

**WORDWALL WEBSITE MEDIA:
ENHANCING STUDENTS' ENGLISH VOCABULARY MASTERY
AND BOOSTING STUDENTS' MOTIVATION TO LEARN ENGLISH**

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Abstract

This descriptive quantitative research investigated the use of Wordwall website media to assist students to learn English vocabulary and to stimulate students' motivation to learn. Grade 8 Junior High School students of Taman Dewasa Cangkringan in Yogyakarta who felt uninterested in learning English and found learning vocabulary difficult were the subjects of this research. Data were collected through observations, treatments, a pre-test, a post-test, questionnaires, and interviews. It was found out that the majority of the students achieved better scores in the post-test. Wordwall website media could help students acquire vocabulary and raise students' enthusiasm to learn English. The media was stimulating and engaging and it facilitated students in the learning process.

Keywords: vocabulary mastery, Wordwall website media, motivation, enthusiasm

INTRODUCTION

English is a lesson taught in secondary schools in Indonesia. As a foreign language, the opportunity for students to be exposed to the use of a foreign language is minimal. This makes English a challenging lesson to learn. A challenging lesson needs to be delivered in an interesting way so that students are more motivated to learn. One way to get students interested in learning is to use games. As stated in the book *Games for Language Learning* by Wright, et al. (2006, p.1), a 'game' is a fun, engaging, and often enjoyable way for learners to play and to interact with others. It is a worthwhile activity. Game is fun because the activity can excite students and is also challenging as the players will struggle to win the game.

Using games to learn vocabulary might increase students' interest in learning. Students can learn more actively without being forced. Now, there are many language learning games that can be accessed for free online. Many websites provide game templates for language teachers to be customized so that the games provided are in accordance with the material taught in class. One website that offers games is Wordwall. Wordwall website media is a digital game that can be used as a creative medium for learning English vocabulary. Khairunisa (2021) says that Wordwall.net is suitable for educators who want to create learning assessment methods. The application serves as a fun learning medium and an assessment tool for students as it contains quiz-based games that are entertaining, educational, and interactive. Wordwall website media can be used to create games that aim to assess students' vocabulary skills. There are many kinds of templates that

Wordwall offers. Likewise, Fakhruddin, Firdaus, and Mauludiyah (2021) pointed out that Wordwall website media is an engaging, interactive, and educational browser game application.

Patricia (2012) asserted five goals of Wordwall website media (p. 105). The media support education about language and how it works. It promotes literacy and helps children read and write. Wordwall also encourages young students' autonomy in writing and readings as well as aids children remember relationships between words and features that help form categories. Lastly, it develops a core of words that will become part of reading and writing vocabulary.

Research using Wordwall.net to enhance English vocabulary has been conducted in some schools in Indonesia. A study by Alpatikah (2022) investigated the effects of on the vocabulary acquisition of first grade Junior High School students in Jakarta. The results of her quantitative research with a quasi-experimental design showed that vocabulary learning using Wordwall.net effectively improved students' vocabulary acquisition. Similarly, Purwitasari (2022) examined the effectiveness of Wordwall website media in improving the vocabulary acquisition of Junior High School students in Magetan, Central Java. Her research applied a quantitative approach and a quasi-experimental design. She found out that that using Wordwall as a learning medium was effective and could develop students' interests and activities in learning English.

Wordwall.net has also been employed to learn a language other than English. Haq, Syihabuddin, and Supriadi (2021) and Fakhruddin et al. (2021) utilized Wordwall.net to increase students' interest in learning Arabic vocabulary. Their research revealed that Wordwall made learning Arabic fun, interesting, easy, and interactive. The media assisted students to comprehend Arabic vocabulary (Haq et al., 2021) and raised students' motivation to learn (Fakhruddin et al., 2021)

