the senteces on the whiteboard. Then, teacher and all of students classified the noun from the senteces. In the last, teacher and students made a conclusion together. After that the researcher did a posttest after giving the material. In this step, the control class and experimental class got the same treatment for posttest. Like the pretest, the posttest also consisted of 20 multiple-choice questions of vocabulary in simple present tense with a time of 45 minutes. The purpose of doing a posttest was to determine the students' vocabulaty mastery after got the material.

2. Research Procedure in Experimental Class

For the first meeting in the experrimental class, the researcher did a pretest. The students did a pretest that consisted of 20 multiple-choice questions with a time of 45 minutes. The purpose of doing a pretest was to determine the students' vocabulary mastery especially about noun, verb, and adjective before the treatment.

The next procedure was the second meeting. The reseacher gave a treatment with wordwall application media. The researcher gave briefly explanation of the material (noun), descrptive text, and wordwall application that would be taught and applied in the learning proccess. Then, the researcher shared wordwall link : https://wordwall.net/resource/32333586 in the group whatsapp of VII D Class. To play the wordwall application, students' phone must connected with internet. Then, they can opened the link and wrote their name before started the game. After that, click start and then road the instruction "Tap each box in turn to open them up and reveal the item inside.". In this game, there were 20 questions. By tap the box students was served new vocabulary (noun) and pictures. They should choosed the correct answer from the picture in 10 second. In the last game, students can see the score obtained along with the timer. If they want to try to do it again, they can click start again.

In the third meeting, the reseacher gave a treatment with wordwall application media. The researcher and students reviewed the material that was learned yesterdat. After that, the researcher gave briefly explanation of the material (verb) in descriptive text and wordwall application that would be taught and applied in the learning proccess. Then, the researcher shared wordwall link : https://wordwall.net/resource/19960550 in the group whatsapp of VII D Class. To play the wordwall application, students' phone must connected with internet. Then, they can opened the link. After that, click start and then road the instruction "Fill the blank with the appropriate words.". In this game, there were

eight blank sentences. Students was served new vocabulary (verb) and a descriptive text entitled "Mount Fuji". They should choosed the appropriate words to fill the blank as verb in sentece. In the last game, students can see the score obtained along with the timer. If they want to try to do it again, they can click start again.

In the fourth meeting, the reseacher gave a treatment with wordwall application media. The researcher and students reviewed the material that was learned yesterdat. After that, the researcher gave briefly explanation of the material (adjective) in descriptive text and wordwall application that would be taught and applied in the learning proccess. Then, the researcher shared wordwall link : https://wordwall.net/play/31547/694/326 in the group whatsapp of VII D Class. To play the wordwall application, students' phone must connected with internet. Then, they can opened the link. After that, click start and then road the instruction "Tap the correct answer to proceed.". In this game, there were thirthy quesions that formed a series multiple choice question. Students was served new vocabulary (adjective) and pictures. They should choosed the correct answer. In the last game, students can see the score obtained along with the timer. If they want to try to do it again, they can click start again.

The treatment was done and for the last the researcher did a posttest. Like a pretest, the posttest consisted of 20 multiple-choice questions with a time of 45 minutes. The purpose of doing a posttest was to determine the students' vocabulary mastery especially focused on noun, verb, and adjective.

3. **Research Schedule of Control and Experimental Class**

The researcher did pre-observation before conducting the research in MTsN 4 Magetan, then the researcher did observation which consisted of pretest, giving material, and posttest for the control class. For the experimental class, the observation consisted of pretest, treatment, and posttest. The research started on March 8th, 2022 and was

completed on May 24$^{\text{th}}$, 2022. The research schedule from the experimental and the control class can be seen from the tables below.

