

**THE EFFECT OF USING WORDWALL WEBSITE AS A STRATEGY ON  
STUDENTS' VOCABULARY MASTERY**

**SKRIPSI**

*Submitted in Partial Fulfillment of Requirements  
For Degree of Sarjana Pendidikan (S.Pd)  
English Education Program*

**By:**

**NAIYLA  
NPM. 2002050056**



**UMSU**  
Unggul | Cerdas | Terpercaya

**FACULTY OF TEACHER TRAINING AND EDUCATION  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
MEDAN  
2024**



**MAJELIS PENDIDIKAN TINGGI  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext. 22, 23, 30  
Website: <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

**BERITA ACARA**

Ujian Mempertahankan Skripsi Sarjana Bagi Mahasiswa Program Strata 1

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Panitia Ujian Sarjana Strata-1 Fakultas Keguruan dan Ilmu Pendidikan dalam Sidangnya yang diselenggarakan pada hari Sabtu, Tanggal 12 Oktober 2024, pada pukul 08.30 WIB sampai dengan selesai. Setelah mendengar, memperhatikan dan memutuskan bahwa:


Nama : Naiyla  
NPM : 2002050056  
Program Studi : Pendidikan Bahasa Inggris  
Judul Skripsi : The Effect of Using Wordwall Website as A Strategy on Students' Vocabulary Mastery

Dengan diterimanya skripsi ini, sudah lulus dari ujian Komprehensif, berhak memakai gelar Sarjana Pendidikan (S.Pd).


Ditetapkan : (  ) Lulus Yudisium  
(  ) Lulus Bersyarat  
(  ) Memperbaiki Skripsi  
(  ) Tidak Lulus

PANITIA PELAKSANA

Ketua

  
Dra. Hj. Svamsuwarnita, M.Pd.

Sekretaris

  
Dr. Hj. Dewi Kesuma Nsr, S.S., M.Hum.

ANGGOTA PENGUJI:

1. Dr. Tengku Winona Emelia, M.Hum.
2. Habib Syukri Nasution, S.Pd., M.Hum.
3. Hj. Darmawati, M.Pd.

1. 

2. 

3. 



**MAJELIS PENDIDIKAN TINGGI  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**  
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238  
Website: <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

**LEMBAR PENGESAHAN SKRIPSI**

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Skripsi ini diajukan oleh mahasiswa di bawah ini:

Nama : Naiyla  
NPM : 2002050056  
Program Studi : Pendidikan Bahasa Inggris  
Judul Skripsi : The Effect of Using Wordwall Website as A Strategy on Students' Vocabulary Mastery

sudah layak disidangkan.

Medan, Oktober 2024

Disetujui oleh:  
Pembimbing

Hj. Darmawati, M.Pd.

Diketahui oleh:

Dekan

Dra. Hj. Syamsyurnita, M.Pd.

Ketua Program Studi

Dr. Pirman Ginting, S.Pd, M.Hum.



**MAJELIS PENDIDIKAN TINGGI**  
**UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA**  
**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**  
**Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238**  
 Website: <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)



**BERITA ACARA BIMBINGAN SKRIPSI**

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara  
 Fakultas : Keguruan dan Ilmu Pendidikan  
 Jurusan/Prog. Studi : Pendidikan Bahasa Inggris  
 Nama : Naiyla  
 NPM : 2002050056  
 Program Studi : Pendidikan Bahasa Inggris  
 Judul Skripsi : The Effect of Using Wordwall Website as A Strategy on Students' Vocabulary Mastery

Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
10 / Sept / 2024	Revision of Chapter I ( Grammar )	
14 / sept / 2024	Revision of Chapter II ( add the theory of wordwall )	
21 / sept / 2024	Revision of Chapter III ( Method of Research )	
26 / sept / 2024	Revision of Chapter IV ( Data Analysis )	
30 / sept / 2024	chapter V ( conclusion & suggestion )	
05 / oct / 2024	References and Appendices	
05 / oct / 2024	Acc to Green table .	

Medan, 7 Oktober 2024

Diketahui oleh:  
Ketua Prodi

(Dr. Pirman Ginting, S.Pd., M.Hum.)

Dosen Pembimbing

(Hj. Darmawati, M.Pd.)



MAJELIS PENDIDIKAN TINGGI  
 UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
 FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
 Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238  
 Website: <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

## PERNYATAAN KEASLIAN SKRIPSI

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Saya yang bertandatangan dibawah ini :

Nama : Naiyla  
 NPM : 2002050056  
 Program Studi : Pendidikan Bahasa Inggris  
 Judul Skripsi : The Effect of Using Wordwall Website as A Strategy on Students' Vocabulary Mastery

Dengan ini saya menyatakan bahwa skripsi saya yang berjudul "The Effect of Using Wordwall Website as A Strategy on Students' Vocabulary Mastery" adalah bersifat asli (Original), bukan hasil menyadur mutlak dari karya orang lain.

Bilamana dikemudian hari ditemukan ketidaksesuaian dengan pernyataan ini maka saya bersedia dituntut dan diproses sesuai dengan ketentuan yang berlaku di Universitas Muhammadiyah Sumatera Utara.

Demikian pernyataan ini dengan sesungguhnya dan dengan yang sebenarnya.

Medan, Oktober 2024

Hormat Saya

Yang membuat pernyataan,



Naiyla

Unggul | Cerdas | Terpercaya

## ABSTRACT

**Naiyla, 2002050056. "The Effect of Using Wordwall Website as a Strategy on Students' Vocabulary Mastery". Skripsi. English Education Program Faculty of Teachers Training and Education. Universitas Muhammadiyah Sumatera Utara. Medan. 2024**

This research aimed to find out the significant effect of using Wordwall Website as a strategy on students' vocabulary mastery. This research was conducted at MTs Babul Ulum Medan. The population of this study was the eight grade at 2024/2025 academic year. This research used quantitative with quasi experimental design. The population were 120 students which distributed in four classes, there are VIII A, VIII B, VIII C, and VIII D. The sample consisted of 60 students was taken by using random sampling technique. The sample was divided into 2 classes, namely experimental group which consisted 30 students and control group consisted 30 students. The experimental group used Wordwall Website while the control group did not use Wordwall Website. The instrument of this research had 15 item tests, 10 of multiple choices test and 5 of arrange test. The results of the 2 classes showed that using of Wordwall Website is higher than without using Wordwall Website, it could be seen of the students' mean scores in the pre-test experimental group (50.96) and post-test (85.26), while from the control group pre-test (49.26) and post-test (72.83). In this case, the wordwall website has a positive impact on students' vocabulary mastery. Based on the research findings, it could be concluded that there was a significant effect of using Wordwall Website as a strategy on students' vocabulary mastery. In the other words, the null hypothesis (H<sub>0</sub>) was rejected and the alternative hypothesis (H<sub>a</sub>) was accepted.

**Keywords :** *Wordwall Website, Vocabulary Mastery*

## ACKNOWLEDGEMENTS



*Assalamu'alaikum Warahmatullahi Wabarakatuh*

First of all, the researcher would like to thank you to almighty Allah Subhanahuwata'ala who has provided health, benefits, and opportunities to the Researcher until they can complete a Skripsi entitled "The Effect of Using Wordwall Website as a Strategy on Students' Vocabulary Mastery". Shalawat and greetings, the Researcher says to the Prophet Muhammad Sallallahu" Alaihiwassalam, who has brought humans from the age of ignorance to the age of knowledge. In completing this Research, the Researcher encountered many obstacles. However, for the guidance, motivation, assistance, and prayers given by various parties and with the permission of Allah Subhanahuwata'ala, the Researcher can complete this Research.

The researcher realizes that in writing this research, there are still many things that could be improved in content and writing. Therefore, the researcher expects criticism and suggestions from various parties to improve this research for the better so that this research can be helpful for researchers and readers who will conduct research. Therefore, with all humility, the researcher would like to thank her beloved parents, my first loved Mr. Alm Yulianto, as a beloved father, and Mrs. Saidah, as a beloved mother, who always provided love, motivation, support, good advice, and blessings, as well as every in addition. The researcher also would like thank :

1. Prod. Dr. Agussani, M.AP. Rector of the Universitas Muhammadiyah Sumatera Utara.
2. Dra. Hj. Syamsuyurnita, M.Pd. Dean of the Faculty of Teacher Training and Education, Universitas Muhammadiyah Sumatera Utara.
3. Dr. Hj. Dewi Kesuma Nasution, M.Hum. Deputy Dean I of the Faculty of Teacher Training and Education, Universitas Muhammadiyah Sumatera Utara.
4. Dr. Mandra Saragih, M..Hum. Deputy Dean III of the Faculty of Teacher Training and Education, Universitas Muhammadiyah Sumatera Utara.
5. Pirman Ginting, S.Pd., M.Hum. Head of English Education Study Program, Universitas Muhammadiyah Sumatera Utara.
6. Rita Harisma, S.Pd., M.Hum. Secretary of the English Education Study Program, Universitas Muhammadiyah Sumatera Utara.
7. Hj. Darmawati, S.Pd., M.Pd. My beloved supervisor lecturer who gives me suggestions, advices, supports and guidance to finish her research
8. Mr. and Mrs. Lecturers of the Faculty of Teacher Training and Education, Univeritas Muhammadiyah Sumatera Utara, who have provided guidance and knowledge to the researcher during lectures.
9. Drs. Waluyo. Headmaster of MTs Babul Ulum Medan to give her permission to do research in the school.
10. Especially for her beloved sister and brothers, Shella Yulanda, S.Pd, Wijaya Yulian, Randy Syahputra, and Muhammad Dimas who has given prayers, loves, cares, supports and motivation in finishing her study at Faculty of Teacher Training and Education, Universitas Muhammadiyah Sumatera Utara.



11. For her beloved best friends, Dini Alfio Nita and Hanna Peritiwi. Thank you for being a good friend and listener that always supports and give her advices, loves, cares, and funny jokes through the struggle to complete this research.
12. For her beloved friends from Junior High School until now, Adelia Putri, Adinda Istiqomah, Latifah Ainun Siregar, Wafiq Indana Zulva, Wina Rohimah for their support, suggestion, and prayers in writing this research.
13. For her beloved friends, Sahdrina, Mifta Huljannah, Nadya Azrani, Nabilla Azzahra, and Widya Aulia for their supports, attentions, prayers and motivation to complete this research.
14. All of her friends in Stambuk 2020 classmates in the English Education Program at FKIP UMSU for the shared experiences, camaraderie, and friendship that have made this academic journey unforgettable.
15. Last but not least, the researcher would like to thank herself for having successfully passed the lecture process to completion of this research. Thank you for being patient, staying afloat, and always healthy in every completion of this research.

Medan, 12 October 2024  
The Reseacher

**Naiyla**

## TABLE OF CONTENTS

<b>ABSTRACT</b> .....	<b>i</b>
<b>ACKNOWLEDGEMENTS</b> .....	<b>ii</b>
<b>TABLE OF CONTENTS</b> .....	<b>v</b>
<b>LIST OF THE TABLES</b> .....	<b>vii</b>
<b>LIST OF THE FIGURES</b> .....	<b>viii</b>
<b>CHAPTER I INTRODUCTION</b> .....	<b>1</b>
A. The Background of The Study .....	1
B. The Identification of The problem .....	3
C. The Scope and Limitation .....	3
D. The Formulation of The Problem .....	3
E. The Objective of The Study .....	3
F. The Significant of The Study .....	4
<b>CHAPTER II REVIEW OF LITERATURE</b> .....	<b>5</b>
A. Theoretical Framework .....	5
1. The Concept of Vocabulary .....	5
1.1 Definition of Vocabulary .....	5
1.2 Kinds of Vocabulary .....	6
1.3 The Importance Vocabulary .....	11
1.4 Vocabulary Mastery .....	12
1.5 Aspect of Vocabulary .....	13
1.6 Teaching and Learning Vocabulary .....	15
2. Teaching Strategy .....	16

2.1 Definition of Teaching Strategy .....	16
2.2 Characteristics of Teaching Strategies .....	17
2.3 Types of Teaching Strategies.....	18
3. Wordwall Website .....	21
3.1 Definition of Wordwall Website .....	21
3.2 The Advantages of Wordwall Website .....	22
3.3 The Disadvantages of Wordwall Website .....	23
3.4 How to Use Wodwall Website .....	24
B. Previous Related Studies .....	26
C. Conceptual Framework .....	28
D. Research Hypothesis .....	29
<b>CHAPTER III RESEARCH METHODOLOGY .....</b>	<b>30</b>
A. Research Design .....	30
B. Location and Time .....	31
C. Population and Sample .....	31
D. Instrument of Research .....	33
E. Technique of Data Collection .....	33
F. Technique of Data Analysis .....	34
<b>CHAPTER IV DATA AND DATA ANALYSIS .....</b>	<b>37</b>
A. Data Collection .....	37
B. Data Analysis .....	40
C. Testing Hypothesis .....	45
D. Findings .....	47

<b>CHAPTER V CONCLUSION AND SUGGESTION .....</b>	<b>48</b>
A. Conclusion .....	48
B. Suggestion .....	48
<b>REFERENCES .....</b>	<b>50</b>
<b>APPENDICES .....</b>	<b>52</b>

## **LIST OF THE TABLES**

Table 3.1 Research Design .....	30
Table 3.2 Population of Research .....	31
Table 3.3 Sample of Research .....	33
Table 4.1 The Result of Pre-test and Post-test in Experimental Group .....	37
Table 4.2 The Result of Pre-test and Post-test in Control Group .....	39
Table 4.3 Difference Between Pre-test and Post-test of Experimental .....	40
Table 4.4 Difference Between Pre-test and Post-test of Control .....	42
Table 4.5 Calculating Correlation Between Variable X and Y .....	44

## LIST OF FIGURES

Figure 2.1 Registration Display in Wordwall Website .....	24
Figure 2.2 Google Sign in Wordwall Website .....	24
Figure 2.3 Display of Menu in Wordwall Website .....	25
Figure 2.4 Display in Exercise Creation .....	25
Figure 2.5 Display When Saving Exercises .....	25
Figure 2.6 Display When An Exercises is Already in Use .....	26
Figure 2.7 Conceptual Framework .....	29

# **CHAPTER I**

## **INTRODUCTION**

### **A. The Background of The Study**

Vocabulary is used to talk about ideas in communicating so that the students can know the information well. It is the primary step for the students if they need to attain their objective in learning English attitude. Learning vocabulary is very important because vocabulary is needed by someone to understand reading, write a text or speak it well. Furthermore, vocabulary is basic to English dialect because without having a sufficient vocabulary, the learners will have difficulty in understanding others' means or expressing their ideas (Putri & Wahyuni, 2019) In fact, most students in Indonesia have many difficulties learning English, especially for mastering vocabulary.

This research problem was taken from actual events that occurred in the classroom. Based on the researcher's experience when following field teaching practice activities (PLP) III, researcher found that the students have some problems in learning English especially in vocabulary. The students are difficult to memorize some new words and they struggle to understand the meaning of words because they do not have enough vocabulary. The students also are not interested in learning vocabulary because they think English is very hard to understand. Based on the problems above, researcher is interested in helping solve these problems. Then researcher applied strategy that used learning media from the Wordwall Website to help students learn new words.

Teaching vocabulary is not easy, therefore teachers must need media to support the learning process more effectively and fun. In teaching vocabulary, the teacher requires strategies, methods, and material to be able develop material in accordance with students' needs (Lelawati , 2018). Furthermore, appropriate instructional media must be used to increase students' motivation during the learning process (Aini, 2013). Media is something that can deliver information and support English teaching and learning activity effectively (Sudiran & Prasetyowati, 2014). The media can play a role in overcoming boredom in leaning in the classroom (Tafonao, 2018).

To help the students to mastering vocabularies, teachers should combine their teaching strategies up to date with students' interest. In this digital era, the internet is one of the most popular technologies. The internet provides a variety of websites. There are several web tools media for learning English, such as Quizlet, Kahoot, Padlet or others, but there is a specific web tools that present some games in it while learning, Wordwall Website. Wordwall is a web application with many features that provide bulletin boards with various themes and activities, including the games as support tools to learn vocabulary (Uspa, 2020).

Based on the study, the researcher chose the Wordwall Website as a strategy to influence students' vocabulary. The researcher believed that the Wordwall Website was an effective medium for helping students on vocabulary mastery, as it was engaging for both teachers and students. The decision to use the Wordwall Website is supported by previous studies. This study, titled "The Effect of Using



Wordwall Website as a Strategy on Students' Vocabulary Mastery," focused on junior high school students.

