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IMPROVING STUDENTS' VOCABULARY MASTERY ON DESCRIPTIVE TEXT BY USING WORDWALL MEDIA AT THE SEVENTH GRADE

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Abstract

This classroom action research aims to improve students' vocabulary mastery in descriptive text through the use of Wordwall media. The research was conducted at SMPN 11 Tanjungpinang with 34 students of class VII in the 2024/2025 academic year. The background of this research is the students' low ability to master English vocabulary, which has an impact on difficulties in understanding descriptive texts. The research was conducted in two cycles, each of which consisted of planning, implementation, observation, and reflection stages. The research instruments applied to gather the data were observation checklists and vocabulary tests. The results showed a significant improvement in students' vocabulary mastery. In the first cycle, 50.00% of students reached the Minimum Mastery Criteria (MMC). After the improvement of actions in the second cycle through a combination of Wordwall media, group discussions, and the use of pictures, the percentage of completeness increased to 79.41%. The observation checklist's results also showed that the use of Wordwall media was successful in improving students' classroom participation. In Cycle 2, students' participation reached 76%. It can be concluded that Wordwall media helped improve students' vocabulary mastery and created a more interactive learning atmosphere.

Keywords: Improving, Vocabulary Mastery, Wordwall Media, Descriptive Text, Classroom Action Research

Abstrak

Penelitian tindakan kelas ini bertujuan untuk meningkatkan penguasaan kosakata siswa pada teks deskriptif melalui penggunaan media Wordwall. Penelitian dilaksanakan di SMPN 11 Tanjungpinang dengan subjek sebanyak 34 siswa kelas VII pada tahun ajaran 2024/2025. Latar belakang penelitian ini adalah rendahnya kemampuan siswa dalam menguasai kosakata bahasa Inggris, yang berdampak pada kesulitan dalam memahami teks deskriptif. Penelitian dilakukan dalam dua siklus yang masing-masing terdiri dari tahap perencanaan, pelaksanaan, observasi, dan refleksi. Instrumen penelitian yang digunakan untuk mengumpulkan data adalah daftar periksa observasi dan tes kosakata. Hasil penelitian menunjukkan adanya peningkatan yang signifikan dalam penguasaan kosakata siswa. Pada siklus pertama, 50,00% siswa mencapai Kriteria Ketuntasan Minimal (KKM). Setelah dilakukan perbaikan tindakan pada siklus kedua melalui kombinasi media Wordwall, diskusi kelompok, dan penggunaan gambar, persentase ketuntasan meningkat menjadi 79,41%. Hasil observasi checklist juga menunjukkan bahwa penggunaan media Wordwall berhasil meningkatkan partisipasi siswa di kelas. Pada Siklus 2, partisipasi siswa mencapai 76%. Dapat disimpulkan bahwa media Wordwall membantu meningkatkan penguasaan kosakata siswa dan menciptakan suasana belajar yang lebih interaktif.

Kata kunci: Peningkatan, Penguasaan Kosa Kata, Media Wordwall, Teks Deskripsi, Penelitian Tindakan Kelas

1. INTRODUCTION

In English, there are four skills that students need to master such as listening, speaking, reading, and writing. However, according to the Merdeka Curriculum, there are six skills that must be mastered such as listening, speaking, reading, viewing, writing and presenting (Kemendikbudristek, 2022). Additionally, there are several language components, such as pronunciation, spelling, vocabulary and grammar that need to be taught to support the development of language skills. Learning a language without vocabulary is nearly impossible, because communication between people relies on words. One of the components that support the six language skills- listening, speaking, reading, viewing, writing and presenting- is vocabulary. Mastery of vocabulary is essential

for improving students' ability to communicate effectively.

Manik [1] argues that to effectively support students' English skills, the students need to master enough vocabulary. Vocabulary is a very important element in language, because vocabulary functions as the basis of the teaching and learning process. Students who have good vocabulary mastery can create various sentences, both in spoken and written communication. According to Nation [2] vocabulary learning is a process that involves more than just memorizing words, this process also includes understanding the meaning, form and use of words in various contexts. Therefore, in this case the researcher concluded that it is important to make vocabulary mastery the main focus in English language teaching. The process of teaching vocabulary is not only limited to introducing and memorizing new words, but also includes understanding the context and how to use them appropriately in daily communication.

