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Word Wall Website (W3): An Acceleration to boost the Vocabulary Mastery for Indonesian EFL Learners

Hikmawati y[1], Dwi Adi Nugroho[2], Rafiqa[3]

[1]Departement of English Education, Faculty of Teacher Training and Education, University of West Sulawesi, Majene, West Sulawesi, Indonesia 91414
*Correspondence e-mail: hikmayusuf2@gmail.com

Abstract

The purpose of this study is to find out the significant effect of the use of the word wall website on enriching students' vocabulary mastery more effectively compared to traditional learning methods, such as reading, memorizing vocabulary, and to find out students' perceptions after using the word wall website in learning English vocabulary. The location of this research was at SMPN 4 Majene. This research used a quasi-experimental design. In this study, the population was class IX students, totaling 80 students; the samples of this study were two classes, consisting of 20 students each. The experimental group was taught using Word Wall website, while the control group used conventional methods. Treatment was conducted in 4 meetings. The research data was collected using two types of instruments, namely tests (pre-test and post-test) and student perception questionnaires. The results of data analysis showed that in the experimental group the mean post-test score (76.50) was higher than the mean pre-test score (70.50), it can be seen that the mean score of each class was increased, but the improvement in the experimental class is higher than the control class. In addition, Sig. (2-tailed) is 0.011 which is smaller than the significance level (0.05). This means that there is a significant difference between the mean value of students' post-test in the experimental group and the mean value of students' post-test in the control group. Therefore, the alternative hypothesis (H_1) is accepted while the null hypothesis (H_0) is rejected. The results of the student perception questionnaire related to the recapitulation of questionnaire data regarding the usefulness and enjoyment of the word wall website, show that most students have a very positive response to the use of the word wall website and produce an mean value (86%).

Keywords: Strategy, Word Wall Website, Vocabulary Mastery

1. **Introduction**

Vocabulary is a basic aspect that must be mastered before mastering English language skills, vocabulary is used to discuss ideas in communication so that students can understand information well, mastering English vocabulary can support the four English skills, especially speak and write.

Vocabulary is one of the most important aspects of learning English skills, according to Rosnani Abdul Rahman (2023), due to students' lack of vocabulary, teachers must use strategies to solve problems.

Some problems in mastering vocabulary among students are very diverse, ranging from errors in spelling, pronunciation, and choosing the right words in writing as well as speaking, as said by Dwi Hartiningsih, (2022), his research aims to analyze the increase in vocabulary mastery related to pronouns, subjective, objective and possessive adjectives in students through the use of the wordwall website learning media.

Then, student learning outcomes in vocabulary mastery related to pronouns: subjective, objective and adjectives through the use of website materials for students can improve vocabulary mastery, because vocabulary is contained in every language skill which includes listening, speaking, reading and writing. According to Tiurmaya Agustina (2022), in his research, he said that the training process in this service was carried out using and applying wordwall as a medium to make it is easier for children to learn and create a more interesting and interactive learning process. Learning media works to increase the motivation of students to avoid boredom in students by participating in a learning process and to increase students understanding in a real-world context. Meanwhile, according to many people find that their vocabulary is so limited that they have difficulty conveying their ideas. To make it easier for children to learn languages, it is necessary to understand vocabulary which is an important part of the language learning process, so it is important for someone to master and continue to improve their language skills.

Therefore, teachers are required to carry out teaching and learning processes in the classroom that are fun, creative, dynamic, and open dialogue spaces with students. To make teaching fun and learning process, learning media are needed that can attract interest students. Therefore, innovation is needed in learning vocabulary that is more interesting and interactive. One solution is to use digital learning media such as word wall website. Word wall website is an online learning

platform that provides a variety of interactive games and activities to improve students' vocabulary and language comprehension. In use, word wall website can be adapted and customized to meet the vocabulary learning needs of high school students. In addition, word wall website can be accessed easily via a computer or smartphone, so students can access various games and learning activities anytime and anywhere. In several studies, the use of the word wall website in learning vocabulary has proven effective in increasing junior high school students' vocabulary and language comprehension. According to Sarah Syafa'atus Susanti, (2020), in his research, he said that the effectiveness of a word wall website learning media in mastering English vocabulary with aids word wall website media development can be improve teacher efficiency in teaching and foster student motivation in learning English vocabulary without having to feel trouble for memorize vocabulary. Apart from that, the word wall website is also considered as one of the more interesting and fun ways to learn vocabulary.