### **B. The Identification of Problem**

The problems of this research could be identified as follows :

1. The students still have limited vocabulary.
2. The students struggle to remember new vocabulary.
3. The students are difficult to understand the meaning of words.
4. The students do not know how to spell words correctly.
5. The students are not motivated to learn vocabulary.

### **C. The Scope and Limitation**

The scope and limitation of this research would focused on the students' vocabulary mastery by using Wordwall Website. It would be conducted the Eight students at MTs. Babul Ulum Medan.

### **D. The Formulation of The Study**

The formulation of this problem as follows :

Is there any significant effect of using Wordwall Website on students' vocabulary mastery ?

### **E. The Objectives of The Study**

The objective of the study could be explained as follows :

To find out the significant effect of using Wordwall Website on students' vocabulary mastery

## **F. The Significance of The Study**

The result of the study are expected to be useful for :

### **a. Theoretically**

The theoretically of Wordwall Website explains that useful to give a value contribution on students' improvement in vocabulary mastery.

### **b. Practically**

#### 1. For the researchers

By doing the research, The researcher hopes that he can study and get more information to identify the problem in mastering vocabulary in using word wall website.

#### 2. For the students

By learning vocabulary by using word wall website, they can increase their vocabularies and can spell the words well. They can also speak English a little bit after using this strategy.

#### 3. For the teachers

This research is expected to provide the information about the students' vocabulary mastery by using word wall strategy. The teachers can use the result of the study as the reference on teaching vocabulary activities.

## **CHAPTER II**

### **REVIEW OF LITERATURE**

#### **A. Theoretical Framework**

Studies that are theoretical in nature provide support for a study since they describe theories pertaining to the variables under investigation. Research debates are based on or refer to these theories. These theories serve as justification for the issue that has to be investigated for study clarity. The following are some topics that this study will cover.

#### **1. The Concept of Vocabulary**

##### **1.1 Definition of Vocabulary**

Vocabulary is collection of words, or in general, vocabulary is a list of terms used to communicate with other people, expressing their feelings, opinions, and criticism. Vocabulary is the fundamental element in learning English, and it needs to be mastered.

There are some definitions of vocabulary by some experts. Linse (2005) stated that vocabulary is a collection of words that an individual knows. Thornbury (2002) defined that vocabulary refers to words or terms that have meaning in it. It is used to communicate and understand an idea. Another definition, Sanjaya (2022) stated that vocabulary is the main component of language proficiency that act as support tool to master skills in English (reading, listening, writing, and speaking).

Based on the definitions above , it can be concluded that vocabulary is an important part of language because it is made up of words that have meanings.

People who are learning a language need to remember as many words as they can so that it is easier for them to learn the four basic skills of English: reading, listening, writing, and speaking.

## **1.2 Kinds of Vocabulary**

Hatch & Brown (1955), indicates two kinds of vocabulary, namely as receptive vocabulary and productive vocabulary.

### **a. Receptive vocabulary**

Receptive Vocabulary means words that learners recognize and understand when they are used in context, but which they cannot produce. The type of vocabulary that learners recognize when they see or meet in reading text but do not use it in speaking and writing (Stuart, 2008).

### **b. Productive vocabulary**

Productive vocabulary is the words that the learners understands and are able to pronounce correctly and use constructively in speaking and writing. It consists of what is needed for receptive vocabulary plus the ability to speak or write at the appropriate time. Productive vocabulary can be addressed as an active process, because the learners can produce the words to express their thoughts to others (Stuart, 2008).

Vocabulary can be varied into various kinds of vocabulary. Harmer (1991) also divides vocabulary into two types :

1. Active vocabulary refers to vocabulary that students have learned. They are expected to be able to use by students.

2. Passive vocabulary refers to words, which students will recognize when they met them but they will probably not be able to produce.

Furthermore, there are six kinds of vocabulary, which is more comprehended than previous theory, such as (Thornbury, 2002) :

a. Word Classes

Word class called part of speech that consists of eight elements which play different roles in a text. There are:

1) Noun

Noun is word that used to indicate names of persons, places, things, ideas, or qualities. There are two kinds of noun; common noun and proper noun. Common noun refers to things which were not specific, such as book, pen, table, market. Proper noun refers to specific name of things, such as January, Sunday, Beat motorcycle, Indonesia, Barack Obama (Idaryani, 2015, p. 22 - 24).

2). Pronoun

Pronoun is a class of word that replaces a noun that has already been mentioned before. It included I, you, him, her, me, this, that, they, which, she, he, etc. Pronoun has six categories, such as personal pronoun (I, you, they, we, she, he, it, me, us, them, him, her), possessive pronoun (my, your, our, their, his, her, its, mine, yours, his, hers, ours, theirs), reflexive pronoun (myself, yourself, themselves, ourselves, himself, herself, itself), reciprocal pronoun (each other, one another), relative pronoun (who, whom, whose, which, that) and demonstrative pronoun (this, these, that, those)

### 3). Verb

Verb is a class of word that conveys action or a state being of the subject.

There are eight kinds of verb, such as: transitive verb (ask, buy, make), intransitive verb (arrive, come, go), irregular verb (choose, feel, send, write), regular verb (accept, decide, walk), action verb (eat, grow, jump, run), stative verb (deserve, forgive, impress), linking verb (act, be, look, seem) and causative verb (get, have, let).

### 4). Adjective

Adjective is a class of word that used to give addition information or describe or modify noun and pronoun. It places after linking verb or before noun, for examples, **old** house, **green** car, **pretty** girl and so on.

### 5). Adverb

Adverb is a class of word that modifies verbs, adjectives, or other adverbs. It answered question when, where, why, how, how much, under what condition (Vachula, 2008, p. 1). There are seven kinds of adverb, such as adverb of time (early, recently, now), adverb of manner (fast, slowly, quickly), adverb of degree (enough, so, too, very), adverb of modality (likely, maybe, perhaps), adverb of frequency (always, seldom, often, sometimes), adverb of place (behind, here, nearby) and adverb of focus (also, even, just, only).

### 6). Preposition

Preposition is a class of word that link nouns or pronoun to other words for building a preposition phrase in a sentence. There are six kinds of preposition, such as preposition of time (after, before, since), preposition of place (above,

at, in, on), preposition of movement (inside, into, towards), preposition of manner (by, in, like), preposition of purpose (for), preposition of measure (by).

#### 7). Conjunction

Conjunction is a class of word that link words, phrase, or clauses to show any relations between them. There are three kinds of conjunction, such as coordinate conjunction (for, and, nor, but, or, yet, so), subordinate conjunction (although, because, whether, while), correlative conjunction (either ... or, neither ... nor, not only ... but also).

#### 8). Determiner

Determiner is a class or word that places before noun for the limitation of the noun. There are three kinds of determiner, such as definite article (the), indefinite article (a, an, any, other), and quantifiers (few, all, many, some).

#### b. Word Families

Word family consists of base word and affixation either prefixes or suffixes. It can give new meaning which called derivative, but also keep the meaning as the base verb, which called inflexion. Inflexion signed a grammatical rule of tenses used in sentence, for instance, **played** (past) –plays (present) – **playing** (continuous). Those words still have the same meaning, but in different condition. Whereas, derivative gives different meaning as the base verb, for instance, player – **replay** – **playful**.

#### c. Word Formation

There are three types of word formation, compounding, blend and clipping. Compounding is a process of combining two or more independent

words, such as classroom, teapot, typewriter, hairdryer and so on. Blend is a process of blending two words to one form new word, such as brunch (breakfast + lunch), infotainment (information + entertainment). Clipping is a process of shortening the long words, such as flu (from influenza), email (from electronic mail), and dorm (from dormitory).

#### d. Multi-word Units

Multi-word unit consists of some words joined as a group and has its meaning, for instance look for, more or less, a lot of, sort of things.

#### e. Collocations

Collocation consists of some words in generally built a common phrases, examples, cup of tea, depend on, do the dishes, spend time, do your best, keep a secret and so on.

#### f. Words Meaning

##### 1). Homonym

Homonyms are words that have same form of alphabet but have unrelated meanings, for example I *like* to look at your painting and Your painting looks *like* new.

##### 2) Synonyms

Synonyms are words that have similar meaning, such as old – ancient – antique – aged – elderly.

##### 3) Antonyms

Antonyms are words that have opposite meaning, such as; old >< new, tall >< short, big >< small, far >< near.



### **1.3 The Importance of Vocabulary**

Students can improve their listening, speaking, reading, and writing skills by having a large vocabulary. Not only in the way they comprehend language, but also in the way they produce it. There's no doubting that mastering a language without learning or comprehending a certain amount of vocabulary will be difficult.

Vocabulary is central to English language teaching because without sufficient vocabulary, students cannot understand others or express their own ideas. Wilkins in Thornbury (2002) states that “without grammar very little can be conveyed, without vocabulary nothing can be conveyed. “ It emphasizes the importance of having a strong vocabulary in order to effectively communicate ideas. Even if someone has a good understanding of sentence structure, without a strong vocabulary, they will struggle to express themselves effectively in speech or writing. Grammar knowledge alone is not enough. Improving one's vocabulary is essential for effective communication in any language.

Students often instinctively recognize the importance of vocabulary to their language learning. As Schmitt (2010) notes, “learners carry around dictionaries and not grammar books” (p. 4). Teaching vocabulary helps students understand and communicate with others in English. Voltaire purportedly said, “Language is very difficult to put into words.” I believe English language students would concur, yet learning vocabulary also helps students master English for their purposes.

Vocabulary is taught for a variety of reasons: (1) because of the numerous researches on Vocabulary, teaching students that vocabulary is directed to

beneficial phrases can provide Positive abilities practice; (2) because a teacher is confronted with pupils who have limited Vocabulary. Students desire to continue their academic studies for several months in order to Learn new language, and (3) students and researchers believe that vocabulary is critical to learning.

#### **1. 4 Vocabulary Mastery**

The vocabulary mastery is one of the important things in learning a new language. Grabe (2015:279) states, “Raising the students’ awareness of the new words that they encounter in texts represents an important learning goal. The students must be aware of the vocabularies”. It means that the students must be able to recognize its meaning and the pronunciation.

Mastering English vocabulary in the process of learning teaching English in Junior High School is very important. By having or mastering a stock of words, someone will be able to communicate with other people easily and fluently. Vocabulary as one of important component in learning English language cannot be ignored. Without mastering English vocabulary, the students cannot master English language easily.

Vocabulary mastery is very important in English. By mastering vocabulary, one can easily convey ideas and ideas and vice versa if the vocabulary is small, it will be difficult. Therefore, teachers need to provide students with an understanding that vocabulary is an important part of language mastery (Ulfah, 2019). Tarigan (2011) states that the quality of a person's language depends on the quality of his vocabulary. The richer the vocabulary, the greater the possibility of being skilled in language. Tarigan's statement explains that the role of vocabulary

in the language is very important, both as a channel of ideas in writing and orally. The same thing was expressed by the ESA Team from Black Hill State University (2006), which states that: vocabulary or word meaning is one of the keys to comprehension, or vocabulary is one of the keys to understanding. Thus, vocabulary mastery is very important in learning English

### **1.5 Aspects of Vocabulary**

According to Kucan (2012) aspects of vocabulary consist of use, spelling, meaning, and pronunciation. These aspects are very important in mastering vocabulary.

#### **a. Use**

It is not enough to study one word separately. If you want to expand your vocabulary and be able to use words productively, in speaking or writing, you need to understand how they are used. This includes learning the prepositions associated with certain words (such as preparing for, benefiting for, skilled in, related to), or the verb forms that may follow the word (such as preparing to do, unwilling to do, considering doing). A related area of vocabulary study, which also considers how words combine, is collocation, which is considered next.

#### **b. Spelling**

Spelling is important if you want to use words in your writing. English spelling is notoriously difficult, with many words spelled differently than they sound. This is seen when examining homonyms (words that sound the same but are spelled differently). Almost every phoneme (unit of sound) has more than one

way to spell it. Some spelling errors occur frequently even among native speakers, such as confusion between them and there.

c. Meaning

Many words in English have several meanings. While some of the meanings of certain words may be similar, others can be very different. In general, when studying vocabulary it is best to study words in context (for example in a reading or listening text), and to study meaning as used in that context, focusing on one meaning rather than all possible meanings.

d. Pronunciation

Knowing how a word is pronounced is very important if you want to use it in speaking, or understand it while listening. Pronunciation, like spelling, can be a tricky area, with some words that are spelled the same way pronounced in different ways. The main difference here is the vowel sound. Indeed English has a very large number of vowel sounds when compared to other languages, and this tends to be the most difficult area for learners to deal with, with relatively easy consonants. English vowels differ greatly between dialects, which is another source of the difficulty.

An additional component to understanding how a word is pronounced is the position of stress in words with more than one syllable. This can sometimes change across different tenses, a phenomenon known as shifting stress, making pronunciation more difficult. Students will be tested one by one without being said to be wrong and right first. so that other students can try themselves to know how to pronounce the correct word

## 1.6 Teaching and Learning Vocabulary

Learning vocabulary is challenging. Learning the meaning of the words, how to use them, how to pronounce them, and how to spell them are some of the vocabulary-building skills that should be mastered (Harisma et al ,2022). Teaching vocabulary is a crucial aspect in learning a language as languages are based on words (Alqahtani, 2015). It is almost impossible to learn a language without words; even communication between human beings is based on words. Recent research indicates that teaching vocabulary may be problematic because many teachers are not confident about the best practice in vocabulary teaching and at times do not know where to begin to form an instructional emphasis on word learning (Berne & Blachowicz, 2008).

One of the least important teacher responsibilities is teaching vocabulary, yet it is critical to understand learner strategies. According to Schmitt and McCharty (1997: p.208), there are four types of vocabulary learning strategies:

### a. Discovery Strategies

When novices don't understand words, they should try to figure out what they mean by guessing from the language's structure, assuming from the L1 cognate, assuming from context, assuming from reference material, or assuming from others.

### b. Social Strategies

The social strategy of asking someone who is aware of is the second way to learn something that meanings.

### c. Memory Strategies

The majority of memory tactics involve linking the word to be remembered with a few earlier pieces of information from pupils, as well as employing a few different shapes of pictures or grouping. That image/imagination, similar and unrelated words, groupings, and other techniques are used on this level.

### d. Cognitive Strategies

Brown and Payne divide the process of learning vocabulary into five steps: (1) obtaining sources for encountering new phrases; (2) obtaining a clear impression of the new words' shapes, either visually or auditorily, or both; (3) understanding the phrases' meanings; (4) forming a strong cognitive relationship between the paperwork and the phrases' meanings, and (5) employing phrases.

## **2. Teaching Strategy**

### **2.1 Definition of Teaching Strategy**

Teaching strategy is a generalized plan for a lesson which includes structure, instructional objectives and an outline of planned tactics, necessary to implement the strategies (Stone and Morris, in Issac, 2010). Furthermore, Issac (2010) explains that teaching tactics are that behavior of the teacher which he manifests in the class i.e., the developments of the teaching strategies, giving proper stimulus for timely responses, drilling the learnt responses, increasing the responses by extra activities and so on.

## **2.2 Characteristics of Teaching Strategies**

As mentioned before, teaching strategies suggest a way in which a teaching situation can be approached. It is important to underscore their essential characteristics: (1) they have a normative character without the rigidity of a rule; they are the training component of dynamic situations, characterized by flexibility and internal elasticity. The general teaching approach outlined by educational strategies can be "adjusted" and adapted to the training events and conditions. The strategies largely carry the footprint of the trainer's teaching style, creativity and personality; (2) they have a structuring and modeling function to link the learning situations where learners are placed and to trigger their psychological mechanisms of learning; (3) the components of the strategy (methods, means and organization forms of the work) form a system, establishing the connection between them, even interrelations and interdependencies. A teaching strategy can be decomposed into a series of operations, steps, rules of conduct specific to different teaching sequences so that each decision indicating the transition to the next sequence by exploiting the information obtained in the previous step; (4) they do not identify either with the opted methodological system or the basic teaching method because the teaching strategy aims at the training process as a whole, not a single training sequence; (5) they have probabilistic meaning, that is that a particular teaching strategy, although scientifically founded and appropriate for the psychological resources of participants, cannot guarantee the success of the training process because there is a large number of variables that can intervene in the process; (6)

they involve the students in specific learning situations and rationalize and adequate the training content to their personality; and (7) they create an ideal framework for interactions between other components of the training process (Ionescu & Radu, 2001:184-185).