In this research, the researcher also attempted to apply Wordwall website media as a medium to learn English vocabulary among eighth grade Junior High School students at Taman Dewasa Cangkringan private Junior High School in Yogyakarta. A preliminary study to find out how the class teacher taught English, to observe the materials and the media used in class, and to look on the students' motivation to learn as well as their mastery of English vocabulary showed that the teacher taught using a textbook and worksheets. A teacher-centered approach was applied in which the teacher explained and the students listened. The preliminary study also revealed that most students could not read and write English fluently. In addition, the students' motivation to learn English was low. The students' English vocabulary mastery was also poor. They did not understand basic English vocabulary, such as tables, chairs, doors, and chalkboards. They also needed help understanding English materials. They quickly became bored during the learning process and became reluctant to participate in class. The lack of family support and the low education level of the students' parents affected the students' perception that learning English was

not essential. The most important thing for them was to finish school and to get a job work after they graduate from school.

It was their poor English vocabulary mastery and the low enthusiasm of the students that triggered the researchers to help them get interested to learn English. A learning media was deemed necessary to assist students in learning. Wordwall.net in this research was used to learn English vocabulary. This research aimed to find out if Wordwall.net can enhance students' vocabulary mastery and boost their enthusiasm to learn English.

METHOD

This research applied a descriptive quantitative method. Observations, tests, treatments, interviews, and questionnaires were used to collect data. Nineteen grade eight students of Taman Dewasa Cangkringan Junior High School were the subjects of the research.

Data collection

Observations were done during the treatments to observe the students' responses to the treatments. A pretest was given to see the students' mastery of the target vocabulary before treatments. The treatments in which Wordwall website media was used to learn the target vocabulary were done three times. A posttest was administered after the third treatment. Interviews with 6 selected students (2 whose posttest score was higher than pretest; 2 whose posttest score was lower than pretest; and 2 whose posttest score slightly increased) were carried out after the posttest to get students' opinion about vocabulary learning using Wordwall Website media. Questionnaires were also used to collect information before and after the treatments. The first questionnaire given before the pretest was to find out the students' interests and motivation to learn English; the second questionnaire given after the posttest was to get the students' opinion about vocabulary learning using Wordwall website media.

Data analysis

The results of pre-test and post-test were analyzed descriptively to examine whether teaching using Wordwall website media improved the students' vocabulary mastery. Data from observations, interviews, and questionnaires were also analyzed descriptively to support the results of pre-test and post-test and to examine if Wordwall helped raise the students' enthusiasm.

RESULTS AND DISCUSSION

Results

Observations

In the treatments, to begin the class the students were brainstormed about vocabulary related to school things. PowerPoint presenting pictures of objects in class was used to deliver the material. The students were asked to mention the vocabulary of the pictures in English. They were asked to repeat how to pronounce the vocabulary and learn meaning of the words. Several were not interested to learn and were unwilling to follow the teacher's instructions. They walked around the class, disturbed other students, and made noises.

Next, Wordwall web media was used to do quizzes to check their comprehension. The students used their mobile phones to do the quizzes. In the first meeting, the quizzes were Missing Words, Balloon Pop, and Anagrams. Four types of quizzes: True/False, Matching Pairs, Unjumble, and Airplane were given in the second meeting, and three types of quizzes including Multiple Choice Quiz, Matchup, and Game Show Quiz were used in the third meeting. The quizzes' answers were reviewed after each quiz was done by the students. The students learned the pronunciation, the spelling, and the meaning the vocabulary displayed in each quiz by repeating the teacher.

In the first treatment, it was found that most students were reluctant to enter the English class. Two students even had to be forced to join the class. Those two students also often asked for permission to go out the classroom, such as to go to restroom and to throw out some trash. One of the two was also noticed playing mobile games during the learning process. After doing Wordwall quizzes, reviewing the answers, and learning the pronunciation and meaning of the vocabulary, almost all students in class still had trouble remembering the vocabulary. When they were asked about the vocabulary they had learned, they would remain silent. In the second treatment, it was noticed that the students were becoming interested in joining the class. Only a few students were hesitant to enter the class. In class, they started to show interest in learning vocabulary using Wordwall. They also became more active in class; only some were still easily distracted. In the third treatment, most students' interest in learning English started to completely change. They could not wait to have the class started. They became happier and more enthusiastic to learn English using Wordwall website media. Their attentiveness to learn vocabulary improved.