Table 4.1
Research Schedule of The Control Class

Time	Schedule
8$^{\text{th}}$ March 2022	Pre-observation
10$^{\text{th}}$ March 2022	Pre-observation
20$^{\text{th}}$ May 2022	Pretest
21$^{\text{th}}$ May 2022	First meeting
23$^{\text{th}}$ May 2022	Second meeting
24$^{\text{th}}$ May 2022	Third meeting
24$^{\text{th}}$ May 2022	Posttest

Table 4.2
Research Schedule of The Experimental Class

Time	Schedule
8$^{\text{th}}$ March 2022	Pre-observation
10$^{\text{th}}$ March 2022	Pre-observation
19$^{\text{th}}$ May 2022	Pretest
20$^{\text{th}}$ May 2022	First meeting
21$^{\text{th}}$ May 2022	Second meeting
23$^{\text{th}}$ May 2022	Third meeting
24$^{\text{th}}$ May 2022	Posttest

4. The Students' Achievement of Control Class

The control class is the group that got a learning process through textbook as usual. The researcher taught vocabulary in simple present tense without using wordwall application in this class. This is the result of pretest and posttest from control class.

Table 4.3
The Result of Pretest and Posttest from Control Class

No.	Sample	Pre-test Score	Post-test Score
1.	Alfeni Nurita K D	55	75
2.	Alvian Shandy N H	65	80
3.	Annisa Sarlina R	65	85
4.	Arkaan K W	65	75
5.	Brylian Diva A N	55	75
6.	Diana Putri A	50	80
7.	Dicky Prima P P	70	85
8.	Emiro Azizi A	70	80
9.	Fenyta Ayu P	60	70
10.	Genta Dury A	85	90
11.	Gilang Ramadhan	65	80
12.	Ismail	60	70
13.	Kalila Nur A	60	80
14.	Lussy Verlita T S	50	60
15.	Miratul Rhomah H	70	70
16.	Muhammad /Fahru R	55	60
17.	M. Arwangga Putra A	70	75
18.	Muhammad Rizky S	55	90
19.	Nabilla	60	60
20.	Panji Jossi L	50	55
21.	Raditya Raisya B	70	95
22.	Rehan Eka R	50	60
23.	Ridwan Estianto N	65	70
24.	Savira Ayu A	50	75
25.	Xaviar Aziz A J	55	80
26.	S. Bekti Arya V	75	80
	Total	1.665	1.955

The Table 4.3 shows the result of pretest and posttest from control class. From the table, it shows the highest score of pretest from control class was 85 and the lowest score of pretest was 50. While the highest score of posttest in control class was 95 and the lowest score was 55.

Table 4.4
The Classification of Pretest Score from Control Class

PretestControl

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	50	5	19.2	19.2	19.2
	55	5	19.2	19.2	38.5
	60	4	15.4	15.4	53.8
	65	5	19.2	19.2	73.1
	70	5	19.2	19.2	92.3
	75	1	3.8	3.8	96.2
	85	1	3.8	3.8	100.0
	Total	26	100.0	100.0	

Table 4.4 shows the classification of pretest score from control class. There were five students got 50 score, five students got 55 score, four students got 60 score, five students got 65 score, five students got 70 score, a student got 75 score, and a student got 85 score.

PretestControl

Mean =61.54
Std. Dev. =9.03
N =26
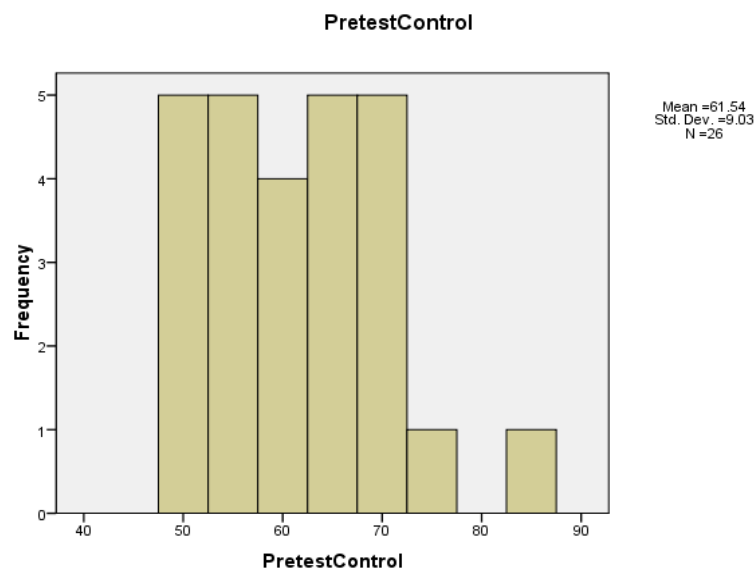
Table 4.5
The Classification of Posttest Score from Control Class