The use of word wall website learning media can be an effective alternative in increasing junior high school students' vocabulary and improving the quality of language learning as a whole. Besides being effective in increasing junior high school students' vocabulary, the use of word wall website learning media also has several other advantages. The following are some of the advantages that can be obtained from using word wall website in learning vocabulary: Can increase student motivation, can make learning more interesting and fun. This can increase students' motivation to learn and develop their language skills. Increase student participation word wall website provides a variety of interactive games and activities that allow students to actively participate in learning. And can increase student involvement in learning and strengthen the relationship between vocabulary and context. Facilitating self-study word wall website is accessible and flexible, so students can study independently and practice their vocabulary anytime and anywhere. Then, allow students to learn at their own pace and learning style. Increasing the use of technology in learning Using word wall website can help students and teachers make use of technology in learning and enrich their learning experiences. By optimizing time and resources, using word wall website can help learn vocabulary according to your needs and learning schedule.

Based on the results of field observations regarding English vocabulary, students at SMPN 4 Majene had difficulty speaking due to a lack of vocabulary owned by students, so that students had difficulty speaking fluently. Some problems in students' vocabulary mastery are very diverse, ranging from mistakes in spelling, pronunciation, and choosing the right words in writing and speaking. This is because

the learning media used in class is not in accordance with learning achievement, the learning achievement in question is communicating well in English. The learning media used are still conventional and do not vary. Therefore, the utilization of educational tools to enhance students' vocabulary should be implemented. One such tool that can be utilized is the word wall website.

Based on the problems above, researcher is trying to find solutions to the problems that exist in learning English for vocabulary mastery, so a solution is needed by using word wall website media as an option to motivate students and direct students especially in vocabulary mastery. Therefore, the researcher is interested in taking the idea of using word wall website media as a learning medium to increase students' vocabulary in English.

This study aims to determine does use of the word wall website improve junior high school students' vocabulary mastery and to find out how students' perception to use word wall website in language learning and do they feel more motivated to learn.

2. Research Methods

In this study, researcher used a quantitative approach with a quasi- experimental research design. similar to experimental research, but without randomization of the groups. For example, choosing two different classes as the experimental and control groups, where the experimental group uses Wordwall website, and the control group does not use Wordwall website. This research can be done when randomization is not possible. According to T. Dicky Hastjarjo, (2019), quasi experimental is an experiment which is not mentioned the subject, both for in the experimental group or acute control group. There is four types of revenge experiments- quasi. Each type of dance is further detailed be more specific grudge. Elements experiment there are four, namely the placement subjects in the experimental group and control, variable measurement dependents, comparison groups, and massacre.

The design of this study is a quantitative method that refers to the quasi-experimental design. Precisely, the unequal design of the control arm. According to Ni Putu Era Marsakawati, (2021), Researcher use quantitative methods. This study found that students were very enthusiastic about acquiring vocabulary using the wordwall website media. This design involves classifying groups in which groups or treatment conditions already exist, and the researcher does not have full control over the allocation of groups.

This research was conducted in six meetings consisting of pre-test treatment and post-test following English lessons in class IX SMPN 4 Majene in the 2024 academic year. The location is Jl. Letjen Hertasning Lembang, Kecamatan Banggae Timur, Kabupaten Majene, Sulawesi Barat. The reason the researcher chose this school was because of the problems found, based on the results of observations at SMPN 4 Majene, and also because this school is my placement school in carrying out the PPL Programme, and this school is close to where I live while in Majene.

In this study, researcher took the population of class IX students at SMPN 4 Majene. The population of class IX is 80 students consisting of 4 classes (IXA, IXB, IXC And IXD). Researcher using Cluster Sampling, according to Sugiyono (2019), cluster sampling or area sampling is a sampling technique when the object to be studied or the data source is very broad. Cluster sampling is a form of sampling technique where the researcher divides the population into several different groups known as clusters. Sampling using cluster sampling goes through two stages, namely the first stage determining the sample that uses each class representative, and the second stage determining students who have represented each class to be sampled. The samples of this study were students of class IX SMPN 4 Majene class IXA (control class) and IXB (experimental class). Class IXA totalled 20 students and class IXB totalled 20 students. In the study of the influence of the use of the Word Wall Website (W3) (independent variable) on increasing students› vocabulary mastery while (dependent variable) at SMPN 4 Majene.