### **2.3 Types of Teaching Strategies**

There are many kinds of teaching strategies that can be applied in the language teaching process. Wehrli (2003) explained the teaching strategies as follow :

#### **2.3.1 Brainstorming**

Brainstorming is a process for generating multiple ideas/options in which judgment is suspended until a maximum number of ideas has been generated. Al-maghrawy in Al-khatib (2012: 31) also defines that brainstorming as a group creativity forum for general ideas. Moreover, Sayed in Al-khatib (2012: 31) purposed some importance of brainstorming for the students. Those are: (a) helping students to solve problems; (b) helping students to benefit from the ideas of others through the development and build on them; and (c) helping the cohesion of the students and building relationships among them and assess the views of others. In addition, brainstorming has some advantageous, they are: (a) actively involving learners in higher levels of thinking; (b) promoting peer learning and creates synergy; (c) promoting critical thinking; and (d) helping groups reach consensus. On the other hand, there are some disadvantageous of brainstorming. (a) requiring learners discipline; (b) may not be effective with large groups; and (c) can lead to “group think”.



### 2.3.2 Case-based Small-group Discussion

In this teaching strategy, small groups of 5-10 address case-based tasks, exchanging points of view while working through a problem-solving process. In this teaching strategy process, Srinivasan, Wilkes, Stevenson, Nguyen, and Slavin (2007) explained that the group focuses on creative problem solving, with some advance preparation. Discovery is encouraged in a format in which both students and facilitators share responsibility for coming to closure on cardinal learning points. Case-based Small-group Discussion has some advantageous. They can be (a) actively involves participants and stimulates peer group learning; (b) helps participants explore pre-existing knowledge and build on what they know; (c) facilitates exchange of ideas and awareness of mutual concerns; and (d) promotes development of critical thinking skills; On the other hand, Case-based Small-group Discussion has some disadvantageous. It (a) can potentially degenerate into off-task or social conversations; (b) can be a challenge to ensure participation by all, especially in larger groups; and (c) can be frustrating for participants when they are at significantly different levels of knowledge and skill.

### 2.3.3 Demonstration

Demonstration means performing an activity so that learners can observe how it is done in order to help prepare learner to transfer theory to practical application. Moreover, demonstration strategy involves the teacher showing learners how to do something (Adekoya and Olatoye, 2011). The advantageous of demonstration are to (a) help people who learn well by modelling others; (b)

promote self-confidence; (c) provide opportunity for targeted questions and answers; and (d) allow attention to be focused on specific details rather than general theories. The disadvantages of demonstration: (a) is of limited value for people who do not learn best by observing others; (b) may not be appropriate for the different learning rates of the participants; and (c) requires that demonstrator have specialized expertise if highly technical tasks are involved.

#### 2.3.4 Games

Games are used to bring competition, participation, drills, and feedback into the learning experience as a motivator and opportunity for application of principles. Carefully planned uses of games in the classroom (e.g., for practicing certain verbs, tenses, questions, locatives, etc.) add some interest to a classroom (Brown, 2000: 146). The advantages of game: (a) actively involves learners; (b) can add or regenerate motivation; (c) promotes team learning and collaborative skills; (d) provides a challenge that can lead to confidence in knowing and expressing the material; (e) provides feedback; and (f) can create a “fun” learning environment. The disadvantages of game: (a) can create in-group/out-group feelings; (b) can demotivate students who are not competitive by nature; (c) can create feelings of inadequacy in those not as skilled or forceful; and (d) can discourage creativity if the format is very rigid and the focus is strongly on winning.

#### 2.3.5 Independent study

Independent study is a teaching strategy designed to enhance and support other instructional activities. Learning activity is typically done entirely by the

individual learner (or group of learners) using resource materials. It may be done using computer/web-based technology. Alberta Learning (2002: 73) also defines independent study as an individualized learning experience that allows students to select a topic focus, define problems or questions, gather and analyze information, apply skills, and create a product to show what has been learned. The advantageous of independent study: (a) fosters independent learning skills; (b) allows learners to progress at their own rate; and (c) enhances other learning experiences. The disadvantageous of independent study: (a) may be disconnected from immediate objectives; and (b) may be difficult to identify/access appropriate materials.

### **3. Wordwall Website**

#### **3.1 Definition of Wordwall Website**

Wordwall is an interactive learning media and has a variety of games using technology such as smartphones or laptops that function as tools in making it easier for students to move in the classroom (Purnamasari, 2022). Wordwall is an interesting applications in browsers. This application aims specifically as a learning resource, learning medium and assessment tool that is fun for students. Where in the wordwall are provided examples of teacher creations that can be used by new users and make new users get an idea of what kind of creation will be (Wafiqni & Putri, 2021). Wordwall is a web-based learning media in the form of a simple game where students are invited to follow existing commands and choose the correct answer by clicking on the specified object. Where this

application is fairly easy to use and can be used easily by students and educators (Minarta & Pamungkas, 2022).

The wordwall website is considered very interesting and not boring for students. This website-based application can be used to create learning media such as quizzes, matchmaking, pairing, anagrams, word randomization, word search, grouping, etc. Interestingly, in addition to providing users with access to the media they have created online, they can also download the material and print it on paper. According to Lewis, (2017) Word wall is an online tool for designing study exercises that is completely free. Word wall media is very helpful for researchers in enriching vocabulary mastery.

Wordwall website is one strategy to provide learning that will make students happy to learn. Through the media word wall is not only emphasized on just understanding vocabulary can also be used to train students' understanding in defining a word. By applying the word wall website, students can remember the vocabulary without feeling that they are very serious in studying. There are several kinds that the researcher use in this research, such as match up, find the match, unjumble, matching pairs, group sort, word search, labeled diagram and crossword.

### **3.2 The Advantages of Wordwall Website**

According to Maghfiroh (2018, p. 66) some of the advantages of wordwall learning media include the following: (1) Free for basic choices with several templates (2) This game can be sent directly via whatsapp, Goggle Classroom or other applications. (3) This software offers many types of games such as

crossword, quiz, random cards and many others. (4) Another advantage is that the game that has been made can be printed in PDF form, so it will be easier for students who have problems with the network. (5) Wordwall can make it easier for students to understand the subject matter, and easy to use to find out how students are doing. (6) Wordwall is suitable for evaluating learning and providing stimulation to students.

According to Mujahidin, et al (2021, p. 557), the advantage of the wordwall application is that it is able to provide a meaningful learning system and can be followed easily by elementary and higher level students, the assignment model is in the wordwall software, which can be accessed by students through their cellphones, and is creative. Meanwhile, Pamungkas, et al (2021, p. 140) argue that the advantages of this wordwall media, among others: (1) Media is flexible, can be used for various levels in students, (2) Interesting and not monotonous, (3) Creative.

### **3.3 The Disadvantages of Wordwall Website**

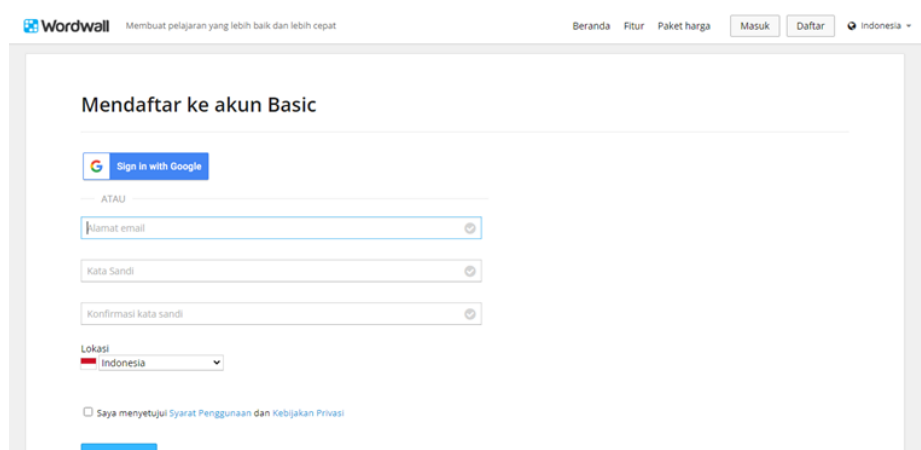
Wordwall website also has disadvantages to be used as a learning media. According to Lestari (2021, pp. 112-113), the weaknesses of wordwall media are: 1) In making this wordwall application takes a long time, 2) In its use the font size is sometimes too small and cannot be changed, 3) If you do not have quota / quota internet access, you cannot open the wordwall application.

Another opinion was expressed by Mujahidin, et al (2021, p. 557) that the weakness of wordwall media is: in its use, it is prone to fraud and the font size cannot be changed, in making it takes longer, and can only be seen because of

visual media. Meanwhile, Pamungkas, et al (2021, p. 140), some of the shortcomings of this wordwall media, are that it takes more time to make it and this media can only be seen because it is a visual media.

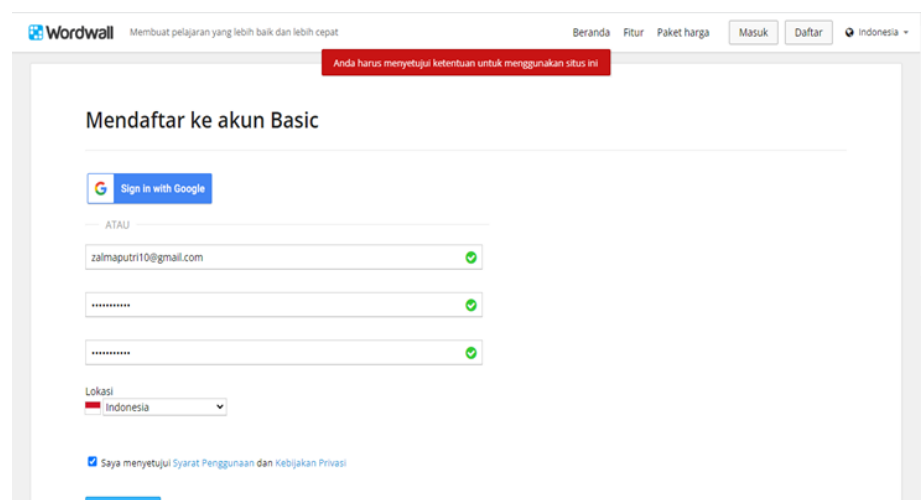
### 3.4 How to Use Wordwall Website

There are several ways to access Wordwall, namely for admins (teachers) and students. On admin can be accessed via <https://wordwall.net/id>.



The screenshot shows the Wordwall website's registration page. The header includes the Wordwall logo, the tagline 'Membuat pelajaran yang lebih baik dan lebih cepat', and navigation links for 'Beranda', 'Fitur', 'Paket harga', 'Masuk', and 'Daftar'. The main heading is 'Mendaftar ke akun Basic'. Below this, there is a 'Sign in with Google' button. Underneath, the text 'ATAU' is followed by a form with four input fields: 'Alamat email', 'Kata Sandi', and 'Konfirmasi kata sandi', each with a green checkmark icon. A 'Lokasi' dropdown menu is set to 'Indonesia'. At the bottom, there is a checkbox labeled 'Saya menyetujui Syarat Penggunaan dan Kebijakan Privasi' which is currently unchecked.

Figure 2.1 Registration Display in Wordwall Website



This screenshot shows the same registration page as Figure 2.1, but with a red banner at the top stating 'Anda harus menyetujui ketentuan untuk menggunakan situs ini!'. The 'Sign in with Google' button is now active. The 'Alamat email' field contains 'zaimaputri10@gmail.com' and has a green checkmark. The 'Kata Sandi' and 'Konfirmasi kata sandi' fields are filled with asterisks and also have green checkmarks. The 'Lokasi' dropdown remains set to 'Indonesia'. The checkbox 'Saya menyetujui Syarat Penggunaan dan Kebijakan Privasi' is now checked.

Figure 2.2 Google Sign-in Wordwall Website



Figure 2.3 Display of Menu in Wordwall Website

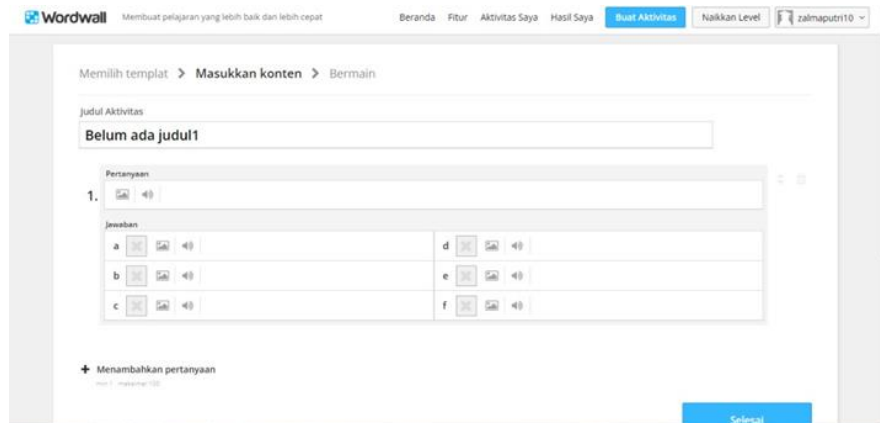


Figure 2.4 Display in Exercises Creation

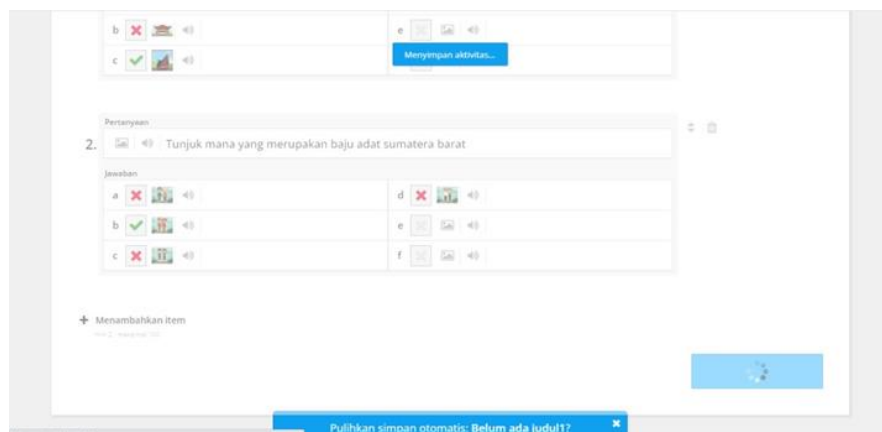
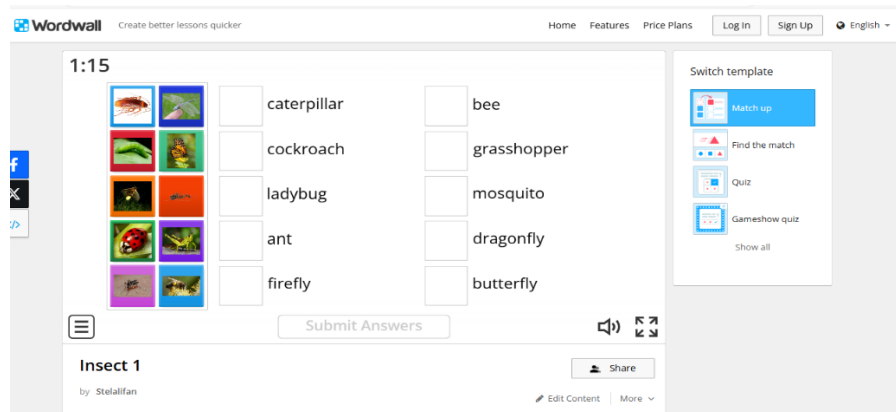


Figure 2.5 Display When Saving Exercises



**Figure 2.6 Display When An Exercises is Already in Use**

## B. Previous Related Studies

Some related studies become the references for this research, namely :

1. *Teaching English Vocabulary to Young Learners with Wordwall Application : An Experimental Study*. It wrote by Putu Cening Pradini and Ni Luh Putu Era Adnyayanti (2022). This objective of this study is to improve the English vocabulary of young learner students at SDN 1 Mambang by using Wordwall. In this article used quantitative method with experimental design. This article show that the mean score of the student in the pre-test was 53.33, categorized as satisfactory, and the student's scores in the post-test increased by 73.33, categorized as good. The results obtained show that the use of Wordwall Application can increase students' vocabulary achievement and motivation to learn English.
2. *Improving Students' Vocabulary on Descriptive Text by Using Word Wall Media on Seventh Grade of Junior High School*. It wrote by K. Sari Wijayanti, T. Setyowati, and Wiyaka (2023). This study aims to find out whether or not using Wordwall media can improve students' vocabulary mastery on descriptive text.