PosttestControl

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	55	1	3.8	3.8	3.8
	60	4	15.4	15.4	19.2
	70	4	15.4	15.4	34.6
	75	5	19.2	19.2	53.8
	80	7	26.9	26.9	80.8
	85	2	7.7	7.7	88.5
	90	2	7.7	7.7	96.2
	95	1	3.8	3.8	100.0
	Total	26	100.0	100.0	

Table 4.5 shows the classification of pretest score from control class. There were a student got 55 score, four students got 60 score, four students got 70 score, five students got 75 score, seven students got 80 score, two students got 85 score, two students got 90 score, and a student got 95 score.
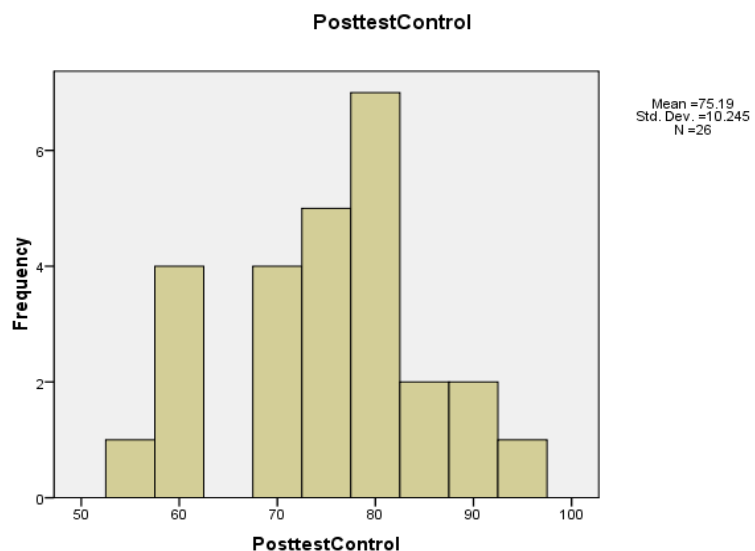

5. The Students' Achievement of Experimental Class

The experimental class is the group that receives the material through wordwall

application. The researcher taught vocabulary in simple present tense with using wordwall application in this class. This is the result of pretest and posttest from experimental class.

Table 4.6
The Result of Pretest and Posttest from Experimental Class

No.	Sample	Pre-test Score	Post-test Score
1.	Aai Rosdiani D	70	95
2.	Abdullah Ghulam F	60	75
3.	Amanda Melia Putri R	70	85
4.	Arifa Putra Ramadhan	60	70
5.	Bekti Aji Prasetiyo	75	90
6.	Ellakssol A. Adam A	55	80
7.	Ilham Permana	80	100
8.	Kristiani ida Nur L	65	75
9.	Marsha Riswani A	75	90
10.	Muhammad Cahya A	60	90
11.	Muhammad Rifa'i	65	90
12.	Mutiara Oktaviana	70	85
13.	Nindya Lebda K	65	80
14.	Nur Aisya Putri	75	90
15.	Raja Yuda Anggara	65	85
16.	Pipita Sari Diyah	80	100
17.	Raafi Ardian Hanafi	60	75
18.	Rangga Purba P	65	90
19.	Ratri Dwi N	55	75
20.	Riyo Adi Prayoga	65	80
21.	Satya Bima W	60	85
22.	Vicky Aditya P	55	60
23.	Wahyu Sridevi	70	90
Total		1.520	1.935

The table 4.6 shows the result of pretest and posttest from experimental class. From the table, it shows that the highest score of pretest from experimental class was 80 and the lowest score of pretest was 55. While the highest score of posttest in experimental class was 100 and the lowest score was 75.