However, many students still struggle to learn and remember new words, even though vocabulary is very important in learning English language. This issue is also found in class at SMPN 11 Tanjungpinang, especially in grade 7.1. Based on my observations and discussions with the English teacher, I found that students often forget the words they have learned, struggle to use them in sentences and also feel less confident when speaking English because of their limited vocabulary. Students are able to remember new vocabulary during the lesson in class, but once class is over, they tend to forget them quickly and have difficulty recalling them in the next meeting. This problem is not only caused by students' lack of practice but also by the teaching methods that do not actively them in learning vocabulary. To improve this, teacher needs to find appropriate media and strategies that make vocabulary learning more interactive and enjoyable as explained by Lengkoan [3]. Without the right approach, students may lose interest and making it harder for them to improve their vocabulary skills, as stated by Andries [4].

The use of appropriate media is very important in improving students' vocabulary in descriptive texts. Therefore, teachers are encouraged to utilize more interactive learning media, such as Wordwall, in order to increase student participation in the learning

process. Games-based learning through Wordwall can increase students' interest and motivation in learning English, especially in vocabulary mastery. As an interactive web-based learning media, Wordwall makes the learning process more interesting and enjoyable, so that students do not get bored easily as argued by Umar [5]. In addition, this media provides various features that allow students to learn while playing, so that it can increase their motivation in the learning process as explained by Lu'ul Mar'ati [6]. In general, most students prefer playing rather than learning with monotonous learning methods. Therefore, the learning through play strategy is an effective approach to increase student participation. Furthermore, games encourage students to interact and communicate with each other during the learning process as emphasized by Darmawan [7]. This approach enables students to enjoy the learning process and reducing boredom in the classroom.

Some researchers have conducted research on English language teaching using Wordwall media. Sekewael [8] conducted a Classroom Action Research at Naskat Maria Mediatrix Junior High School in Ambon, focusing on improving students' vocabulary mastery by using Wordwall and Alphaboxes strategies. The study found that these strategies significantly improved students' vocabulary and understanding of descriptive text. Rahmawati [9] conducted research on improving students' vocabulary through word wall media at SMAN 1 Palopo. This study used classroom action research method, by implementing Wordwall media in two cycles. The findings showed that the use of Wordwall media significantly improved students' vocabulary mastery and also increased students' motivation and participation in learning English. Nuramida [10] conducted a study on the effectiveness of Wordwall as a game-based learning tool to improve English vocabulary mastery of eight grade at MTS Al Hadari An-Nawawi. This study used a quantitative pre-experimental with a one-group pre-test and post-test design. The results showed an improvement with a score from 56.43 to 74.67. Based on the explanation above, teaching vocabulary at SMPN 11 Tanjungpinang faces challenges due to the lack of effective strategies in improving students' vocabulary.

Although vocabulary is very important to mastering a language, many students struggle to remember and use new words in daily conversations. Previous studies that used Wordwall media have similarities with this study, especially to improve students' vocabulary mastery. However, there are differences in the research methods used. The first study implemented Classroom Action Research with two strategies (Wordwall and Alphaboxes), then the other study used a quantitative pre-experimental design. The previous researchers have the same motivation, which is to improve students' vocabulary mastery through Wordwall media. Therefore, the researcher intends to conduct this research with Classroom Action Research in the seventh grade of SMPN 11 Tanjungpinang in the 2025/2026 academic year, with the hope of significantly improving students' vocabulary mastery.

2. METHODS

This research used the Classroom Action Research (CAR) model developed by Kemmis and McTaggart (1998) as a research method. The researcher used this method because the researcher wanted to solve the problem through Wordwall media and improve students' vocabulary mastery. According to Kemmis and McTaggart (1998, as cited in Burns [11], Classroom Action Research is a dynamic and complementary process. Based on figure 2 below, The Kemmis and McTaggart models have two cycles. Each cycle has four stages namely planning, action, observation, and reflection.

Figure 1. The model of Classroom Action Research by Kemmis and McTaggart (adapted from Burns, 2010, p.9)



This research was conducted in class VII.1 of SMPN 11 Tanjungpinang in the second semester of the 2024/2025 school year with 36 students. Based on the results of initial observations and interviews with the English teacher of class VII.1, it was found that many students had difficulty in mastering and using vocabulary, especially in descriptive text. The researcher gave a pre-test at the beginning of the research to see the students' vocabulary level before learning began, and gave post-test at the end of each cycle to see their progress.