This subject of this article was the 34 students of VII E at SMP Negeri 6 Semarang in academic year 2022/2023. This article used Class Action Research involved two cycle. The result of cycle 2 successfully improved the students' mean to 80, and more than 75% of the students scored above the minimum standard, which were 74. Therefore, it means that the use of the Wordwall was effective in improving students' vocabulary.

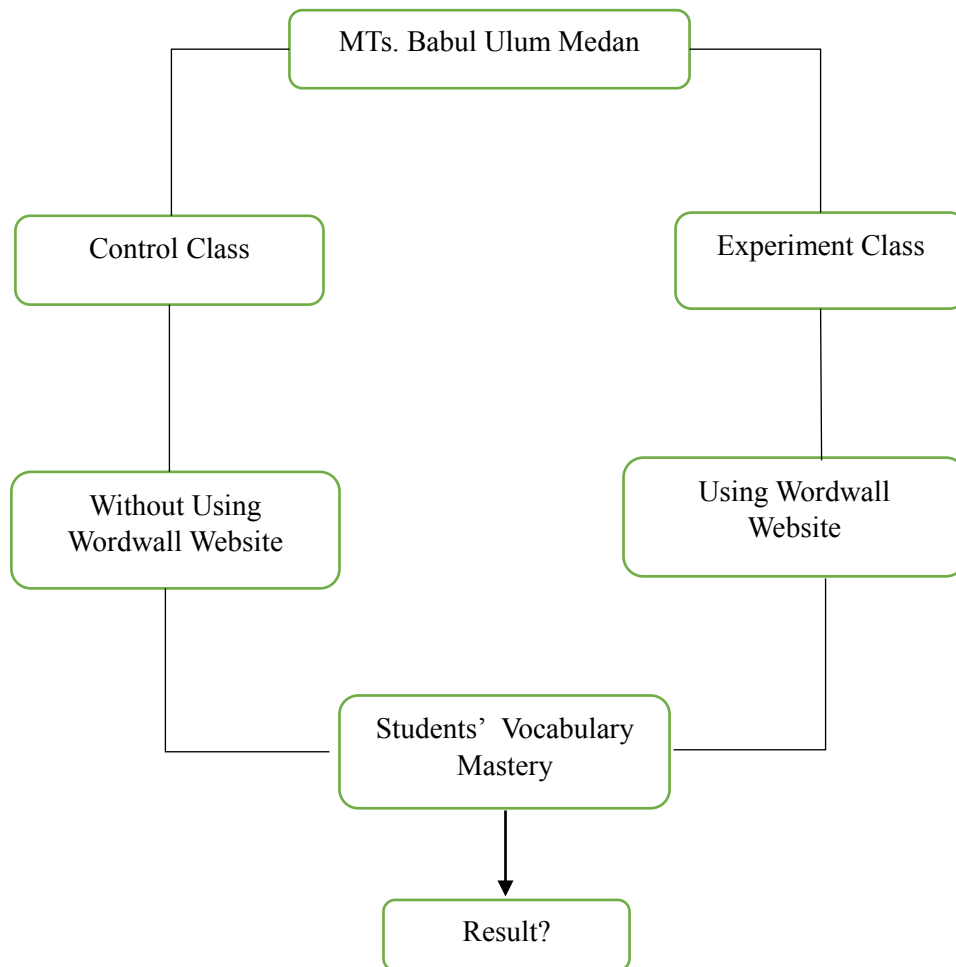
3. *The Effect of Using Wordwall.net in Increasing Vocabulary Knowledge of 5th Grade EFL Students*. It wrote by Esra Cila. The objective of this study is to investigate the effectiveness of using wordwall.net in learner's vocabulary knowledge. This article used quantitative data collection method, it conducted in a public secondary school in Turkey with 9 to 11 years old. The result shows that there is significance difference between each groups test before and after the treatment. As the result of this study (Çil, 2021), it presents that the use of wordwall.net in 5th grade EFL learners able to improve their vocabulary mastery.

Considering the three previous related studies, it proves that wordwall.website which had been applied in English learning classroom, had impact as a web-based education tool. Furthermore, wordwall website has been frequently researched in outside the capital city of Indonesia. There are still few researches of wordwall website in Medan, Sumatera Utara English classroom. Therefore, the researcher of this study tends to know how is the improvement of wordwall website in leaner's vocabulary mastery. The differences of this study from the previous studies are place, time and the circumstance of learning.

### **C. Conceptual Framework**

The conceptual framework above is the process of teaching vocabulary using Wordwall Website . Before doing the treatment the researcher was divided the class into two groups. The first group is the experimental group and the second is the control group. Before treatment, both groups were given a test to determine the pupils' vocabulary achievement.

There are some treatments for students using pre-test and post-test to get the scores from the students before and after using the Wordwall Website. In the first meeting the researcher used a pre-test and in the next meeting used a post-test. For the learning vocabulary, the experimental group used Wordwall Website and the control group used the conventional method. This research aims to determine the results of existing independent variables an improvement by using Wordwall Website on the students` achievement in vocabulary mastery. The conceptual framework of this research is presented in the following diagram:



2.7 Figure of Conceptual Framework

#### D. Research Hypothesis

Based on the the theory and previous studies that has been explained above, the hypothesis of this research as follows:

1. H<sub>0</sub> (Null Hypothesis) : Null hypothesis is accepted if there is no significant effect of using Wordwall Website as a strategy on students' vocabulary mastery
2. H<sub>a</sub> (Alternative Hypothesis) : Alternative hypothesis is accepted if there is significant of using Wordwall Website as a strategy on students' vocabulary mastery.

**CHAPTER III**  
**RESEARCH METHODOLOGY**

**A. Research Design**

This research used a quantitative research with quasi-experimental design. The aimed of this research was to investigate the effect of wordwall as a website tools media learning, whether it significance to the students' vocabulary mastery. Experimental design, as known as group comparison studies, is a procedure that research determines whether an activity make a difference in result for participants (Creswell, 2012). This design was divided group as experimental class and control class. In experimental class, the class got treatment, while in control class did not get the treatment. This research focused on giving treatment to the experimental class by applying wordwall website and the control class by using conventional method. Afterwards, the researcher observed the result through test. The research design could be seen as follow :

**Table 3.1 Research Design  
Pre and Posttest Design of the study**

Group	Test	Treatment	Test
Control Class	Pre-test	No treatment (without using wordwall website)	Post-test
Experiment Class	Pre-test	Treatment (using wordwall website)	Post-test

## B. Location and Time

The location of this research was in MTs Babul Ulum Medan. This school is located at Jl. Masjid Pajak Rambe, Kecamatan Medan Labuhan, Kota Medan, Sumatera Utara. This research was carried out in the first semester, academic year 2024/2025. The location is chosen because in this school, many students are still low in vocabulary.

## C. Population and Sample

### 1. Population

Population is a generalization area in the form of objects or subjects that have qualities and characteristics determined by the researcher to be observed and drawn conclusions (Sugiyono, 2016). Meanwhile, Arikunto (2013) stated that the population is all subjects within the scope of research. So it can be concluded that population is the entire object or subject of research that has the qualities and characteristics observed by the researcher.

The population of this research was taken from the students at the eighth grade of MTs. Babul Ulum Medan for 2024/2025 academic year, which is divided into four classes. There will be VIII A that consists of 30 students, VIII B consists of 30 students, VIII C consist 30 students, and VIII D consists 30 students. So, the total of the population is 120 students.

**Table 3.2 Population of Research**

No	Class	Population
1.	VIII A	30
2.	VIII B	30
3.	VIII C	30
4.	VIII D	30
<b>Total</b>		<b>120</b>

## 2. Sample

Sample is part of the number of objects or subjects that have the qualities and characteristics possessed by the population (Sugiyono, 2016, p. 81). Meanwhile, Arikunto (2013, p. 174) stated that the sample is a part or representative of the population taken for research. It can be concluded from the above two opinions that the sample is a part of the overall object or subject as a representative that has the qualities and characteristics possessed by the population to be studied.

To determine the sample of the following study, the researcher used a random sampling technique. Arifin (2014) stated that random sampling is a method of random sampling, where all members of the population are given the same opportunity or opportunity to be selected as sample members. The assumption is that the population must have the same characteristics (homogeneous).

The researcher took 2 class samples to be used as an experimental class and a control class from 4 existing class populations. To determine 2 samples from 3 populations, the possibility of several class pairs will be formed, therefore to find the possibility of several class pairs the researcher searches by using the formula combination 2 out of 4, namely  ${}^4_2C = \frac{4!}{(4-2)!2!} = \frac{4 \cdot 3 \cdot 2!}{2! \cdot 2!} = 6$ . So there are 6 possibilities, namely classes AB, AC, AD, BC, BD, CD. The 6 pairs were then randomized by researcher using paper and the selected pair will be a pair of classes C and D. Classes C and D will be randomized again to determine which

class used the experimental and control groups. After being randomized, class D was selected as the experimental class and class C as the control class.

**Tables 3.3 Sample of Research**

<b>No.</b>	<b>Class</b>	<b>Sample</b>
1.	Experimental Class	30
2.	Control Class	30
	<b>Total</b>	<b>60</b>

#### **D. Instrument of the Research**

The instrument of this research was an objective test. Arikunto (2010), stated that tests are a series of questions or exercises and other tools used to measure skills, intelligence knowledge, abilities or talents possessed by individuals or groups. The test aimed to get information about students's impact before or after by using Wordwall Website. The test was pre-test and post-test. The test has been taken from student's English books. The form of the test was 10 questions of multiple choice and 5 questions of arrange test. The same test was given to the experimental and control groups for pre-test and post-test. The test was taken from the student's English book and the worksheet students.

#### **E. Techniques of Data Collection**

The data collection techniques used in this study

1. Giving pre-test to experimental group and control group
2. Provided the experimental group by using Wordwall Website
3. Provided the control group without using Wordwall Website
4. Giving post-test to experimental group and control group

## 5. Scoring each student's sample answers

### 1. Pre-test

Before treatment, a pre-test was given to determine the student's knowledge of the technique. A pre-test is administered to the experimental and control groups. The function of the pre-test is to find out the extent to which students have mastery of vocabulary before using learning media by Wordwal Website.

### 2. Treatment

The Treatment was given to the students after the pre-test. In the experimental group applied Wordwall Website, while the control group without using Wordwall Website , it was only used the student's English book for class VIII MTs.

### 3. Post-test

The post-test was given after treatment. The post-test is the final test in this research. The post-test was conducted to measure the competence of the students. Then find out the difference in the mean score of the experimental group and the control group.

## F. Techniques of Data Analysis

In this research, the data will be collected from the experimental and control group. The data was calculated by using t-test according to Sugiyono (2015)

### 1. Calculating the mean score of variable x

$$\text{Mean} = \frac{\Sigma x}{n_x}$$



2. Calculating standart deviation of variable y

$$\text{Mean} = \frac{\Sigma y}{n_y}$$

3. Calculating standart deviation of variable x

$$SD_1 = \sqrt{\frac{n(\Sigma x_2^2) - (\Sigma x_2)^2}{n_1(n_1 - 1)}}$$

4. Calculating standart deviation of variable y

$$SD_2 = \sqrt{\frac{n(\Sigma y_2^2) - (\Sigma y_2)^2}{n_1(n_1 - 1)}}$$

5. Calculating correlation between variable x and y

$$R_{xy} = \frac{n\Sigma xy - (\Sigma x)(\Sigma y)}{\sqrt{(n(\Sigma x^2) - (\Sigma x)^2)\{n(\Sigma y^2) - (\Sigma y)^2\}}}$$

6. Calculating t-observe

$$t - observe = \frac{\bar{x}_2 - \bar{x}_1}{\sqrt{\frac{s_1^2}{N_1} + \frac{s_2^2}{N_2} - 2R \left( \frac{s_1}{\sqrt{N_1}} \right) \left( \frac{s_2}{\sqrt{N_2}} \right)}}$$

7. Calculating Percentage Gain Score

$$\text{Gain Score} = \left( \frac{t^2}{t^2 + df} \right) \times 100 \%$$

Where

$t$  = the value of t-calculated

$M_x$  = mean of experimental group

$M_y$  = mean of control group

$\Sigma x^2$  = standart deviation of experimental group

$\Sigma Y^2$  = standart deviation of control group

$n_x$  = total number sample in experimental group

$n_y$  = total number sample in control group

## CHAPTER IV

### DATA AND DATA ANALYSIS

#### A. The Data Collection

The data of this study was taken on students' vocabulary mastery. The researcher collected the data based on the result of objective test. The objective test consists of pre-test and post test. the pre-test was given to find out the data before using Wordwall Website and the post-test was given to find out the effect of students' vocabulary mastery after giving the treatment by using Wordwall Website.

**Table 4.1**  
**The Result of Pre Test and Post Test on Students' Experimental Group**

No.	Student's Initial	Score	
		Pre-test ( $X_1$ )	Post-test ( $X_2$ )
1	ANP	53	93
2	AK	46	80
3	AAR	53	86
4	RA	46	86
5	AA	40	80
6	FM	60	93
7	AIH	40	80
8	DPA	46	80
9	DWD	53	86
10	FI	60	93
11	FA	46	80
12	FR	66	93
13	ANH	40	73
14	HAM	53	80
15	HQ	46	80
16	MRRN	40	80
17	MD	66	93
18	MR	60	93
19	MP	46	86
20	MAG	53	93

21	MHA	46	80
22	NS	46	86
23	NA	53	86
24	NF	53	80
25	SN	53	93
26	RAF	46	80
27	RH	66	93
28	RS	60	86
29	UF	53	93
30	ZN	40	73
<b>Total</b>		<b><math>\sum X_1 = 1529</math></b>	<b><math>\sum X_2 = 2558</math></b>
<b>Mean</b>		<b>50.96</b>	<b>85.26</b>

From the table above, the total score of pre-test in experimental group was 1529 with the number of students who take the tests was 30 students, so the students, mean was :

$$\begin{aligned} \text{Mean} &= \frac{\sum X_1}{n} \\ &= \frac{1529}{30} \\ &= 50.96 \end{aligned}$$

The mean of the students was 50.96. While mean score in post-test of experimental group was :

$$\begin{aligned} \text{Mean} &= \frac{\sum X_2}{n} \\ &= \frac{2558}{30} \\ &= 85.26 \end{aligned}$$

It can be concluded that the total score of pre-test is 1529 and the mean is 50.96. In post-test, the total score is 2558 and the mean of the score is 85.26. So, the total and mean score in experimental group is higher than the total and mean score in pre-test in experimental group. The data showed the higher score of the

pre-test in experimental group was 66 and the lowest was 40. Which the higher score of the post-test was 93 and the lowest was 73.

**Table 4.2**  
**The Result of Pre Test and Post Test on Students' Control Group**

No.	Students' Initial	Score	
		Pre-test (Y <sub>1</sub> )	Post-test (Y <sub>2</sub> )
1	AR	46	73
2	ARN	40	66
3	ANH	53	80
4	AAS	60	86
5	AA	46	60
6	AM	53	73
7	DI	40	66
8	ANR	40	53
9	DI	53	80
10	FA	40	66
11	FS	46	73
12	FM	60	86
13	HF	60	80
14	H	53	73
15	IJM	46	73
16	JW	53	80
17	KS	46	73
18	MAAT	53	80
19	MF	46	73
20	MI	33	60
21	MR	66	86
22	PNR	53	73
23	RTP	53	73
24	RAPN	60	80
25	DAS	40	60
26	S	46	73
27	SA	53	80
28	SN	40	73
29	SQ	40	60
30	TMH	60	73
<b>Total</b>		<b><math>\sum Y_1 = 1478</math></b>	<b><math>\sum Y_2 = 2185</math></b>
<b>Mean</b>		<b>49.26</b>	<b>72.83</b>

The table shown the data of this research consist of the students' name and the students' score in pre-test of the control group. The highest score of pre-test in control group was 66 and the lowest was 33. So, the total score of pre-test in control group was 1478. The mean score of pre-test in control group was 49.26. The data showed the highest score of post-test was 86 and the lowest score was 53. So , the total score of post-test in control group was 2185. The mean of post-test in control was 72.83.

Based on the data in table 4.1 and 4.2 showed that the mean score of post-test in experimental group was 85.26 and the mean of post-test in control group was 72.83. The data showed that the mean score of students in experimental group who were taught by using Wordwall Website was greater than the mean score of students in control group who were taught by using conventional method.

## B. Data Analysis

The effect of using Wordwall Website as a strategy on students' vocabulary mastery in English on students in class VIII of MTs. Babul Ulum Medan. Based on the data from the test, the score were analyzed in other to know the differences between pre-test and post-test of the experimental group.