Table 4.7
The Classification of Pretest Score from Experimental Class

PretestExperimen

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	55	3	11.5	13.0	13.0
	60	5	19.2	21.7	34.8
	65	6	23.1	26.1	60.9
	70	4	15.4	17.4	78.3
	75	3	11.5	13.0	91.3
	80	2	7.7	8.7	100.0
	Total	23	88.5	100.0	
Missing	System	3	11.5		
Total		26	100.0		

Table 4.7 shows the classification of pretest score from control class. There were three students got 55 score, five students got 60 score, six students got 65 score, four students got 70 score, three students got 75 score, and two students got 80 score.
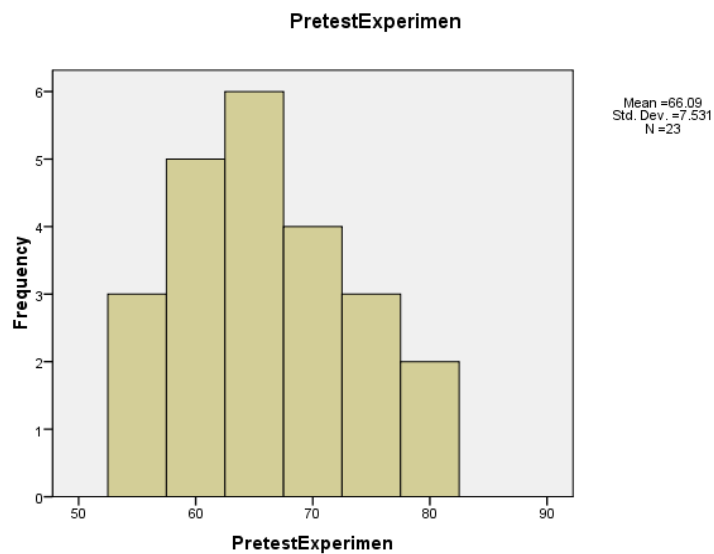
PretestExperimen

Mean =66.09
Std. Dev. =7.531
N =23

Table 4.8
The Classification of Posttest Score from Experimental Class

PosttestExperimen

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	60	1	3.8	4.3	4.3
	70	1	3.8	4.3	8.7
	75	4	15.4	17.4	26.1
	80	3	11.5	13.0	39.1
	85	4	15.4	17.4	56.5
	90	7	26.9	30.4	87.0
	95	1	3.8	4.3	91.3
	100	2	7.7	8.7	100.0
	Total	23	88.5	100.0	
Missing	System	3	11.5		
	Total	26	100.0		

Table 4.8 shows the classification of pretest score from control class. There were 1 student got 60 score, a student got 70 score, four students got 75 score, three students got 80 score, four students got 85 score, seven students got 90 score, a student got 95 score, and two students got 100 score.

PosttestControl

Mean =75.19
Std. Dev. =10.245
N =26
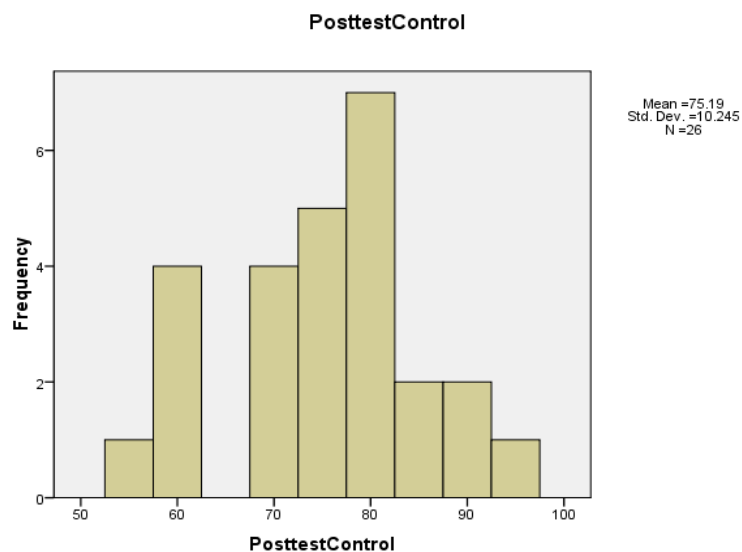
B. **Descriptive Statistics**