To obtain data, the researcher used tests and questionnaire as an instrument. The tests consisted of pre-test and post-test. The pre-test was conducted to determine the ability of students before being given treatment and post-test was carried out to determine ability after being given treatment. This research also used a questionnaire. The questionnaire consisted of 15 statement items that distributed to students to obtain students' perceptions of the Word Wall Website.

Data analysis techniques used descriptive statistical analysis techniques as seen from the mean, median, mode and standard deviation using SPSS. By using the assumption test, namely the normality test and homoginity test and then testing the hypothesis which includes the Independent Samples t-test.

3. Finding and Discussion

The following are the results of the pre-test and post-test statistics for the experimental group and the control group:

Table Result of Statistics of Both Group

		Pre-Test Experiment Class	Post-Test Experiment Class	Pre-Test Control Class	Post-Test Control Class
N	Valid	20	20	20	20
	Missing	0	0	0	0
Mean		70.50	76.50	76.00	69.75
Median		70.00	75.00	77.50	70.00
Mode		70	70	80	65
Std. Deviation		6.863	10.894	9.979	6.584

The table shows that the mean score of control class students in the pretest was 76.00 and the posttest was 69.75. It means that there was improvement of students' vocabulary mastery in the initial and final tests. The median value was 77.50 in the pretest and 70.00 in the posttest. The mode value was 80 in the pretest and 65 in the posttest. The standard deviation was 9.979 in the pretest and 6.584 in the posttest. Meanwhile, the mean score of students in the experimental class in the pretest was 70.50 and the posttest was 76.50. It means that there was improvement of students' vocabulary mastery in the initial and final tests. The median value was 70.00 in the pretest and 75.00 in the posttest. The mode value was 70 in the pretest and 70 in the posttest. The standard deviation was 6.863 in the pretest and 10.894 in the posttest.

Tests of Normality

Kelas		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	Df	Sig.
Hasil	Pre-Test Experiment	.144	20	.200[*]	.910	20	.063
	Post-Test Experiment	.175	20	.111	.943	20	.272

Kelas	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Pre-Test Control	.160	20	.191	.934	20	.184
Post-Test Control	.165	20	.160	.918	20	.089

The normality test is a test carried out with the aim of assessing the distribution of data in a group of data variables, whether the data distribution is normally distributed or not. From the table it can be seen that the significance of the pre-test score in the experimental group is 0.063. It can be concluded that the data is normally distributed because 0.063 is higher than 0.05. Meanwhile, the significance of the pre-test score in the control group is 0.184. The data is also normally distributed because 0.184 is higher than 0.05.

Furthermore, the significance of the post-test score in the experimental group was 0.272. This means that the data is normally distributed because 0.272 is greater than 0.05. While the significance of the post-test value in the control group is 0.089. The data is also normally distributed because 0.089 is greater than 0.05. In short, the pre-test and post-test data from the experimental group and control group were normally distributed.

Test of Homogeneity

Tests of Homogeneity of Variances				
	Levene Statistic	df1	df2	Sig.
Hasil Based on Mean	.030	3	76	.993
Based on Median	.038	3	76	.990
Based on Median and with adjusted df	.038	3	66.827	.990
Based on trimmed mean	.039	3	76	.990

The homogeneity test is performed after the normality test. the homogeneity test shows a significant value of 0.993. It can be concluded that the data distribution is homogeneous because 0.993 is greater than 0.05.

Hypothesis Testing Result

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means							
F Sig.											
		T	Df	Sig (2-tailed) Mean Difference		Std. Error Difference Lower		95% Confidence Interval of the Difference			
									Upper		
Hasil	Equal variances assumed	6.686 .993	2.371	38	.011	6.750	2.846	.988	12.512		
	Equal variances not assumed		2.371	31.247	.011	6.750	2.846	.947	12.553		

Based on the table above the difference between the post-test scores of the two groups is statistically significant because Sig. (2-tailed) is .011, as shown in the Sig. (2-tailed) is smaller than the significance level (0.05). It can be concluded that the Word Wall Website (W3): A Strategy to Improve the Vovabulary Mastery in the experimental group.