Results of Pre-Test and Post-Test

A pretest before the treatments and a posttest after the treatments were given to assess the students' English vocabulary mastery. The results are shown in the table below.

Table 1
Results of Pre-Test and Post-Test

Students	Pre-test	Post-test	Range of Pre- test and Post-test
1	25	75	+50
2	80	70	-10
3	40	100	+60
4	25	60	+35
5	30	90	+60
6	50	85	+35
7	50	90	+40
8	60	95	+35
9	30	55	+25
10	55	60	+5
11	75	95	+20
12	85	95	+10
13	80	100	+20
14	75	50	-25
15	30	60	+30
16	30	75	+45
17	40	60	+20
18	35	80	+45
19	30	75	+45
Mean	48.63	77.26	

The passing score was 75 points. In the pre-test, of 19 students only 5 reached the passing score. The highest score was 85 and the lowest was 25. The average pre-test score was 48.63. The post-test shows better results. Twelve of 19 students achieved the passing score. The highest score was 100 and the lowest was 50. The average posttest score was 77.26. This average score indicates that the students scored higher in the posttest. However, two students performed worse in the posttest.

Results of Interviews

After the post-test, interviews with six students were carried out to examine their responses to the treatments. Each student was asked eight questions concerning the use of Wordwall website media to learn English.

The first question asked about their opinion on learning English prior to using Wordwall web media. In response to this question, two students answered that learning English was the same as learning other lessons. One student felt that learning English was not fun, and three students said that learning English was difficult because they did not know English vocabulary.

In the second and third questions, students were asked about how the teacher taught English and the learning activities in class. They said the teacher came into the classroom to explain the material using a textbook and then instructed the students to do the exercises in the worksheets. In addition, the teachers sometimes gave exercises without explaining the material. The teacher did not give any exercises using the Internet.

The fourth and fifth questions asked about the students' reactions when learning vocabulary using Wordwall website media and the difficulties they encountered in learning vocabulary. Five students said that learning English with Wordwall website media was exciting and the games were very interesting and easy to understand. One student said that using Wordwall was not something special since he thought that English was difficult and he did not enjoy learning vocabulary using games. Regarding the difficulties in learning vocabulary, the majority of the students admitted that they had difficulties in pronouncing the vocabulary and memorizing the meaning of the vocabulary. The same student who said that Wordwall was not interesting acknowledged that he did not like English. In addition, having no mobile phone inhibited one student to do Wordwall exercises.

Next, the sixth and seventh questions asked the students about the effects of using Wordwall to learn vocabulary and whether Wordwall would be useful for the next English lessons. All students agreed that studying using Wordwall website media had a positive effect on their vocabulary acquisition even though they had problems in memorizing. They also agreed that Wordwall would be useful to do exercises in the next English lessons. Wordwall was fun because there are various types of games and it helped them boost their enthusiasm.

The last interview question was about factors influencing students' vocabulary learning. They said that listening to teacher's explanations, studying harder, getting involved in the learning activities, practicing English at home, and getting motivated to learn affected their vocabulary learning.

Results of Questionnaire

A questionnaire was distributed to the students before and after the treatments. The pre-treatment questionnaire was to find out their motivation for learning English (Table 2). The post-treatment questionnaire was to see their responses towards Wordwall (Table 3).

Table 2
Students' Motivation

No.	Questions	Frequency			
		Strongly Agree	Agree	Disagree	Strongly Disagree
1	I like English lesson.	2 (11%)	7 (37%)	6 (32%)	4 (21%)
2	I have high motivation in learning English but confused in starting it.	2 (11%)	10 (53%)	3 (16%)	4 (21%)
3	I like to study material at home first before studying at school.	3 (16%)	8 (42%)	5 (26%)	3 (16%)
4	Studying the material before studying at school makes it easier for me to understand the material.	5 (26%)	8 (42%)	4 (21%)	2 (11%)
5	I still have difficulty understanding the material at school even though I have studied the material first at home.	6 (32%)	8 (42%)	5 (26%)	0 (0%)
6	I like to ask the teacher if I have difficulty understanding English material.	5 (26%)	11(58%)	3 (16%)	0 (0%)
7	I know a lot of English vocabulary.	0 (0%)	8 (42%)	8 (42%)	3 (16%)
8	I already have a way of memorizing easy English vocabulary.	1 (5%)	5 (26%)	11 (58%)	2 (11%)
9	I do not like the monotonous learning style of English.	1 (5%)	12 (63%)	4 (21%)	2 (11%)
10	I like learning English by using games because it is not boring.	6 (32%)	9 (47%)	2 (11%)	2 (11%)
11	I already know about Wordwall website media.	3 (16%)	3 (16%)	8 (42%)	5 (26%)