**Table 4.3**  
**Differences between Pre-test and Post-test of Experimental Group**

No	Student's Intial	Pre-test (X <sub>1</sub> )	Post-test (X <sub>2</sub> )	X <sub>1</sub> <sup>2</sup>	X <sub>2</sub> <sup>2</sup>
1	ANP	53	93	2809	8649
2	AK	46	80	2116	6400
3	AAR	53	86	2809	7396
4	RA	46	86	2116	7396
5	AA	40	80	1600	6400
6	FM	60	93	3600	8649

7	AIH	40	80	1600	6400
8	DPA	46	80	2116	6400
9	DWD	53	86	2809	7396
10	FI	60	93	3600	8649
11	FA	46	80	2116	6400
12	FR	66	93	4356	8649
13	ANH	40	73	1600	5329
14	HAM	53	80	2809	6400
15	HQ	46	80	2116	6400
16	MRRN	40	80	1600	6400
17	MD	66	93	4356	8649
18	MR	60	93	3600	8649
19	MP	46	86	2116	7396
20	MAG	53	93	2809	8649
21	MHA	46	80	2116	6400
22	NS	46	86	2116	7396
23	NA	53	86	2809	7396
24	NF	53	80	2809	6400
25	SN	53	93	2809	8649
26	RAF	46	80	2116	6400
27	RH	66	93	4356	8649
28	RS	60	86	3600	7396
29	UF	53	93	2809	8649
30	ZN	40	73	1600	5329
<b>Total</b>		<b>X<sub>1</sub> = 1529</b>	<b>X<sub>2</sub> = 2558</b>	<b>X<sub>1</sub><sup>2</sup> = 79793</b>	<b>X<sub>2</sub><sup>2</sup> = 219320</b>

Based on the table 4.3 above, it could be seen that there was differences between pre-test and post-test score of experimental group. In pre-test, the lowest score was 40 and in post-test was 73. While the highest score of experimental group was 66 in pre-test and 93 in post-test. After calculated the data for the experimental group above the score for pre-test was 1529 and the total score for post-test was 2558. It means that the score for post-test was higher than pre-test. The mean score was calculated as follows:

**The Avarage :**

$$\bar{x} = \frac{\Sigma x}{nx} \equiv \frac{2558}{30} = 85.26$$

**Standard deviation of X variable**

$$SD_1 = \sqrt{\frac{n(\Sigma x_2^2) - (\Sigma x_2)^2}{n_1(n_1-1)}}$$

$$SD_1 = \sqrt{\frac{30(219320) - (2558)^2}{30(30 - 1)}}$$

$$SD_1 = \sqrt{\frac{6579600 - 6543364}{870}}$$

$$SD_1 = \sqrt{\frac{36236}{870}}$$

$$SD_1 = \sqrt{41.650}$$

$$= 6.45$$

**Table 4.4**  
**Difference between Pre-test and Post-test of Control Group**

No	Student's Initial	Pre-test (Y <sub>1</sub> )	Post-test (Y <sub>2</sub> )	Y <sub>1</sub> <sup>2</sup>	Y <sub>2</sub> <sup>2</sup>
1	AR	46	73	2116	5329
2	ARN	40	66	1600	4356
3	ANH	53	80	2809	6400
4	AAS	60	86	3600	7396
5	AA	46	60	2116	3600
6	AM	53	73	2809	5329
7	DI	40	66	1600	4356
8	ANR	40	53	1600	2809
9	DI	53	80	2809	6400
10	FA	40	66	1600	4356
11	FS	46	73	2116	5329
12	FM	60	86	3600	7396



13	HF	60	80	3600	6400
14	H	53	73	2809	5329
15	IJM	46	73	2116	5329
16	JW	53	80	2809	6400
17	KS	46	73	2116	5329
18	MAAT	53	80	2809	6400
19	MF	46	73	2116	5329
20	MI	33	60	1089	3600
21	MR	66	86	4356	7396
22	PNR	53	73	2809	5329
23	RTP	53	73	2809	5329
24	RAPN	60	80	3600	6400
25	DAS	40	60	1600	3600
26	S	46	73	2116	5329
27	SA	53	80	2809	6400
28	SN	40	73	1600	5329
29	SQ	40	60	1600	3600
30	TMH	60	73	3600	5329
<b>Total</b>		<b>Y<sub>1</sub> = 1478</b>	<b>Y<sub>2</sub> = 2185</b>	<b>Y<sub>1</sub><sup>2</sup> = 74738</b>	<b>Y<sub>2</sub><sup>2</sup> = 161213</b>

Based on the table 4.4 , it could be seen that there was differences between pre-test and post-test score of control group. In pre-test, the lowest score was 33 and in post-test was 53. While the highest score of control group was 66 in pre-test and 86 in post-test. after calculated the data for the contro group, the total score for pre-test was 1478 and the total score of post-test was 2185. It means that the score in post-test is higher than pre-test. The mean score was calculated as follows :

**The Avarage :**

$$\bar{x} = \frac{\Sigma y}{ny} \equiv \frac{2185}{30} = 72.83$$

Standard deviation of Y variable

$$SD_2 = \sqrt{\frac{n(\Sigma y_2^2) - (\Sigma y_2)^2}{n_1(n_1-1)}}$$

$$SD_2 = \sqrt{\frac{30(161213) - (2185)^2}{30(30 - 1)}}$$

$$SD_2 = \sqrt{\frac{4836390 - 4774225}{870}}$$

$$SD_2 = \sqrt{\frac{62165}{870}}$$

$$SD_2 = \sqrt{8.45}$$

$$SD_2 = 2.91$$

**Table 4.5**  
**Calculating Correlation Between Variable X and Variable Y**

No	X	Y	X <sup>2</sup>	Y <sup>2</sup>	XY
1	93	73	8649	5329	6789
2	80	66	6400	4356	6880
3	86	80	7396	6400	6880
4	86	86	7396	7396	7396
5	80	60	6400	3600	4800
6	93	73	8649	5329	6789
7	80	66	6400	4356	5280
8	80	53	6400	2809	4240
9	86	80	7396	6400	6880
10	93	66	8649	4356	6138
11	80	73	6400	5329	5840
12	93	86	8649	7396	7998
13	73	80	5329	6400	5840
14	80	73	6400	5329	5840
15	80	73	6400	5329	5840
16	80	80	6400	6400	6400
17	93	73	8649	5329	6789
18	93	80	8649	6400	7440
19	86	73	7396	5329	6278
20	93	60	8649	3600	5580
21	80	86	6400	7396	6880
22	86	73	7396	5329	6278
23	86	73	7396	5329	6278

24	80	80	6400	6400	6400
25	93	60	8649	3600	5580
26	80	73	6400	5329	5840
27	93	80	8649	6400	7440
28	86	73	7396	5329	6278
29	93	60	8649	3600	5580
30	73	73	5329	5329	5329
	<b>X<sub>2</sub> = 2558</b>	<b>Y = 2185</b>	<b>X<sub>2</sub><sup>2</sup> = 219320</b>	<b>Y<sup>2</sup> = 161213</b>	<b>XY = 187800</b>

$$R_{xy} = \frac{n\sum xy - (\sum x)(\sum y)}{\sqrt{(n(\sum x^2) - (\sum x)^2)\{n(\sum y^2) - (\sum y)^2\}}}$$

$$R_{xy} = \frac{30(187800) - (2558)(2185)}{\sqrt{(30(219320) - (2558)^2)\{30(161213) - (2185)^2\}}}$$

$$R_{xy} = \frac{5634000 - 5589230}{\sqrt{(6579600 - 6543364)\{4836390 - 4774225\}}}$$

$$R_{xy} = \frac{44770}{\sqrt{(36236)(62165)}}$$

$$R_{xy} = \frac{44770}{47452}$$

$$= 0.943$$

### C. Testing Hypothesis

H<sub>0</sub>: p≠0 Null hypothesis is accepted if there is no significant effect of using wordwall website as a strategy on students' vocabulary mastery

H<sub>a</sub>: p≠0 Alternative hypothesis is accepted if there is a significant effect of using wordwall website as a strategy on students' vocabulary mastery

**Determining the value of t-test with formula :**

$$t - observe = \frac{\bar{x}_2 - \bar{x}_1}{\sqrt{\frac{s_1^2}{N_1} + \frac{s_2^2}{N_2} - 2R\left(\frac{s_1}{\sqrt{N_1}}\right)\left(\frac{s_2}{\sqrt{N_2}}\right)}}$$

$$t - observe = \frac{85.26 - 60.96}{\sqrt{\frac{41.650}{30} + \frac{8.45}{30} - 2(0.934)\left(\frac{6.25}{\sqrt{30}}\right)\left(\frac{2.91}{\sqrt{30}}\right)}}$$

$$t - observe = \frac{24.3}{\sqrt{1.38 + 0.28 - 1.868(1.14)(0.53)}}$$

$$t - observe = \frac{24.3}{\sqrt{1.66 - 1.868 (0.6042)}}$$

$$t - observe = \frac{24.3}{\sqrt{1.66 - 1.286456}}$$

$$t - observe = \frac{24.3}{\sqrt{0.373}}$$

$$t - observe = \frac{24.3}{0.61}$$

$$= 39.8$$

After calculated the data by using t-test formula that critical value 39.8 then after seeking the table of distribution vocabulary method as basis of counting t-critical in certain degree of freedom (df), the calculation showed that df is  $(n - 1 = 30 - 1 = 29)$  in line of 29 that t-table is 2.045 for 0.05. It could be conclude t-test  $>$  t-table or  $39.8 > 2.045$ . So,  $H_0$  is rejected and  $H_a$  is accepted for “there was the effect of using Wordwall Website as a strategy on students’ vocabulary mastery”

**Determining the value of percentage gain score with formula:**

$$\text{Gain Score} = \left( \frac{t^2}{t^2 + df} \right) \times 100 \%$$

$$\begin{aligned} \text{Gain Score} &= \left( \frac{39.8^2}{39.8^2 + 29} \right) \times 100 \% \\ &= \left( \frac{1584.04}{1584.04 + 29} \right) \times 100 \% \\ &= \left( \frac{1584.04}{1613.04} \right) \times 100 \% \\ &= 98.20 \% \end{aligned}$$

**D. Findings**

Based on the results of data analysis, the score of students' vocabulary was effective, it was proved by using t-test of analysis data. The result of this research showed that t-test (39.8) was higher than t-table (2.045) for 0.05. The final hypothesis showed that H0 was rejected and Ha was accepted, it means that there was a significant effect of using Wordwall Website strategy on students' vocabulary mastery. While the result observed in this research title "The Effect of Using Wordwall Website as a Strategy on Students' Vocabulary Mastery". There is a difference in students' score before and after treatment by using Wordwall Website. The result of this study showed that in the experimental group, the students' average score was 50.96 for pre-test and the students' average score was 85.26 for post-test. The difference the students' average score between pre-test and post-test was 34.3. Overall, the use of Wordwall Website had 98.20% effect on students' vocabulary mastery.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on the results of data analysis and finding in the previous chapter, there was significant effect of using Wordwall Website as a strategy on students' vocabulary mastery. The result of computation in t-test 39.8, while the t-table value of 0.05 significant level was 2.045. The conclusion from the data analysis is the value of t-test (39.8) is higher than t-table (2.045). It means that the alternative hypothesis ( $H_a$ ) is accepted in teaching and learning by using Wordwall Website as a strategy significantly effected on the students' vocabulary mastery. It can be concluded that teaching and learning vocabulary by using Wordwall Website more fun and can be stimulated students' motivation to learning vocabulary.

#### B. Suggestion

Considering the conclusion above, the researcher wants to make the following suggestions : This research can help teacher to develop students' vocabulary mastery through Wordwall Website in the teaching learning process. It can help students to know more words and understand the meaning of words better. This strategy engages them in interactive, game-based learning and it also gets them excited about learning English. The researcher hopes that the students access vocabulary games in wordwall website often so that they can be increase their knowledge. Finally, this research may also be a reference for the future researcher who intended to measure the effectiveness of using Wordwall Website.

The future researcher should instigate Wordwall Website in other vocabulary field or other English language fields that can more comprehend than this research.

## REFERENCES

- Arikunto, S. (2010). *Metode Penelitian*. Jakarta: Rineka Cipta
- Cil, Esra. *The effect of using wordwall. net in increasing vocabulary knowledge of 5th grade EFL students*. Language Education and Technology 1.1 (2021): 21-28.
- Genc, Bilal. *New Trends In Teaching and Learning Vocabulary*. Çukurova Üniversitesi Sosyal Bilimler Enstitüsü Dergisi 13.2.
- Ginting, Pirman, Yenni Hasnah, and Diani Syahputri. *Bandicam: Alternatif Media Pembelajaran Interaktif dan Komunikatif di Masa Pandemi Covid 19*. Prima Abdika: Jurnal Pengabdian Masyarakat 2.1 (2022): 107-116.
- Harisma, Rita, Irma Isroyani Siregar, and Vivin Agustin. *The Effect of Using Clustering Strategy by Random Card Media on The Students' English Vocabulary*. International Journal of Science and Applied Science: Conference Series. Vol. 6. No. 1. 2022.
- Juraboeva, Nigina. *The importance of vocabulary in language learning*. 2-SON, 1-JILD FEVRAL 2023 1-QISM (2023): 9.
- Lessard-Cluston, Michael (2021). *Teaching Vocabulary : Revised Edition*. USA : Tesol Press.
- Munir, Munir. *The Correlation Between The Habit of Watching English Youtube Videos and Students' Vocabulary Mastery in EFL Class*. Journal of Technology in Language Pedagogy (JTechLP) 1.2 (2022): 138-151.
- Pradini, Putu Cening, and Ni Luh Putu Era Adnyayanti. *Teaching english vocabulary to young learners with wordwall application: An experimental study*. Journal of Educational Study 2.2 (2022): 187-196.
- Ruzmetova, Mamlakat, Firyuza Orazova, and Gulnoza Kayumova. *The role of teaching vocabulary competence in English*. Academic Research in Educational Sciences 3 (2020): 509-513.
- Saputra, Juni Bayu, and Mokhammad Sabil Abdul Aziz. *Teaching strategies*. Research Gate (2014).
- Sugiyono. 2019. *Metode Penelitian Kuantitatif, Kualitatif, Dan R&D*. Bandung: Alfabeta
- Susanto, Alpino. *The teaching of vocabulary: A perspective*. Jurnal Kata: Penelitian Tentang Ilmu Bahasa Dan Sastra 1.2 (2017): 182-191.



- Tamba, Nofita, Fiber Yun Almanda Ginting, and Anna Stasya Prima Sari. *Improving Students' Vocabulary Mastery Through The Application of Word Wall Strategy to The Tenth Grade Students of SMA GKPI Pamen Medan*. Kairos English Language Teaching Journal (2022): 47-57.
- Tekir, Serpil. *Improving EFL Learners' Vocabulary Mastery: An Action Research Approach*. (2021).
- Wijayanti, K. Sari, and T. Setyowati. *Improving Students' Vocabulary on Descriptive Text by Using Word Wall Media on Seventh Grade of Junior High School*. Prosiding Seminar Nasional Pendidikan Profesi Guru. Vol. 1. No. 1. 2023.

## **APPENDICES**

## Appendix 1

### Lesson Plan of Experimental Group

#### LESSON PLAN

##### Experimental Group

Satuan Pendidikan : MTs. Babul Ulum Medan  
 Mata Pelajaran : Bahasa Inggris  
 Kelas/Semester : VII (Ganjil)  
 Materi Pokok : Verb Forms  
 Alokasi Waktu : 1 Pertemuan(2x40 Menit)

#### A. Kompetensi Inti

1. Menghargai dan menghayati ajaran agama yang dianutnya
2. Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial
3. Memahami dan menerapkan pengetahuan (faktual, konseptual, procedural) dalam ilmu pengetahuan, teknologi, seni budaya, terkait fenomena dan kejadian yang tampak mata.
2. Mencoba, mengolah dan menyaji informasi dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

#### B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

No.	Kompetensi Dasar	Indikator Pencapaian Kompetensi
1	3.2. Memahami struktur teks dan unsur kebahasaan untuk menyatakan tindakan, kejadian, dan situasi dalam simple present tense dan simple past tense	3.2.1 Mengidentifikasi bentuk-bentuk kata kerja (verb forms) dalam kalimat. 3.2.2 Menyebutkan penggunaan verb forms sesuai dengan tense.
2	4.2 Menyusun teks sederhana terkait tindakan atau peristiwa dalam simple present tense dan simple past tense	4.2.1 Menyusun kalimat menggunakan verb forms (base form and past form) 4.2.2 Menggunakan verb forms yang benar sesuai dengan konteks kalimat

**C. Tujuan Pembelajaran**

1. Mengidentifikasi dan membedakan bentuk-bentuk verb forms (base form dan past form)
2. Menggunakan bentuk verb forms dalam kalimat sederhana sesuai dengan tense yang dipelajari.
3. Mengaplikasikan penggunaan wordwall untuk latihan soal dan evaluasi interaktif mengenai verb forms.
4. Menyusun teks pendek menggunakan verb forms yang sesuai dengan konteks.