Group Statistics

	Kelas	N	Mean	Std. Deviation	Std. Error Mean
Hasil	Pos-Test Experiment	20	76.50	10.894	2.436
	Post-Test Control	20	69.75	6.584	1.472

As presented in the table above, the mean score of the students' post-test in the experimental group is 76.70 while the mean score of the students' post-test in the control group is 69.75. The results show that students in the experimental group got higher scores than the control group. It can be concluded that students from the experimental group outperformed the control group in their post-test, showing a significant difference between the two groups. Referring to the data above, the null hypothesis (H_0) is rejected while the alternative hypothesis (H_1) is accepted. It can

be concluded that there is a Word Wall Website (W3): A Strategy to Improve the Vocabulary Mastery of Junior High School Student at SMPN 4 Majene.

Students' Perceptions of the Word Wall Website

Students in the experimental group were asked to fill out a questionnaire adopted from Risa Gusliana (2016). students strongly agree that the word wall website media is very fun and really helps students learn English in improving vocabulary. The percentage table on each questionnaire statement of 15 statements has 13 very positive statements and 2 positive statements with a total score of 1206, mean value 86, median value 87, mode value 91 and produces a mean value of 86% with a very positive category. This shows that the word wall website media is very helpful in learning English.

4. Discussions

The purpose of this research is to find out the strategy to improve vocabulary mastery of SMPN 4 Majene students with Media Word Wall Website. Students in the experimental group used the word wall website to learn English vocabulary while students in the control group used the conventional method. During the treatment, students were enthusiastic to learn vocabulary. The last step was to give the post-test. In the post-test, students were given a test to find out their vocabulary mastery after they were given the treatment using the word wall media.

The result of this study shows that there is an improve in students' vocabulary mastery after the researcher taught by using word wall website media. This is in accordance with previous studies that have been conducted by several researcher.

Such in Syam (2015) "The Effectiveness of Using Word Wall in Teaching Simple Present Tense at The First Year Students of Junior High School | Parigi". This study used a quasi-experimental design. The results of this study showed that there was an increase in the post-test scores of the experimental class of students from the experimental group who were taught using the word wall website outperformed the control group who were not exposed to the method, with the average value of the control class post-test was 68.95 and the average value of the experimental class post-test was 80.20.

The other previous research was conducted by Solikah (2017) "The Effectiveness of Using Word Wall to Improve Seventh Grader's Vocabulary Mastery at MTs Aswaja Tunggangri Tulungagung in Academic Year 2016/2017". This research used quantitative approach with pre-experimental with one group pretest and post-test

design. The result of the research showed that siginificant differences between the result of pre- test and post-test. The mean of post-test score (84.10) was higher than the mean of pre-test score (62.40).

Khair (2018) "The Influence of using Word Wall on the Students' Vocabulary Mastery at the Second Semester of the Eighth Grade of Smp Dwi Pangga Bandar Lampungin 2017/2018 Academic Year". This research used quasi- experiment research design. The result of the research showed that the mean score of post-test in experimental class was 76.77 and the mean score of post-test in control class was 68.91.

In this study, the results showed that in the experimental class the mean score on the pre-test was 70.50 and, in the control, class the mean score on the pre-test was 76.00. Meanwhile, the results showed that in the experimental class the mean score in the post-test was 76.50 and, in the control, class the mean score in the post-test was 69.75.

Based on the results of the study, it can be seen that the mean scores between the pre-test and post-test are different. The results showed that the pre-test and post-test in the experimental group, the mean score of students' pre-test was 70.50, the median was 70.00, the mode was 70 and the standard deviation was 6.863. While the mean score of students' post-test was 76.50, the median was 75.00, the mode was 70 and the standard deviation was 10.894. The mean post-test score is higher than the mean pre-test score. Meanwhile, the pre-test and post-test in the control group, the mean score of students' pre-test was 76.00, the median was 77.50, the mode was 80 and the standard deviation was 9.979. While the mean score of students' post-test was 69.75, the median was 70.00, the mode was 65 and the standard deviation was 6.584. The mean pre-test score is higher than the mean post-test score.

In addition, the significance value between the pre-test and post-test scores of the experimental group is 0.011, which is smaller than the significance level of 0.05. It can be concluded that there is a significant difference between the mean post-test (76.50) and pre-test (70.50) scores of students in the experimental group. This shows that H_1 is accepted and H_0 is rejected.