As seen in Table 2, 53% of the students did not enjoy their English class, but most of them (64%) still showed high motivation to learn English. As many as 58% of the students preferred to study at home before studying at school, and 68% admitted that studying at home before coming to class helped them understand the lesson in class. The majority of the students (74%) still had difficulty understanding the material, but they did not hesitate to ask their teacher questions when they had difficulties (84%). Moreover, 58% of the students did not know English vocabulary because they had not yet found a good way to quickly memorize English vocabulary (69%). Most students (68%) did not like the monotonous learning style and preferred learning using games (79%). Yet, most did not know about Wordwall website media (68%).

Next are the results of students' responses to the use of Wordwall.

Table 3
Students' Responses

No.	Questions	Frequency			
		Strongly Agree	Agree	Disagree	Strongly Disagree
1	I am interested in learning English vocabulary with Wordwall website media.	5 (26%)	11 (58%)	1 (5%)	2 (11%)
2	Learning English using Wordwall website media makes it easier for me to memorize English vocabulary.	11 (58%)	3 (16%)	1 (5%)	4 (21%)
3	I am interested in using Wordwall website media when memorizing English vocabulary.	7 (37%)	7 (37%)	2 (11%)	3 (16%)
4	Learn English vocabulary using fun Wordwall website media.	6 (32%)	7 (37%)	2 (11%)	4 (21%)
5	I like learning English using Wordwall website media.	7 (37%)	8 (42%)	1 (5%)	3 (16%)
6	I easily memorize English vocabulary using Wordwall website media.	10 (53%)	5 (26%)	2 (11%)	2 (11%)
7	After using Wordwall website media, I am interested in things related to English.	7 (37%)	8 (42%)	2 (11%)	2 (11%)
8	After using Wordwall website media, I am happy to learn English.	8 (42%)	7 (37%)	2 (11%)	2 (11%)
9	For me, learning English vocabulary using games through the Wordwall website media is not boring.	8 (42%)	8 (42%)	1 (5%)	2 (11%)
10	Learning English using Wordwall website media makes me more active in class.	4 (21%)	9 (47%)	2 (11%)	4 (21%)
11	I am enthusiastic when learning English vocabulary using Wordwall website media.	4 (21%)	9 (47%)	2 (11%)	4 (21%)
12	I have difficulty learning English using Wordwall website media.	3 (16%)	0 (0%)	5 (26%)	11 (58%)
13	My English vocabulary increased after learning to use Wordwall website media.	12 (63%)	4 (21%)	1 (5%)	2 (11%)

Almost all students (84%) were interested in learning English using Wordwall and acknowledged that the website media helped them memorize vocabulary (74%). Most (74%) agreed that they were interested to use Wordwall to learn vocabulary and that using Wordwall was fun (69%) and

they loved doing the Wordwall exercises (79%). In addition, Wordwall helped them memorize vocabulary (79%). Similarly, 79% of them admitted that Wordwall made them curious and happy to learn vocabulary in English. The majority (84%) also agreed that Wordwall to learn vocabulary was not boring, made them actively involved in class activities (68%) and excited to learn (68%). Almost all students (84%) did not have any problems learning using Wordwall and confessed that their English vocabulary mastery improved.