**D. Materi Pembelajaran**

1. Fungsi sosial :  
Untuk mengungkapkan tindakan dan peristiwa dalam berbagai konteks waktu.
2. Struktur teks :  
Dalam konteks penggunaan verb forms, struktur teks mengacu pada cara Menyusun kalimat dengan kata kerja yang sesuai berdasarkan tense yang digunakan
  - a. Simple Present Tense : Subject + Verb 1 (base form) untuk kegiatan yang rutin atau fakta umum  
Example : She plays tennis every weekend
  - b. Simple Past Tense : Subject + Verb 2 (past form) untuk menggambarkan kejadian di masa lampau  
Example : They visited the museum last week
3. Unsur Kebahasaan
  - a. Kosa Kata : action verb 1 and verb 2
  - b. Ucapan, tekanan kata, intonasi, dan ejaan
  - c. Tulisan tangan

**E. Metode Pembelajaran / Teknik**

Pendekatan : Scientific Approach

Metode : Ceramah, Diskusi Kelompok, dan Latihan Soal

**F. Media, Alat, dan Sumber Pembelajaran**

1. Media
  - Power Point
  - Wordwall Website
2. Alat/Bahan
  - Laptop
  - Proyektor
3. Sumber Belajar
  - Buku Lks Bahasa Inggris Kelas VIII
  - Wordwall Website

### G. Langkah-Langkah Kegiatan Pembelajaran

Kegiatan Pendahuluan	
<ul style="list-style-type: none"> <li>➤ Guru memberi salam dan menyapa peserta didik</li> <li>➤ Guru mengecek daftar kehadiran peserta didik</li> <li>➤ Siswa melakukan review materi sebelumnya melalui tanya jawab</li> </ul>	
Kegiatan Inti	
Sintak Pembelajaran	Kegiatan Pembelajaran
Mengamati (Observating)	<ul style="list-style-type: none"> <li>➤ Guru menayangkan video yang terkait pada materi pembelajaran</li> <li>➤ Siswa mengamati video yang ditayangkan</li> </ul>
Menanyakan (Questioning)	<ul style="list-style-type: none"> <li>➤ Guru mengajukan pertanyaan terkait video yang telah diamati</li> <li>➤ Siswa mengajukan pertanyaan yang belum dipahami terhadap apa yang diamati siswa</li> <li>➤ Guru menjelaskan kepada siswa dan memberikan jawaban atas pertanyaan-pertanyaan dari siswa</li> </ul>
Mengumpulkan Informasi (Collecting Data)	<ul style="list-style-type: none"> <li>➤ Guru membagi siswa menjadi beberapa kelompok</li> <li>➤ Guru memberikan keyword untuk membuat dialog</li> <li>➤ Siswa membuat dialog percakapan mengenai materi pembelajaran</li> </ul>
Mengasosiasi (Associating)	<ul style="list-style-type: none"> <li>➤ Siswa melakukan diskusi kelompok dalam menyusun dialog yang didalamnya terdapat verb forms yang mencakup base verb dan past verb</li> </ul>
Mengkomunikasi (Communicating)	<ul style="list-style-type: none"> <li>➤ Siswa mempresentasikan hasilnya di depan kelas yang telah dibuat</li> <li>➤ Guru memberikan umpan balik dan nilai kepada siswa terhadap penampilan siswa</li> </ul>
Kegiatan Penutup	
<ul style="list-style-type: none"> <li>➤ Guru meminta siswa untuk menyimpulkan materi pembelajaran yang telah dipahami</li> <li>➤ Guru memberikan motivasi dan menutup pembelajaran</li> <li>➤ Siswa melakukan refleksi terhadap proses pembelajaran</li> </ul>	

### H. Penilaian Pembelajaran

#### 1. Teknik Penilaian

- Penilaian kompetensi sikap

- Penilaian pengetahuan (Tes Tertulis)
  - Penilaian keterampilan (Tes Praktik)
2. Instrument Penilaian
- Instrument penilaian sikap
  - Instrument penilaian pengetahuan dan keterampilan

Criteria	Score
Excellent	80 - 95
Very Good	61 - 79
Good	40 - 60
Poor	20 - 39

$$\text{Student's Score} = \frac{\text{Total Score}}{\text{Jumlah Soal}} \times 100$$

Medan, 02 September 2024

Peneliti

*Naiyla*  
Naiyla

Guru Bidang Studi Bahasa Inggris

*Amiruddin*  
Amiruddin, S.Pd

Diketahui Oleh :



## Appendix 2

### Lesson Plan of Control Group

#### LESSON PLAN

Control Group

Satuan Pendidikan : MTs. Babul Ulum Medan  
 Mata Pelajaran : Bahasa Inggris  
 Kelas/Semester : VII (Ganjil)  
 Materi Pokok : Verb Forms  
 Alokasi Waktu : 1 Pertemuan(2x40 Menit)

#### A. Kompetensi Inti

1. Menghargai dan menghayati ajaran agama yang dianutnya
2. Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial
3. Memahami dan menerapkan pengetahuan (faktual, konseptual, procedural) dalam ilmu pengetahuan, teknologi, seni budaya, terkait fenomena dan kejadian yang tampak mata.
3. Mencoba, mengolah dan menyaji informasi dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

#### B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

No.	Kompetensi Dasar	Indikator Pencapaian Kompetensi
1	3.2. Memahami struktur teks dan unsur kebahasaan untuk menyatakan tindakan, kejadian, dan situasi dalam simple present tense dan simple past tense	3.2.1 Mengidentifikasi bentuk-bentuk kata kerja (verb forms) dalam kalimat. 3.2.2 Menyebutkan penggunaan verb forms sesuai dengan tense.
2	4.2 Menyusun teks sederhana terkait tindakan atau peristiwa dalam simple present tense dan simple past tense	4.2.1 Menyusun kalimat menggunakan verb forms (base form and past form) 4.2.2 Menggunakan verb forms yang benar sesuai dengan konteks kalimat

**C. Tujuan Pembelajaran**

1. Mengidentifikasi dan membedakan bentuk-bentuk verb forms (base form dan past form)
2. Menggunakan bentuk verb forms dalam kalimat sederhana sesuai dengan tense yang dipelajari.
3. Mengaplikasikan penggunaan wordwall untuk latihan soal dan evaluasi interaktif mengenai verb forms.
4. Menyusun teks pendek menggunakan verb forms yang sesuai dengan konteks.

**D. Materi Pembelajaran**

## 1. Fungsi sosial :

Untuk mengungkapkan tindakan dan peristiwa dalam berbagai konteks waktu.

## 2. Struktur teks :

Dalam konteks penggunaan verb forms, struktur teks mengacu pada cara Menyusun kalimat dengan kata kerja yang sesuai berdasarkan tense yang digunakan

- a. Simple Present Tense : Subject + Verb 1 (base form) untuk kegiatan yang rutin atau fakta umum

Example : She plays tennis every weekend

- b. Simple Past Tense : Subject + Verb 2 (past form) untuk menggambarkan kejadian di masa lampau

Example : They visited the museum last week

## 3. Unsur Kebahasaan

- a. Kosakata : action verb 1 and verb 2
- b. Ucapan, tekanan kata, intonasi, dan ejaan
- c. Tulisan tangan

**E. Metode Pembelajaran / Teknik**

Pendekatan : Scientific Approach

Metode : Ceramah, Diskusi Kelompok, dan Latihan Soal

**F. Media, Alat, dan Sumber Pembelajaran**

## 1. Media

- Power Point
- Kamus Bahasa Inggris

## 2. Alat/Bahan

- Alat tulis
- Spidol
- Proyektor

## 3. Sumber Belajar

- Buku Lks Bahasa Inggris Kelas VIII



### G. Langkah-Langkah Kegiatan Pembelajaran

Kegiatan Pendahuluan	
<ul style="list-style-type: none"> <li>➤ Guru memberi salam dan menyapa peserta didik</li> <li>➤ Guru mengecek daftar kehadiran peserta didik</li> <li>➤ Siswa melakukan review materi sebelumnya melalui tanya jawab</li> </ul>	
Kegiatan Inti	
Sintak Pembelajaran	Kegiatan Pembelajaran
Mengamati (Observating)	<ul style="list-style-type: none"> <li>➤ Guru menayangkan video yang terkait pada materi pembelajaran</li> <li>➤ Siswa mengamati video yang ditayangkan</li> </ul>
Menanyakan (Questioning)	<ul style="list-style-type: none"> <li>➤ Guru mengajukan pertanyaan terkait video yang telah diamati</li> <li>➤ Siswa mengajukan pertanyaan yang belum dipahami terhadap apa yang diamati siswa</li> <li>➤ Guru menjelaskan kepada siswa dan memberikan jawaban atas pertanyaan-pertanyaan dari siswa</li> </ul>
Mengumpulkan Informasi (Collecting Data)	<ul style="list-style-type: none"> <li>➤ Guru membagi siswa menjadi beberapa kelompok</li> <li>➤ Guru memberikan keyword untuk membuat dialog</li> <li>➤ Siswa membuat dialog percakapan mengenai materi pembelajaran</li> </ul>
Mengasosiasi (Associating)	<ul style="list-style-type: none"> <li>➤ Siswa melakukan diskusi kelompok dalam menyusun dialog yang didalamnya terdapat verb forms yang mencakup base verb dan past verb</li> </ul>
Mengkomunikasi (Communicating)	<ul style="list-style-type: none"> <li>➤ Siswa mempresentasikan hasilnya di depan kelas yang telah dibuat</li> <li>➤ Guru memberikan umpan balik dan nilai kepada siswa terhadap penampilan siswa</li> </ul>
Kegiatan Penutup	
<ul style="list-style-type: none"> <li>➤ Guru meminta siswa untuk menyimpulkan materi pembelajaran yang telah dipahami</li> <li>➤ Guru memberikan motivasi dan menutup pembelajaran</li> <li>➤ Siswa melakukan refleksi terhadap proses pembelajaran</li> </ul>	

### H. Penilaian Pembelajaran

#### 1. Teknik Penilaian

- Penilaian kompetensi sikap


- Penilaian pengetahuan (Tes Tertulis)
  - Penilaian keterampilan (Tes Praktik)
2. Instrument Penilaian
- Instrument penilaian sikap
  - Instrument penilaian pengetahuan dan keterampilan

Criteria	Score
Excellent	80 - 95
Very Good	61 - 79
Good	40 - 60
Poor	20 - 39

$$\text{Student's Score} = \frac{\text{Total Score}}{\text{Jumlah Soal}} \times 100$$

Medan, 04 September 2024

Guru Bidang Studi Bahasa Inggris

  
Amiruddin, S.Pd

Peneliti

  
Naiyla





Name : Rini Ashari  
 Class : Experiment class  
 School : MTs. Babul Umm (Medan)

## PRE-TEST

**Choose the correct answer by crossing (X) a, b, c, d !**

1. They \_\_\_\_\_ movies and shows on Netflix.  
~~a.~~ watch c. sing  
 b. run d. drink
2. She has a beautiful voice and she can \_\_\_\_\_ very well.  
~~a.~~ laugh c. jump  
 b. draw ~~x~~ sing
3. They like to \_\_\_\_\_ soccer after school.  
~~a.~~ swim c. write  
~~x~~ read d. play
4. I love to \_\_\_\_\_ around the world and see new places.  
~~x~~ travel c. speak  
 b. clean d. accept
5. He sometimes \_\_\_\_\_ when he is sad or hurt.  
 a. cry c. wash  
 b. stop ~~x~~ jump
6. We \_\_\_\_\_ spaghetti in this restaurant 2 days ago.  
 a. cut ~~x~~ ate  
 b. dried d. threw
7. I \_\_\_\_\_ to school alone yesterday.  
~~x~~ cleaned c. looked  
 b. walked d. saw
8. My sister \_\_\_\_\_ in this sofa last night.  
~~x~~ slept c. took  
 b. happened d. answered
9. Last month Indonesian people \_\_\_\_\_ the Independence Day.  
~~a.~~ left c. celebrated  
~~x~~ hold d. found
10. My mother was in the kitchen, she \_\_\_\_\_ some cakes four hours ago.  
~~x~~ a. cooked c. drove  
 b. slept d. washed

**Please arrange the letters into a correct word or phrase !**

1. M - d - v - e - o = Moved  
 2. C - d - e - l - o - s = Celosa  
 3. A - w - n - e - s - r - d - e = Answer  
 4. W - t - o - r - e = Wetor  
 5. T - o - t - h - g - h - u = Toughtub

T. 7  
 F. 8

Name : M. Revan Ramadhan Nst

Class : Experiment class

School : Mts. Babul ulum

PRE-TEST

**Choose the correct answer by crossing (X) a, b, c, d !**

1. They \_\_\_\_\_ movies and shows on Netflix.  
~~X~~ watch c. sing  
 b. run d. drink
2. She has a beautiful voice and she can \_\_\_\_\_ very well.  
~~X~~ a. laugh c. jump  
 b. draw ~~X~~ sing
3. They like to \_\_\_\_\_ soccer after school.  
~~X~~ a. swim c. write  
~~X~~ read d. play
4. I love to \_\_\_\_\_ around the world and see new places.  
~~X~~ a. travel c. speak  
~~X~~ clean d. accept
5. He sometimes \_\_\_\_\_ when he is sad or hurt.  
~~X~~ cry c. wash  
 b. stop d. jump
6. We \_\_\_\_\_ spaghetti in this restaurant 2 days ago.  
~~X~~ a. cut ~~X~~ ate  
 b. dried d. threw
7. I \_\_\_\_\_ to school alone yesterday.  
 a. cleaned c. looked  
 b. walked ~~X~~ saw
8. My sister \_\_\_\_\_ in this sofa last night.  
~~X~~ a. slept ~~X~~ took  
 b. happened d. answered
9. Last month Indonesian people \_\_\_\_\_ the Independence Day.  
~~X~~ a. left ~~X~~ celebrated  
 b. hold d. found
10. My mother was in the kitchen, she \_\_\_\_\_ some cakes four hours ago.  
~~X~~ cooked c. drove  
 b. slept d. washed

**Please arrange the letters into a correct word or phrase !**

- ~~X~~ 1. M - d - v - e - o = Model  
~~X~~ 2. C - d - e - l - o - s = Celod  
~~X~~ 3. A - w - n - e - s - r - d - e = Answers  
~~X~~ 4. W - t - o - r - e = Water  
~~X~~ 5. T - o - t - h - g - h - u = Tough

T: b  
F: g

Name : Fiti MUMTARA  
 Class : experiment class  
 School : MTS . BABU ulum

PRE-TEST

Choose the correct answer by crossing (X) a, b, c, d !

- 60
1. They \_\_\_\_\_ movies and shows on Netflix.  
~~a. watch~~ c. sing  
~~b. run~~ d. drink
  2. She has a beautiful voice and she can \_\_\_\_\_ very well.  
~~a. laugh~~ c. jump  
~~b. draw~~ ~~X~~ sing
  3. They like to \_\_\_\_\_ soccer after school.  
~~a. swim~~ c. write  
~~X~~ read d. play
  4. I love to \_\_\_\_\_ around the world and see new places.  
~~a. travel~~ ~~X~~ speak  
~~b. clean~~ d. accept
  5. He sometimes \_\_\_\_\_ when he is sad or hurt.  
~~a. cry~~ c. wash  
~~b. stop~~ d. jump
  6. We \_\_\_\_\_ spaghetti in this restaurant 2 days ago.  
~~a. cut~~ ~~X~~ ate  
~~b. dried~~ d. threw
  7. I \_\_\_\_\_ to school alone yesterday.  
~~a. cleaned~~ c. looked  
~~X~~ walked d. saw
  8. My sister \_\_\_\_\_ in this sofa last night.  
~~a. slept~~ c. took  
~~b. happened~~ d. answered
  9. Last month Indonesian people \_\_\_\_\_ the Independence Day.  
~~a. left~~ ~~X~~ celebrated  
~~b. hold~~ d. found
  10. My mother was in the kitchen, she \_\_\_\_\_ some cakes four hours ago.  
~~X~~ cooked c. drove  
~~b. slept~~ d. washed

Please arrange the letters into a correct word or phrase !