This classroom action research was conducted in two cycles, where each cycle consisted of four meetings: three meetings for the implementation of the action and one meeting for the post-test. In the implementation of learning, various Wordwall-based activities such as "Find the Match," "Flashcards," and "Quiz" games were used which focused on introducing vocabulary related to physical appearance and personality traits. The post-test was given at the end of each cycle to measure the extent of improvement in students' vocabulary mastery after the action was taken.

The instruments used in this research were observation checklists and vocabulary tests. The observation checklists was used to collect qualitative data related to students' engagement, participation and response during the implementation of the Wordwall activity. The vocabulary test consisted of 15 multiple choice questions designed to measure the mastery of vocabulary taught in each cycle.

The data were analyzed using both qualitative and quantitative approaches. Qualitative data, obtained from observation sheets, were analyzed descriptively to assess students' engagement and participation during the learning process, which is at least 40% of the students participate actively during the learning process. Meanwhile, the quantitative data, namely the vocabulary test results, were analyzed using the following statistical formulas:

1. Formula for Class Average Score

To calculate the class average score, the following formula was used:

$$\bar{X} = \frac{\sum X}{N}$$

Where:

$\bar{X}$ = the class average score

$\sum X$ = the total score of all students

N = the total number of students

This formula was used to determine the average score of the entire class.

2. Formula for Classical Learning Mastery Percentage

To calculate the percentage of classical learning mastery, the following formula adapted from Trianto [12] was used:

$$KB = \frac{N_s}{S} \times 100\%$$

Where:

KB = classical learning mastery

N_s = number of students who scored ≥ 70

S = total number of students

Based on the Minimum Mastery Criterion (KKM) at SMPN 11 Tanjungpinang, the minimum passing score is 70. This research is considered successful if at least 75% of the students achieve a score of 70 or higher in each cycle, and if there is an increase in student engagement and vocabulary mastery from the first cycle to the second cycle.

The criteria of success be drawn as follows:

Table 1. The criteria of Success

The Criteria of Success		Source of Data	Instrument for Data Collection
Product	At least 70% of the students pass the Minimum Mastery Criteria (MMC) was 70	The students' scores in vocabulary tests	Vocabulary tests
Process	At least 40% of the students participate actively during the learning process.	The students' participation during the implementation of Wordwall media	Obervation checklists

3. RESULTS AND DISCUSSION

3.1 Results

This This research was conducted with the aim of knowing the results of the application of classroom action research methods in improving the mastery of English vocabulary of students in class VII.1 SMPN 11 Tanjungpinang through the use of Wordwall media. According to Hapsari and Pamungkas as cited in Arimbawa [13], learning media is a tool used in the learning process, including as a teacher's tool in delivering material. However, currently many students feel bored because learning activities are routine, monotonous, and less interesting. Wordwall media is one type of interactive media that can help improve students' understanding of the lesson material as stated by Sartika [14]. Therefore, this research aims to apply and present Wordwall as an interesting visual learning media to support students' vocabulary mastery, especially in descriptive text.

The result of Pre-Cycle

In preliminary of this research, the researcher aimed to identify the students' vocabulary mastery in descriptive text before implementing the action in Cycle I. The researcher gave a vocabulary test consisting of 20 multiple choice questions to 34 students of class VII.1 SMPN 11 Tanjungpinang. The test focused on vocabulary related to descriptive text, especially about physical appearance and personality traits.

The Students' Vocabulary Mastery

The pre-test results showed that the highest score was 100, the lowest score was 20, and the average score was 50.88. Based on the Minimum Mastery Criterion (KKM) of 70, only 3 students (8.82%) achieved scores equal to or above the KKM, while 31 students (91.18%) scored below the KKM. This indicates that the students' vocabulary mastery before the implementation of Wordwall media was still relatively low.

The summary of students' performance in the pre-test is shown in the following table:

Table 2. Pre-test results of students' vocabulary mastery

Score Range	Number of Students	Percentage	KKM Score
Students scored < 70	31	91.18%	70
Students scored ≥ 70	3	8.82%	70
Highest Score	100		
Lowest Score	20		
Mean Score	50.88		

These findings reflect students' difficulties in remembering and applying vocabulary in context. The low average and high percentage of students below the KKM indicate the need for interesting and effective media that supports vocabulary mastery. Based on these results, the researcher decided to use Wordwall media in the next cycles as an interactive digital learning tool to improve vocabulary mastery.