a. **The Pretest and Posttest Result of Control Class**

Table 4.9

The Result of Statistical Descriptive

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation	Variance
PretestControl	26	50	85	61.54	9.030	81.538
PosttestControl	26	55	95	75.19	10.245	104.962
Valid N (listwise)	26					

The table 4.9 shows the result of statistical descriptive from control class. There are 26 students from control class who have done the pretest and posttest. In pretest, the mean score is 61.54, the standard deviation is 9.030, the variance is 81.538, and the total score is 1665. Then in posttest, the mean score is 75.19, the standard deviation is 10.245, the variance is 104.962, and the total score is 1955.

2. **The Pretest and Posttest Result of Experimental Class**

Table 4.10

The Result of Statistical Descriptive

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation	Variance
PretestExperimen	23	55	80	66.09	7.531	56.719
PosttestExperimen	23	60	100	84.13	9.612	92.391
Valid N (listwise)	23					

The table 4.9 shows the result of statistical descriptive from experimental class. There are 23 students from control class who have done the pretest and posttest. In pretest, the mean score is 66.09, the standard deviation is 7.531, the variance is 56.719, and the total score is 1520 . Then in posttest, the mean score is 84.13, the standard deviation is 9.612, the variance is 92.391, and the total score is 1935 .

3. Data Inferential

1. Assumtion Test

a. Normality Test

Table 4.11
The Result of Normality Test from Control Class
and Experimental Class

One-Sample Kolmogorov-Smirnov Test

		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
Tests of Normality							
	Kelas	Statistic	df	Sig.	Statistic	df	Sig.
Hasil Belajar Siswa	Pretest Experimen	.166	23	.100	.935	23	.142
	Posttest Experimen	.164	23	.110	.946	23	.244
	Pretest Control	.150	26	.136	.925	26	.059
	Posttest Control	.146	26	.159	.949	26	.221
a. Lilliefors Significance Correction							

Table 4.11 shows the result of normality test from control class and experimental class. The asymp. Sig (2-failed) from experimental class are 0.100 for pretest and 0.110 for posttest. While the asymp. Sig (2-failed) from control class are 0.136 for pretest and 0.159 for posttest. The result shows that the Sig. score is higher than 0.05, so it can be concluded that distribution of the data is normal.

b. Homogeneity Test

Table 4.12
The Result of Homogeneity Test from Control Class
and Experimental Class

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Hasil Belajar Siswa	Based on Mean	.034	1	47	.854
	Based on Median	.077	1	47	.782
	Based on Median and with adjusted df	.077	1	46.855	.782
	Based on trimmed mean	.054	1	47	.817

Table 4.12 shows the result test of homogeneity of variance. Based on the table above, the result (Sig.) based on mean is 0.854 at the significance level 5% (0.05). The result is 0.854 > 0.05. It can be conclude that the variance of control class and experimental class is homogeneous.

2. Hypothesis Test

Table 4.13
The Result of Independent t Test from Control Class and Experimental Class

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Hasil Belajar Siswa	Equal variances assumed	.034	.854	3.137	47	.003	8.938	2.849	3.206	14.670
	Equal variances not assumed			3.149	46.823	.003	8.938	2.838	3.228	14.648

Table 4.13 shows the result of independent sample t test from experimental class and control class. The result of (Sig. 2-tailed) from equal variance assumed is 0.003 which mean that it was lower than the level of significance 0.05. Based on the result it can be concluded that the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted.