Based on the statistical test results, the post-test scores of students in the experimental group were significantly higher than their pre-test scores, indicating that the scores of students in the experimental class increased due to the treatment sessions. In addition, the average post-test score of students in the experimental group was 76.50 while the average post-test score of students in the control group

was 69.75. The results showed that students in the experimental group scored higher than the control group. In addition, Sig. (2-tailed) is .011. Sig. (2-tailed) is smaller than the significance level (0.05). Therefore, there is a significant difference between the scores of students in the experimental group and the control group in their post-test results.

The frequency distribution shows that in the post-test control group there are no students (0%) who fall into the Excellent and Very good categories, 3 students (15%) who fall into the Good category, 9 students (45%) who fall into the Fair category, 8 students (40%) who fall into the Fair category, the rest there are no students who fall into the Bad and Very bad categories. While the frequency distribution in the post-test experimental group there were no students (0%) who fell into the Excellent category, 4 students (20%) who fell into the Very good category, 5 students (25%) who fell into the Good category, 7 students (35%) who fell into the Fair category, 4 students (20%) who fell into the Fair category. This shows that students who use word wall website media get higher scores than students who do not use word wall website media.

Then based on the results of the questionnaire recapitulation of vocabulary learning using word wall website media makes students enthusiastic in learning because word wall is an interesting media, for vocabulary learning categorised into: usefulness and pleasure. The recapitulation results show that each student's perception of the usefulness and pleasure of the word wall website, it can be seen that 14 students chose strongly agree (SA) and produced a score of 80%-97% with a very positive category then students who chose to agree (A) were 6 students and produced a score of 69%-76% with a positive category, with the total score is 1289, the mean value is 64, the median value is 67 and the mode value is 99. So out of 20 students produced the mean score is (86%) with a very positive category. The percentage table on each questionnaire statement of 15 statements there are 13 very positive statements and only 2 positive statements in 15 questionnaire statements resulting in the total score is 1206, the mean value is 86, the median value is 87, the mode value is 91 and produces the mean value is (86%) with a very positive category.

Regarding students' perceptions of usability and enjoyment, the results showed that the word wall website media was easy to use. In addition, this is in accordance with (Rohmatin, 2023) who concluded that the word wall website is an English learning media that can develop students' vocabulary compared to using ordinary reading text media. The benefits of this research can provide an atmosphere in developing students' vocabulary through word wall media.

5. Conclusion

In the experimental group, the students' vocabulary achievement from the mean post-test score was 76.50 while the mean pre-test score was 70.50. The mean post-test score was higher than the mean pre-test score. And Sig. (2-tailed) is 0.011, which is smaller than the significance level (0.05), which means there is a significant difference between the mean score of students' post-test (76.50) and pre-test (70.50) in the experimental group. Based on the calculation, the hypothesis test results show that the alternative hypothesis (H_1) is accepted while the null hypothesis (H_0) is rejected. It can be concluded that there is a significant effect of using word wall website on students' vocabulary mastery in ninth grade students of SMPN 4 Majene Academic Year 2023/2024. In addition, the mean value of the post-test in the experimental group (76.50) was

higher than the mean value of the post-test in the control group (69.75). In addition, Sig. (2-tailed) is 0.011. Sig. (2-tailed) is smaller than the significance level (0.05). It can be concluded that students from the experimental group outperformed the control group in their post-test, which indicates a significant difference between the two groups.

Students' perceptions related to the recapitulation of questionnaire data regarding the usefulness and enjoyment of the word wall website, most students strongly agree, as many as 14 students chose strongly agree (SA) and produced a score of 80% - 97% with a very positive category, then students chose agree (A) as many as 6 students and produced a score of 69% - 76% with a positive category, with the total score is 1289, the mean value is 64, the median value is 67, the mode value is 66. So that out of 20 students have a very positive response to the use of the Word Wall Website and produce the mean value is (86%) with a very positive category. While student perceptions related to the overall questionnaire statements regarding the usefulness and enjoyment of the word wall website, 13 questionnaire statements are in the very positive category and 2 questionnaire statements are in the positive category, with the total score is 1206, the mean value is 86, the media value is 87, the mode value is 91. And produces the mean value is (86%) with a very positive category. The results showed that students in the experimental group felt that the Word Wall Website was useful for vocabulary learning, easy to use, and very enjoyable. In addition, the Word Wall Website is useful in improving students' vocabulary mastery.

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