Discussion

Comparing the pre-test and post-test results, 63% of the students achieved the passing score, but 89% performed better in the post-test. The score of two students decreased in the posttest. Student 2 (S2) got 80 in pre-test and 70 in post-test, while S14 got 75 in the pre-test and 50 in the post-test. These students were unable to follow the instructions during class because they often went out the classroom and did not focus following the class activities. S2 wanted to avoid following the learning process. He was actually a diligent student, but he often went out the classroom while learning English. When the teacher explained the lesson, he disturbed his friends and walked around the class. S2 said that he did not like learning English because it was difficult to understand. He could neither understand the meaning nor the pronunciation. S14 was into mobile games. During the learning process, he was often seen playing. Similarly, in the interview, S14 said that he did not like learning English because it was difficult. He also said he was not interested in using Wordwall because he did not want to play games to learn English.

Two students (S10 & S12) scored slightly better in the posttest. S10 got 55 in the pre-test and 60 in the post-test, while S12 got 85 in the pre-test and 95 in the post-test. S10 increased by 5 points and S12 by 10 points. According to the interview, both students enjoyed learning vocabulary using Wordwall because there were so many stimulating games. However, they still needed help to pronounce and memorize the target vocabulary.

Two students (S3 & S5) achieved higher scores in the post-test. Their score increased significantly by 60 points. In the post-test S3 got 100 and S5 got 90. From the observations during treatments, both students felt happy and enthusiastic to participate in the learning process. The Wordwall exercises were always completed by the two students. Also, they actively involved in the class activities and listened to the teacher's instructions. In the interview, they said that listening to the teacher's explanation, memorizing the vocabulary, and studying hard might affect their understanding of English vocabulary.

In terms of performance in class, however, most students have not shown any increase in vocabulary mastery. When asked to mention English vocabulary, many students still said in Indonesian. With the help of the teacher, students could say vocabulary in English. In pronouncing

English vocabulary, many students still found it difficult. They realized that to be able to master English, they need continuous practice, repeat material independently at home, and focus on listening to the teacher's explanation in class. Most students realized that studying at home before learning makes them understand learning English more quickly. The efforts of students studying at home have not been supported by proper learning media so that they find their own way to memorize the vocabulary they learn.

Yet, learning using Wordwall website media is proven to be able to improve the students' vocabulary mastery and motivation in learning English. It can be seen from their enthusiasm. Students who were previously lazy to take part in learning English became more enthusiastic to join the English class. They declared that they were waiting for the time to learn English using Wordwall. The percentage of students who said they did not like English lessons declined from 53% to 16% of students. Of 69% students who said they had not found a way to memorize English vocabulary, only 22% found it difficult to memorize vocabulary using Wordwall website media. They said that after using the media, they got more motivated and active in learning English. They admitted that Wordwall website media is fun, not boring, and easy to use. Only 3 students still had difficulty in using Wordwall. Wordwall made them happy, active, and enthusiastic in learning English vocabulary. This is in line with the research findings by Purwitasari (2022) which revealed that Wordwall website media can increase students' interest and engagement in learning English, and Fakhruddin et al. (2021) research which reported that students got enthusiastic and motivated in the learning process. In addition, this research results correspond to Haq, et.al (2021) who found out that learning vocabulary became easy, fun, and interactive by using the media.

In addition to increasing students' motivation and engagement, Wordwall is also able to enhance students' vocabulary mastery. As mentioned by Alpatikah (2022), Wordwall assists students to acquire new vocabulary. The post-test results in this research showed that Wordwall was able to improve students' vocabulary mastery. 89% of the students' scores increased. This increase was also felt by the students so that 84% of them stated that their vocabulary mastery had increased after learning using Wordwall website media. Although there were some students who said that they were not too interested in using the media, they admitted that their vocabulary mastery got better after practicing using Wordwalls.

CONCLUSION

The results of this research suggest that using Wordwall website media could motivate students to learn English vocabulary. Wordwall could help students acquire English vocabulary and stimulate students' motivation. The various game types have made learning exciting, simple, as well as challenging. Students were pleased with the use of Wordwall in learning. Students who previously

were not attentive to learning English became interested in learning when Wordwall games were applied. This research provides confirmation for English or other language teachers to utilize digital games in Wordwalls in the learning process.

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