D. Discussion

This research used a quasi-experimental research type, which was to know the effectiveness of wordwall application can improve students' vocabulary mastery at the seventh grade of MTsN 4 Magetan in the academic year 2021/2022. The researcher conducting this research to know that can the seventh grade students who are taught using wordwall application improve their vocabulary mastery than those who are not. The sample in this research was divided into experimental class (VIII D) which was taught with wordwall application media and control class (VIII C) which was taught without application media. The researcher used pretest and posttest in this research to obtain the data.

Based on the data analysis, the researcher found some of result. The first is the result of descriptive statistics from control class. There were 26 students that was did pretest and posttest. In the pre test, the minimum score is 50 and the maximum score is 85. The mean score is 61.54. After got a material that was taught by the researcher through textbook without wordwall application treatment, the score of the students in the post test was higher than before. It can be seen from the descriptive data analysis. The minimum students' pretest score is 55 and the maximum score is 95. The mean of the post tes tis 75.19.

The second is the result of descriptive statistics from experimental class. There were 23 students that was did pretest and posttest. In the pretest, the minimum score is 55 and the maximum score is 80. The mean score is 66.09. After got a material that was taught by the researcher through wordwall application treatment, the score of the students in the post test was higher than before. It can be seen from the descriptive data analysis. The minimum students' pretest score is 60 and the maximum score is 100. The mean of the post tes tis 84.13.

The third is the result of normality test from experimental class and control class. The asymp. Sig (2-failed) from experimental class are 0.100 for pretest and 0.110 for posttest. While the asymp. Sig (2-failed) from control class are 0.136 for pretest and 0.159 for posttest. The result shows that the Sig. score is higher than 0.05, so it can be concluded that distribution of the data is normal.

The fourth is the result of homogenity test from experimental class and control class. the result (Sig.) based on mean is 0.854 at the significance level 5% (0.05). The result is 0.854 > 0.05. It can be conclude that the variance of control class and experimental class is homogeneous.

The last is the result of independent sample t-test from experimental class and control class. The result of (Sig. 2-tailed) is 0.003 which mean that it was lower than the level of significance 0.05. Based on the result it can be concluded that the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted.

Related to the theory in chapter II about learning media as a technology that can be used to deliver learning materials and helps the students to get stimulus or development of the intellectual and emotional aspects. In this way, the learning media is wordwall application that has to improved students' vocabulary mastery especially that faocused in noun, verb, and adjective as the result of posttest in the control and experimental class was different. Furthermore, the findings of this study confirm the theory about wordwall application as an interactive and educational media. Finally, based on the discussion above, the researcher concludes that the use of wordwall application is effective to improve students' vocabulary mastery at seventh grade of MTsN 4 Magetan as well as motivating students in the English learning process.

CHAPTER V

CLOSING

In this chapter, the researcher gives the conclusion and recommendation. In the conclusion, the researcher will conclude the research while in the recommendations, the researcher gives the suggestion based on her research.

A. Conclusion

In conclusion, wordwall application can improve the students' vocabulary mastery at MTsN 4 Magetan. There is any different between the students who are taught using wordwall application than those who are not in teaching vocabulary. It can be prove by the post-test of students' who were treated by using wordwall application in the experimental group with a mean of 84.13 and 75.19 of the control group. The result shown the significant level of the independent t-test, (Sig. 2-tailed) is 0.003 which mean that it was lower than the level of significance 0.05. Based on the result it can be concluded that the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted. So wordwall application learning media can improving students' vocabulary mastery at MTsN Magetan. Therefore, the hypothesis is there is a significant difference between using wordwall application in improving students' vocabulary mastery and those who do not.

B. Recommendations

Based on the research that has been done with various results obtained, the researchers can provide the following suggestions:

1. For the teacher, the use of wordwall application should be more interactive, creative, fun on visual aspects such as served many interesting pictures, new vocabulary to improve students' vocabulary mastery.

2. For MTsN 4 Magetan is already very good in learning facilities and infrastructure; hopefully, with this digital development transformation, the junior islamic high school

will become more advanced and have smart students with good English language through mastering vocabulary.

3. For the readers it is hoped that this research can be useful and be used as a useful reference for developing effective technology learning media used in students' vocabulary mastery in learning class.

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