The students' Classroom Participations

In the pre-cycle, the researcher observed students' participation during the learning activities. The results from the observation checklist showed that out of 34 students, only 9 students (26%) actively participated. These students listened attentively to the explanations, followed the activities, and engaged in the learning process. However, most students faced difficulties in fully participating. They struggled with the activities and were less involved during the discussions. This indicated that the students' participation did not meet the success criteria, and the researcher decided to proceed to the next cycle, where Wordwall media would be implemented to improve participation and vocabulary mastery.

The result of Cycle I

After identifying the students' low vocabulary mastery in the pre-cycle, the researcher implemented appropriate actions in Cycle I. In this cycle, the learning focused on descriptive text, specifically describing one of the teachers at school by using physical and personality traits. To make the lesson more interesting, the teacher grouped students into

small groups (each group consisted of 5 students) to conduct discussion-based vocabulary learning, supported by pictures relevant to the teacher being described. This activity aimed to facilitate vocabulary acquisition related to appearance and personality through visual and collaborative learning.

To support the process, Wordwall media was used to reinforce key vocabulary introduced during group activities. The interactive games on Wordwall, allowed students to practice words repeatedly and competitively, thus increasing their participation and engagement. After three meetings of implementation, a post-test was conducted on 20 February 2025 to measure the improvement in vocabulary mastery. The test consisted of 15 multiple choice questions related to vocabulary used in descriptive texts.

The Students' Vocabulary Mastery

Based on the test results, students' performance in Cycle I showed improvement compared to the pre-test. The highest score was 100, the lowest was 53, and the average score increased to 69.26. However, the results showed that only 17 students (50%) reached the KKM score of 70 and above, while 17 students (50%) still scored below the KKM.

The summary of students' scores in Cycle I is presented in the following table:

Table 3. Cycle I results of students' vocabulary mastery

Score Range	Number of Students	Percentage	KKM Score
Students scored < 70	17	50.00%	70
Students scored ≥ 70	17	50.00%	70
Highest Score	100		
Lowest Score	53		
Mean Score	69.26		

Although the average score improved significantly compared to the pre-test (50.09), the classical completeness criterion (75% of students reaching the KKM) had not been achieved. This indicated that although learning activities using group discussions, teacher pictures, and Wordwall media was effective in improving engagement and scores, further improvements are still needed.

Based on the results in Cycle I, the researcher and the English teacher agreed to revise the strategy in Cycle II by making the activities more contextual and interesting. The learning would focus on describing each student's seatmate, so that they can apply the vocabulary in real situations by using direct observation and real visible objects as visual support. Group collaboration would be maintained and enhanced through peer discussions, while vocabulary practice would be reinforced with more varied Wordwall games. This approach is expected to strengthen students' memory, increase participation, and support more meaningful use of vocabulary in real-life communication.

The Students' Classroom Participations

In Cycle I, the researcher observed an increase in students' participation during the learning activities. The results from the observation checklist showed that out of 34 students, 13 students (38%) actively participated. These students engaged in group discussions, listened to the explanations, and joined the Wordwall activities. While there was an improvement, some students still had difficulty participating fully in the activities. Overall, the participation rate was better than in the pre-cycle, but more efforts are needed to further increase engagement and participation in next cycles.

The result of Cycle II

In Cycle II, the researcher revised the learning strategy by making the activities more contextual and personally relevant. Students were assigned to describe their own seatmate using vocabulary related to physical appearance and personality traits. This approach allowed students to observe directly on sight objects to support their descriptions. By using real-life references, vocabulary practice became more meaningful and concrete.

The Students' Vocabulary Mastery

After three learning sessions, the researcher conducted a post-test on March 19, 2025 to assess students' vocabulary mastery. The test consisted of 15 multiple-choice questions that focused on the vocabulary practiced during the activity. The results showed a significant improvement. The highest score was 100, the lowest score was 53, and the class average score increased to

81.71. Of the 34 students, 27 students (79.41%) achieved scores equal to or above the KKM (70), while 7 students (20.59%) were still below the standard.