1. M - d - v - e - o = modev
2. C - d - e - l - o - s = celosd
3. A - w - n - e - s - r - d - e = aweresnd
4. W - t - o - r - e = wrote
5. T - o - t - h - g - h - u = Toughth

T 2 9  
 P 2 6

Name : AFIFA NUR H.  
 Class : Experiment class  
 School : Mts. Babul Ulum Medan.

PRE-TEST

**Choose the correct answer by crossing (X) a, b, c, d !**

1. They \_\_\_\_\_ movies and shows on Netflix.  
~~X~~ watch c. sing  
 b. run d. drink
2. She has a beautiful voice and she can \_\_\_\_\_ very well.  
~~X~~ a. laugh c. jump  
 b. draw ~~X~~ sing
3. They like to \_\_\_\_\_ soccer after school.  
~~X~~ a. swim c. write  
~~X~~ read d. play
4. I love to \_\_\_\_\_ around the world and see new places.  
~~X~~ a. travel c. speak  
~~X~~ clean d. accept
5. He sometimes \_\_\_\_\_ when he is sad or hurt.  
~~X~~ a. cry c. wash  
 b. stop ~~X~~ jump
6. We \_\_\_\_\_ spaghetti in this restaurant 2 days ago.  
~~X~~ a. cut ~~X~~ ate  
 b. dried d. threw
7. I \_\_\_\_\_ to school alone yesterday.  
~~X~~ a. cleaned c. looked  
~~X~~ walked d. saw
8. My sister \_\_\_\_\_ in this sofa last night.  
~~X~~ a. slept c. took  
 b. happened d. answered
9. Last month Indonesian people \_\_\_\_\_ the Independence Day.  
~~X~~ a. left c. celebrated  
 b. hold ~~X~~ found
10. My mother was in the kitchen, she \_\_\_\_\_ some cakes four hours ago.  
~~X~~ a. cooked c. drove  
 b. slept d. washed

**Please arrange the letters into a correct word or phrase !**

- ~~X~~ M-d-v-e-o = modev  
~~X~~ C-d-e-l-o-s = celosd  
~~X~~ A-w-n-e-s-r-d-e = aweres  
~~X~~ W-t-o-r-e = water  
~~X~~ T-o-t-h-g-h-u = tohtuh

## Appendix 4

## Post-test in Experimental Group

Name : Sopana Nazrini  
 Class : Experiment Class  
 School : Mts. Babul Ulumoda

## POST-TEST

**Choose the correct answer by crossing (X) a, b, c, d !**

1. They \_\_\_\_\_ movies and shows on Netflix.  
~~a.~~ watch c. sing  
 b. run d. drink
2. She has a beautiful voice and she can \_\_\_\_\_ very well.  
~~a.~~ laugh c. jump  
 b. draw ~~d.~~ sing
3. They like to \_\_\_\_\_ soccer after school.  
~~a.~~ swim c. write  
~~b.~~ read d. play
4. I love to \_\_\_\_\_ around the world and see new places.  
~~a.~~ travel c. speak  
 b. clean d. accept
5. He sometimes \_\_\_\_\_ when he is sad or hurt.  
~~a.~~ cry c. wash  
 b. stop d. jump
6. We \_\_\_\_\_ spaghetti in this restaurant 2 days ago.  
~~a.~~ cut ~~b.~~ ate  
 b. dried d. threw
7. I \_\_\_\_\_ to school alone yesterday.  
 a. cleaned looked  
~~b.~~ walked d. saw
8. My sister \_\_\_\_\_ in this sofa last night.  
~~a.~~ slept c. took  
 b. happened d. answered
9. Last month Indonesian people \_\_\_\_\_ the Independence Day.  
~~a.~~ left ~~b.~~ celebrated  
 b. hold d. found
10. My mother was in the kitchen, she \_\_\_\_\_ some cakes four hours ago.  
~~a.~~ cooked c. drove  
 b. slept d. washed

**Please arrange the letters into a correct word or phrase !**

1. M - d - v - e - o = Moved  
 2. C - d - e - l - o - s = Closed  
 3. A - w - n - e - s - r - d - c = Answered  
 4. W - t - o - r - e = Wrote  
 5. T - o - t - h - g - h - u = Thought





Name : M. Revan Ramadhan Nst  
 Class : experiment class  
 School : MKS. Babul Ulum

## POST-TEST

**Choose the correct answer by crossing (X) a, b, c, d !**

1. They \_\_\_\_\_ movies and shows on Netflix.  
 a. watch c. sing  
 b. run d. drink
2. She has a beautiful voice and she can \_\_\_\_\_ very well.  
 a. laugh c. jump  
 b. draw  d. sing
3. They like to \_\_\_\_\_ soccer after school.  
 a. swim c. write  
 b. read  d. play
4. I love to \_\_\_\_\_ around the world and see new places.  
 a. travel  c. speak  
 b. clean d. accept
5. He sometimes \_\_\_\_\_ when he is sad or hurt.  
 a. cry c. wash  
 b. stop d. jump
6. We \_\_\_\_\_ spaghetti in this restaurant 2 days ago.  
 a. cut  c. ate  
 b. dried d. threw
7. I \_\_\_\_\_ to school alone yesterday.  
 a. cleaned c. looked  
 b. walked d. saw
8. My sister \_\_\_\_\_ in this sofa last night.  
 a. slept c. took  
 b. happened d. answered
9. Last month Indonesian people \_\_\_\_\_ the Independence Day.  
 a. left c. celebrated  
 b. hold  d. found
10. My mother was in the kitchen, she \_\_\_\_\_ some cakes four hours ago.  
 a. cooked c. drove  
 b. slept d. washed

**Please arrange the letters into a correct word or phrase !**

1. M - d - v - e - o = Moved  
 2. C - d - e - l - o - s = closed  
 3. A - w - n - e - s - r - d - c = Answered  
 4. W - t - o - r - e = wrote  
 5. T - o - t - h - g - h - u = Tough

T : 12  
 f : 3

Name : Fitrî MUMTARA  
 Class : EXPERIMENT CLASS  
 School : MTS. BABUL UUM

## POST-TEST

**Choose the correct answer by crossing (X) a, b, c, d !**

1. They \_\_\_\_\_ movies and shows on Netflix.  
~~a. watch~~ c. sing  
 b. run d. drink
2. She has a beautiful voice and she can \_\_\_\_\_ very well.  
~~a. laugh~~ c. jump  
 b. draw ~~X~~ sing
3. They like to \_\_\_\_\_ soccer after school.  
~~a. swim~~ c. write  
 b. read ~~X~~ play
4. I love to \_\_\_\_\_ around the world and see new places.  
~~X~~ travel c. speak  
 b. clean d. accept
5. He sometimes \_\_\_\_\_ when he is sad or hurt.  
~~X~~ cry c. wash  
 b. stop d. jump
6. We \_\_\_\_\_ spaghetti in this restaurant 2 days ago.  
~~a. cut~~ ~~X~~ ate  
 b. dried d. threw
7. I \_\_\_\_\_ to school alone yesterday.  
 a. cleaned c. looked  
~~X~~ walked d. saw
8. My sister \_\_\_\_\_ in this sofa last night.  
~~X~~ slept c. took  
 b. happened d. answered
9. Last month Indonesian people \_\_\_\_\_ the Independence Day.  
~~a. left~~ c. celebrated  
 b. hold ~~X~~ found
10. My mother was in the kitchen, she \_\_\_\_\_ some cakes four hours ago.  
~~X~~ cooked c. drove  
 b. slept d. washed

**Please arrange the letters into a correct word or phrase !**

1. M - d - v - e - o = moved  
 2. C - d - e - l - o - s = closed  
 3. A - w - n - e - s - r - d - e = answered  
 4. W - t - o - r - e = wrote  
 5. T - o - t - h - g - h - u = thought



## Appendix 5

## Pre-test in Control Group

Name : Ardhika Ayu Sufira  
 Class : Control class  
 School : Mt. Babul Ulum Medan

## PRE-TEST

Choose the correct answer by crossing (X) a, b, c, d !

1. They \_\_\_\_\_ movies and shows on Netflix.  
~~a. watch~~ b. run c. sing d. drink
2. She has a beautiful voice and she can \_\_\_\_\_ very well.  
 a. laugh b. draw ~~c. jump~~ ~~d. sing~~
3. They like to \_\_\_\_\_ soccer after school.  
~~a. swim~~ b. read c. write d. play
4. I love to \_\_\_\_\_ around the world and see new places.  
~~a. travel~~ b. clean c. speak d. accept
5. He sometimes \_\_\_\_\_ when he is sad or hurt.  
~~a. cry~~ b. stop c. wash d. jump
6. We \_\_\_\_\_ spaghetti in this restaurant 2 days ago.  
 a. cut b. dried ~~c. ate~~ d. threw
7. I \_\_\_\_\_ to school alone yesterday.  
~~a. cleaned~~ b. walked c. looked d. saw
8. My sister \_\_\_\_\_ in this sofa last night.  
~~a. slept~~ b. happened c. took d. answered
9. Last month Indonesian people \_\_\_\_\_ the Independence Day.  
~~a. left~~ b. hold p. celebrated d. found
10. My mother was in the kitchen, she \_\_\_\_\_ some cakes four hours ago.  
~~a. cooked~~ b. slept ~~c. drove~~ d. washed

Please arrange the letters into a correct word or phrase !

- ~~1. M-d-v-e-o~~ = Mo dev  
~~2. C-d-e-l-o-s~~ = Coled  
~~3. A-w-n-e-s-r-d-c~~ = Answers  
~~4. W-t-o-r-e~~ = Water  
~~5. T-o-t-h-g-h-u~~ = Tough

T: 6  
 P: 5

Name : Fkri SyaputraClass : Control classSchool : Mts Babul Ulum medan

## PRE-TEST

**Choose the correct answer by crossing (X) a, b, c, d !**

- ~~X~~ 1. They \_\_\_\_\_ movies and shows on Netflix.  
 a. watch c. sing  
~~X~~ run d. drink
2. She has a beautiful voice and she can \_\_\_\_\_ very well.  
~~X~~ a. laugh c. jump  
 b. draw ~~X~~ sing
3. They like to \_\_\_\_\_ soccer after school.  
~~X~~ a. swim c. write  
 b. read ~~X~~ play
4. I love to \_\_\_\_\_ around the world and see new places.  
~~X~~ a. travel c. speak  
 b. clean d. accept
5. He sometimes \_\_\_\_\_ when he is sad or hurt.  
~~X~~ a. cry c. wash  
 b. stop d. jump
6. We \_\_\_\_\_ spaghetti in this restaurant 2 days ago.  
~~X~~ a. cut c. ate  
~~X~~ dried d. threw
7. I \_\_\_\_\_ to school alone yesterday.  
~~X~~ a. cleaned c. looked  
~~X~~ walked d. saw
8. My sister \_\_\_\_\_ in this sofa last night.  
~~X~~ a. slept c. took  
 b. happened d. answered
9. Last month Indonesian people \_\_\_\_\_ the Independence Day.  
~~X~~ a. left c. celebrated  
 b. hold d. found
10. My mother was in the kitchen, she \_\_\_\_\_ some cakes four hours ago.  
~~X~~ a. cooked c. drove  
 b. slept d. washed

**Please arrange the letters into a correct word or phrase !**

- ~~X~~ 1. M - d - v - e - o = Modv
- ~~X~~ 2. C - d - e - l - o - s = Ceiods
- ~~X~~ 3. A - w - n - e - s - r - d - e = Answerd
- ~~X~~ 4. W - t - o - r - e = Water
- ~~X~~ 5. T - o - t - h - g - h - u = Tangh

T: 7  
 f: 8

Name : Pasha Nur Ramadhan

Class : Control class

School : Mts. Babul Ulum

**PRE-TEST**

**Choose the correct answer by crossing (X) a, b, c, d!**

1. They \_\_\_\_\_ movies and shows on Netflix.  
~~X~~ watch c. sing  
 b. run d. drink
2. She has a beautiful voice and she can \_\_\_\_\_ very well.  
~~X~~ a. laugh c. jump  
 b. draw ~~X~~ sing
3. They like to \_\_\_\_\_ soccer after school.  
~~X~~ a. swim c. write  
~~X~~ read d. play
4. I love to \_\_\_\_\_ around the world and see new places.  
~~X~~ a. travel c. speak  
~~X~~ clean d. accept
5. He sometimes \_\_\_\_\_ when he is sad or hurt.  
~~X~~ cry c. wash  
 b. stop d. jump
6. We \_\_\_\_\_ spaghetti in this restaurant 2 days ago.  
~~X~~ a. cut c. ate  
~~X~~ dried d. threw
7. I \_\_\_\_\_ to school alone yesterday.  
~~X~~ a. cleaned c. looked  
~~X~~ walked d. saw
8. My sister \_\_\_\_\_ in this sofa last night.  
~~X~~ a. slept ~~X~~ took  
 b. happened d. answered
9. Last month Indonesian people \_\_\_\_\_ the Independence Day.  
~~X~~ a. left c. celebrated  
 b. hold d. found
10. My mother was in the kitchen, she \_\_\_\_\_ some cakes four hours ago.  
~~X~~ a. cooked ~~X~~ drove  
 b. slept d. washed

**Please arrange the letters into a correct word or phrase!**

- ~~X~~ 1. M - d - v - e - o = MeVod
2. C - d - e - l - o - s = Closed
- ~~X~~ 3. A - w - n - e - s - r - d - c = Awerend
4. W - t - o - r - e = Wfoxe
- ~~X~~ 5. T - o - t - h - g - h - u = Tongtuh

Name : Dimas Irawan  
 Class : Control class  
 School : Mts. Babul Umm

PRE-TEST

**Choose the correct answer by crossing (X) a, b, c, d !**

1. They \_\_\_\_\_ movies and shows on Netflix.  
~~a~~ watch c. sing  
 b. run d. drink
2. She has a beautiful voice and she can \_\_\_\_\_ very well.  
~~a~~ laugh c. jump  
 b. draw ~~d~~ sing
3. They like to \_\_\_\_\_ soccer after school.  
~~a~~ swim c. write  
~~b~~ read d. play
4. I love to \_\_\_\_\_ around the world and see new places.  
~~a~~ travel c. speak  
 b. clean ~~d~~ accept
5. He sometimes \_\_\_\_\_ when he is sad or hurt.  
~~a~~ cry c. wash  
 b. stop d. jump
6. We \_\_\_\_\_ spaghetti in this restaurant 2 days ago.  
~~a~~ cut c. ate  
 b. dried d. threw
7. I \_\_\_\_\_ to school alone yesterday.  
 a. cleaned c. looked  
~~b~~ walked d. saw
8. My sister \_\_\_\_\_ in this sofa last night.  
~~a~~ slept c. took  
 b. happened d. answered
9. Last month Indonesian people \_\_\_\_\_ the Independence Day.  
~~a~~ left c. celebrated  
~~b~~ hold d. found
10. My mother was in the kitchen, she \_\_\_\_\_ some cakes four hours ago.  
~~a~~ cooked c. drove  
 b. slept d. washed

**Please arrange the letters into a correct word or phrase !**

- ~~1~~ M-d-v-e-o = newed  
~~2~~ C-d-e-l-o-s = cosdle  
~~3~~ A-w-n-e-s-r-d-e = answered  
~~4~~ W-t-o-r-e = water  
~~5~~ T-o-t-h-g-h-u = The tgnu



Name : Aira Mauliza  
 Class : Control Class  
 School : Mts. Babul Ulum (Medan)

## PRE-TEST

**Choose the correct answer by crossing (X) a, b, c, d !**

1. They \_\_\_\_ movies and shows on Netflix.  
 a. watch  
 b. run  
 c. sing  
 d. drink
2. She has a beautiful voice and she can \_\_\_\_ very well.  
 a. laugh  
 b. draw  
 c. jump  
 d. sing
3. They like to \_\_\_\_ soccer after school.  
 a. swim  
 b. read  
 c. write  
 d. play
4. I love to \_\_\_\_ around the world and see new places.  
 a. travel  
 b. clean  
 c. speak  
 d. accept
5. He sometimes \_\_\_\_ when he is sad or hurt.  
 a. cry  
 b. stop  
 c. wash  
 d. jump
6. We \_\_\_\_ spaghetti in this restaurant 2 days ago.  
 a. cut  
 b. dried  
 c. ate  
 d. threw
7. I \_\_\_\_ to school alone yesterday.  
 a. cleaned  
 b. walked  
 c. looked  
 d. saw
8. My sister \_\_\_\_ in this sofa last night.  
 a. slept  
 b. happened  
 c. took  
 d. answered
9. Last month Indonesian people \_\_\_\_ the Independence Day.  
 a. left  
 b. hold  
 c. celebrated  
 d. found
10. My mother was in the kitchen, she \_\_\_\_ some cakes four hours ago.  
 a. cooked  
 b. slept  
 c. drove  
 d. washed

**Please arrange the letters into a correct word or phrase !**

1. M - d - v - e - o = MeVod  
 2. C - d - e - l - o - s = Celos  
 3. A - w - n - e - s - r - d - e = Answered  
 4. W - t - o - r - e = Water  
 5. T - o - t - h - g - h - u = together

T: 8  
 1, 2, 7

## Appendix 6

## Post-test in Control Group

Name : Ardhila Ayu Sufira  
 Class : Control class  
 School : Mts. Babu Ulum

## POST-TEST

Choose the correct answer by crossing (X) a, b, c, d !