A summary of student learning outcomes in Cycle II is presented in the table below:

Table 4. Cycle II results of students' vocabulary mastery

Score Range	Number of Students	Percentage	KKM Score
Students scored < 70	7	20.59%	70
Students scored ≥ 70	27	79.41%	70
Highest Score	100		
Lowest Score	53		
Mean Score	81.71		

The results in Cycle II showed a significant improvement. A total of 27 out of 34 students, or 79.41 percent, successfully achieved the KKM score with a class average of 81.7. This shows that the learning strategy that involves describing peers through direct observation, supported by Wordwall media and collaboration between students, is effective in improving students' vocabulary mastery. Because the the criteria for classical mastery had been achieved, the class action research was stopped in this cycle.

The Students' Classroom Participations

In Cycle II, students participated more actively in the learning activities. Based on the observation checklist, 26 out of 34 students (76%) showed active participation. They were involved in discussions, described their seatmates confidently, and engaged enthusiastically in the Wordwall vocabulary games. This increase in participation showed a clear improvement from Cycle I. It also indicated that the students' participation in this cycle had met the success criteria. Therefore, the research was concluded at Cycle II.

3.2 Discussion

This research showed a significant improvement in students' vocabulary mastery on descriptive text from the Pre-Cycle to Post-Test 2 after implementing Wordwall media in class VII.1 of SMPN 11 Tanjungpinang. In the

Pre-Cycle, the average score of students' vocabulary mastery was 50.88, with only 3 out of 34 students (8.82%) achieving the minimum passing criteria. Most students struggled with recalling and using vocabulary related to descriptive texts. This suggested that traditional methods were not sufficient to help students develop strong vocabulary skills. In addition to vocabulary mastery, the researcher also observed students' participation in the learning process. During the Pre-Cycle, only 9 students (26%) actively participated in learning activities in the classroom. Many students were passive and seemed less interested in the learning process. Due to the low score and low class participation, the researcher decided to continue to Cycle I with an approach using Wordwall media.

After implementing Wordwall media in Cycle 1, there was a significant increase in students' vocabulary understanding. The average score increased to 69.26, and 17 students (50.00%) passed the minimum score. Students began to show more enthusiasm in class activities, especially during interactive games. However, some students still needed more strengthening and practice to improve their vocabulary. In terms of participation, 13 out of 34 students (38%) were actively involved in the learning process. They listened attentively, took part in group discussions, and showed enthusiasm when playing the Wordwall game. This marks an improvement from the pre-cycle, where only 9 students (26%) were actively involved. However, the level of participation still did not meet the success criteria, so further action needed to be taken in the next cycle.

In Cycle 2, Wordwall activity was further refined and integrated more effectively with the descriptive text material. This resulted in a significant improvement. The average score increased to 81.71, with 27 students (79.41%) successfully passing the minimum passing grade. Students became more confident in identifying, remembering, and using descriptive vocabulary in both spoken and written tasks. Participation also improved, with 26 students (76%) actively taking part in the learning process. This showed that most students were involved and motivated during Cycle II.

This progress proved that Wordwall is not only interesting but also effective in improving

vocabulary mastery. This media helps students interact with words repeatedly in a meaningful context. As stated by Susanti [15], Wordwall media allows students to understand vocabulary more easily because of its simple, visual, and game-based format. In addition, as stated by Idrus [16], students become more active and motivated when the learning media is interesting and fun.

These findings align with Silvia [17], who concluded that Wordwall is appropriate for supporting early vocabulary development because of its visual and interactive. Additionally, according to Nation [2], effective vocabulary learning requires repetition and meaningful use, which can be facilitated by engaging media such as Wordwall. Thus, the application of Wordwall in this study supports theoretical perspectives on how digital tools improve vocabulary mastery.

In conclusion, the use of Wordwall media had a positive impact on the vocabulary mastery of class VII.1 students at SMPN 11 Tanjungpinang, especially in learning descriptive text. The stable increase from 8.82% in the Pre-Cycle to 79.41% in Cycle 2 confirmed that this media supports vocabulary development effectively in a fun and interactive way.

4. CONCLUSION

This research aimed to find out whether Wordwall media could improve the vocabulary mastery of seventh-grade students in learning descriptive text. The results from each cycle showed clear progress, both in students' understanding of vocabulary and their involvement during the learning activities. These findings answer the research problem by confirming that Wordwall helped students learn new words better and encouraged them to participate more actively in class.

In general, Wordwall made the learning process more enjoyable and meaningful. It supported students in remembering and using vocabulary more confidently. Based on this result, Wordwall can be considered an effective learning media for teaching vocabulary in junior high school. Future research may explore how this media can support the improvement of other English

skills and be applied to different topics or grade levels.

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