1. They \_\_\_\_\_ movies and shows on Netflix.  
~~X~~ watch c. sing  
 b. run d. drink
2. She has a beautiful voice and she can \_\_\_\_\_ very well.  
 a. laugh c. jump  
 b. draw ~~X~~ sing
3. They like to \_\_\_\_\_ soccer after school.  
~~X~~ a. swim c. write  
 b. read ~~X~~ play
4. I love to \_\_\_\_\_ around the world and see new places.  
~~X~~ travel c. speak  
 b. clean d. accept
5. He sometimes \_\_\_\_\_ when he is sad or hurt.  
~~X~~ cry c. wash  
 b. stop d. jump
6. We \_\_\_\_\_ spaghetti in this restaurant 2 days ago.  
~~X~~ a. cut ~~X~~ ate  
 b. dried d. threw
7. I \_\_\_\_\_ to school alone yesterday.  
~~X~~ a. cleaned c. looked  
~~X~~ b. walked d. saw
8. My sister \_\_\_\_\_ in this sofa last night.  
~~X~~ a. slept c. took  
 b. happened ~~X~~ answered
9. Last month Indonesian people \_\_\_\_\_ the Independence Day.  
~~X~~ a. left ~~X~~ celebrated  
 b. hold d. found
10. My mother was in the kitchen, she \_\_\_\_\_ some cakes four hours ago.  
~~X~~ a. cooked c. drove  
 b. slept d. washed

Please arrange the letters into a correct word or phrase !

- ~~X~~ 1. M - d - v - e - o = Me v o d  
~~X~~ 2. C - d - e - l - o - s = coled  
~~X~~ 3. A - w - n - e - s - r - d - e = Answered  
~~X~~ 4. W - t - o - r - e = water  
~~X~~ 5. T - o - t - h - g - h - u = tooth

T: 0)  
 P: 0)

Name : Fikri Syaputra  
 Class : Control class  
 School : Mts Babu Ulum Medan

POST-TEST

73

Choose the correct answer by crossing (X) a, b, c, d !

1. They \_\_\_\_ movies and shows on Netflix.  
 a. watch  
 b. run  
 c. sing  
 d. drink
2. She has a beautiful voice and she can \_\_\_\_ very well.  
 a. laugh  
 b. draw  
 c. jump  
 d. sing
3. They like to \_\_\_\_ soccer after school.  
 a. swim  
 b. read  
 c. write  
 d. play
4. I love to \_\_\_\_ around the world and see new places.  
 a. travel  
 b. clean  
 c. speak  
 d. accept
5. He sometimes \_\_\_\_ when he is sad or hurt.  
 a. cry  
 b. stop  
 c. wash  
 d. jump
6. We \_\_\_\_ spaghetti in this restaurant 2 days ago.  
 a. cut  
 b. dried  
 c. ate  
 d. threw
7. I \_\_\_\_ to school alone yesterday.  
 a. cleaned  
 b. walked  
 c. looked  
 d. saw
8. My sister \_\_\_\_ in this sofa last night.  
 a. slept  
 b. happened  
 c. took  
 d. answered
9. Last month Indonesian people \_\_\_\_ the Independence Day.  
 a. left  
 b. hold  
 c. celebrated  
 d. found
10. My mother was in the kitchen, she \_\_\_\_ some cakes four hours ago.  
 a. cooked  
 b. slept  
 c. drove  
 d. washed

Please arrange the letters into a correct word or phrase !

1. M - d - v - e - o = Modv
2. C - d - e - l - o - s = Celosa
3. A - w - n - e - s - r - d - c = Answered
4. W - t - o - r - e = Wrote
5. T - o - t - h - g - h - u = Taught

7:11  
P: 9

Name : Pasha Nur Ramadhan

Class : Control class

School : Mts. BABUL ULMU

POST-TEST

**Choose the correct answer by crossing (X) a, b, c, d !**

1. They \_\_\_\_\_ movies and shows on Netflix.  
~~X~~ watch c. sing  
 b. run d. drink
2. She has a beautiful voice and she can \_\_\_\_\_ very well.  
 a. laugh c. jump  
 b. draw ~~X~~ sing
3. They like to \_\_\_\_\_ soccer after school.  
 a. swim c. write  
~~X~~ read d. play
4. I love to \_\_\_\_\_ around the world and see new places.  
~~X~~ a. travel c. speak  
~~X~~ b. clean d. accept
5. He sometimes \_\_\_\_\_ when he is sad or hurt.  
~~X~~ a. cry c. wash  
 b. stop d. jump
6. We \_\_\_\_\_ spaghetti in this restaurant 2 days ago.  
 a. cut c. ate  
~~X~~ b. dried d. threw
7. I \_\_\_\_\_ to school alone yesterday.  
 a. cleaned c. looked  
~~X~~ b. walked d. saw
8. My sister \_\_\_\_\_ in this sofa last night.  
~~X~~ a. slept c. took  
 b. happened d. answered
9. Last month Indonesian people \_\_\_\_\_ the Independence Day.  
~~X~~ a. left c. celebrated  
 b. hold d. found
10. My mother was in the kitchen, she \_\_\_\_\_ some cakes four hours ago.  
~~X~~ a. cooked c. drove  
 b. slept d. washed

**Please arrange the letters into a correct word or phrase !**

1. M-d-v-e-o = meadow
2. C-d-e-l-o-s = closed
3. A-w-n-e-s-r-d-e = Answered
4. W-t-o-r-e = wrote
5. T-o-t-h-g-h-u = Toughen



Name : Aira Mauliza  
 Class : Control class  
 School : MTs Babul Umm (Medan)

POST-TEST

**Choose the correct answer by crossing (X) a, b, c, d !**

1. They \_\_\_\_\_ movies and shows on Netflix.  
 a. watch  
 b. run  
 c. sing  
 d. drink
2. She has a beautiful voice and she can \_\_\_\_\_ very well.  
 a. laugh  
 b. draw  
 c. jump  
 d. sing
3. They like to \_\_\_\_\_ soccer after school.  
 a. swim  
 b. read  
 c. write  
 d. play
4. I love to \_\_\_\_\_ around the world and see new places.  
 a. travel  
 b. clean  
 c. speak  
 d. accept
5. He sometimes \_\_\_\_\_ when he is sad or hurt.  
 a. cry  
 b. stop  
 c. wash  
 d. jump
6. We \_\_\_\_\_ spaghetti in this restaurant 2 days ago.  
 a. cut  
 b. dried  
 c. ate  
 d. threw
7. I \_\_\_\_\_ to school alone yesterday.  
 a. cleaned  
 b. walked  
 c. looked  
 d. saw
8. My sister \_\_\_\_\_ in this sofa last night.  
 a. slept  
 b. happened  
 c. took  
 d. answered
9. Last month Indonesian people \_\_\_\_\_ the Independence Day.  
 a. left  
 b. hold  
 c. celebrated  
 d. found
10. My mother was in the kitchen, she \_\_\_\_\_ some cakes four hours ago.  
 a. cooked  
 b. slept  
 c. drove  
 d. washed

**Please arrange the letters into a correct word or phrase !**

1. M - d - v - e - o = Model  
 2. C - d - e - l - o - s = Close  
 3. A - w - n - e - s - r - d - e = Answered  
 4. W - t - o - r - e = Water  
 5. T - o - t - h - g - h - u = Tough

T: 11  
 d: 4

## Appendix 7

## Thesis Title Letter



MAJELIS PENDIDIKAN TINGGI  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238  
Website: <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

Form K-2

Kepada : Yth. Bapak Ketua/Sekretaris  
Program Studi Pendidikan Bahasa Inggris  
FKIP UMSU

*Assalamu'alaikum Wr, Wb*

Dengan hormat, yang bertanda tangan dibawah ini:

Nama Mahasiswa : Naiyla  
NPM : 2002050056  
Prog. Studi : Pendidikan Bahasa Inggris

Mengajukan permohonan persetujuan proyek proposal/risalah/makalah/skripsi sebagai tercantum di bawah ini dengan judul sebagai berikut:

**Using Wordwall Website as A Strategy to Improve Students' Vocabulary Mastery**

Sekaligus saya mengusulkan/ menunjuk Bapak/ Ibu:

**Hj. Darmawati, M.Pd.**

Sebagai Dosen Pembimbing Proposal/Risalah/Makalah/Skripsi saya.

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas perhatian dan kesediaan Bapak/ Ibu saya ucapkan terima kasih.

Medan, Januari 2024  
Hormat Pemohon,

Naiyla

Keterangan  
Dibuat rangkap 3 :  
- Untuk Dekan / Fakultas  
- Untuk Ketua / Sekretaris Prog. Studi  
- Untuk Mahasiswa yang Bersangkutan

## Appendix 8

## K-1



**MAJELIS PENDIDIKAN TINGGI**  
**UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA**  
**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**  
 Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238  
 Website: <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

Form : K - 1

Kepada Yth: Bapak Ketua & Sekretaris  
 Program Studi Pendidikan Bahasa Inggris  
 FKIP UMSU

Perihal : PERMOHONAN PERSETUJUAN JUDUL SKRIPSI

Dengan hormat yang bertanda tangan di bawah ini:

Nama Mahasiswa : Naiyla  
 NPM : 2002050056  
 Prog. Studi : Pendidikan Bahasa Inggris  
 Kredit Kumulatif : 115 SKS

IPK= 3.68

Persetujuan Ket./Sekret. Prog. Studi	Judul yang Diajukan	Disahkan oleh Dekan Fakultas
	Improving Students' Vocabulary Mastery by Using Word Wall Media At SMK Muhammadiyah 04 Belawan	
08/01/2024 <i>[Signature]</i>	Using Wordwall Website as A Strategy To Improve Student Vocabulary Mastery	
	The Use of Flash Card Media In Improving Students' Ability In Learning Vocabulary	

Demikianlah permohonan ini saya sampaikan untuk dapat pemeriksaan dan persetujuan serta pengesahan, atas kesediaan Bapak saya ucapkan terima kasih.

Medan, Januari 2024  
 Hormat Pemohon,

*[Signature]*  
 Naiyla

Keterangan:

- Dibuat rangkap 3 :- Untuk Dekan/Fakultas  
 - Untuk Ketua/Sekretaris Program Studi  
 - Untuk Mahasiswa yang bersangkutan



## Appendix 9

## K-2



**MAJELIS PENDIDIKAN TINGGI**  
**UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA**  
**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**  
 Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238  
 Website: <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

Form K-2

Kepada : Yth. Bapak Ketua/Sekretaris  
 Program Studi Pendidikan Bahasa Inggris  
 FKIP UMSU

*Assalamu'alaikum Wr, Wb*

Dengan hormat, yang bertanda tangan dibawah ini:

Nama Mahasiswa : Naiyla  
 NPM : 2002050056  
 Prog. Studi : Pendidikan Bahasa Inggris

Mengajukan permohonan persetujuan proyek proposal/risalah/makalah/skripsi sebagai tercantum di bawah ini dengan judul sebagai berikut:

**Using Wordwall Website as A Strategy to Improve Students' Vocabulary Mastery**

Sekaligus saya mengusulkan/ menunjuk Bapak/ Ibu:

**Hj. Darmawati, M.Pd.**

Sebagai Dosen Pembimbing Proposal/Risalah/Makalah/Skripsi saya.

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas perhatian dan kesediaan Bapak/ Ibu saya ucapkan terima kasih.

Medan, Januari 2024  
 Hormat Pemohon,

Naiyla

Keterangan

- Dibuat rangkap 3 :
- Untuk Dekan / Fakultas
  - Untuk Ketua / Sekretaris Prog. Studi
  - Untuk Mahasiswa yang Bersangkutan

## Appendix 10

## K-3

**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
Jln. Mukhtar Basri BA No. 3 Telp. 6622400 Medan 20217 Form : K3**

Nomor : 0126 /IL.3/UMSU-02/F/2024  
Lamp : ---  
Hal : Pengesahan Proyek Proposal  
Dan Dosen Pembimbing

Bismillahirrahmanirrahim  
Assalamu'alaikum Wr. Wb

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menetapkan Perpanjangan proposal/risalah/makalah/skripsi dan dosen pembimbing bagi mahasiswa yang tersebut di bawah ini .:

Nama : Naiyla  
N P M : 2002050056  
Program Studi : Pendidikan Bahasa Inggris  
Judul Penelitian : Using Wordwall Website as A Strategy To Improve Studetns' Vocabulary Mastery.

Pembimbing : Hj. Darmawaty, S.Pd., M.Pd.

Dengan demikian mahasiswa tersebut di atas diizinkan menulis proposal/risalah/makalah/skripsi dengan ketentuan sebagai berikut :

1. Penulis berpedoman kepada ketentuan yang telah ditetapkan oleh Dekan
2. Proyek proposal/risalah/makalah/skripsi dinyatakan BATAL apabila tidak selesai pada waktu yang telah ditentukan.
3. Masa kadaluwarsa tanggal : 15 Januari 2025

Medan 03 Rajab 1445 H  
15 Januari 2024 M



  
**Dra. Hj. Syahruwurnita, MPd.**  
NIDN : 0004066701

Dibuat rangkap 5 (lima) :  
1. Fakultas (Dekan)  
2. Ketua Program Studi  
3. Pembimbing Materi dan Teknis  
4. Pembimbing Riset  
5. Mahasiswa yang bersangkutan :  
**WAJIB MENGIKUTI SEMINAR**

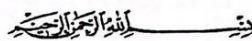


## Appendix 11

### Bimbingan Proposal



**MAJELIS PENDIDIKAN TINGGI**  
**UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA**  
**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**  
 Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238  
 Website: <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)



#### BERITA ACARA BIMBINGAN PROPOSAL

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara  
 Fakultas : Keguruan dan Ilmu Pendidikan  
 Jurusan/Prog. Studi : Pendidikan Bahasa Inggris  
 Nama : Naiyla  
 NPM : 2002050056  
 Program Studi : Pendidikan Bahasa Inggris  
 Judul Skripsi : Using Word Wall Website As a Strategy to Improve Students' Vocabulary Mastery

Tanggal	Deskripsi Hasil Bimbingan Proposal	Tanda Tangan
03 <sup>rd</sup> Jan 2024	Discuss about the title	
08 <sup>th</sup> March 2024	Background, the formulation,	
23 <sup>rd</sup> March 2024	Discuss of review of literature	
09 <sup>th</sup> June 2024	Discuss of study Relevance	
11 June 2024	Discuss of Research Methodology	
08 July 2024	Discuss of Research Design	
10 July 2024	Discuss of Population and Sample	
23 July 2024	Discuss of Analyzed data	
20 July 2024	ACC to submit Sempro	

Diketahui/Disetujui,  
 Ketua Prodi Pendidikan Bahasa Inggris

(Pirman Ginting, S.Pd., M.Hum.)

Medan, Juli 2024

Dosen Pembimbing

(Hj. Darmawati, M.Pd.)

## Appendix 12

## Berita Acara Seminar Proposal



**MAJELIS PENDIDIKAN TINGGI**  
**UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA**  
**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**  
 Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext. 22, 23, 30  
 Website: <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

**BERITA ACARA SEMINAR PROPOSAL**

Pada hari ini Kamis Tanggal 08 Bulan Agustus Tahun 2024 diselenggarakan seminar prodi Pendidikan Bahasa Inggris menerangkan bahwa :

Nama Lengkap : Naiyla  
 N.P.M : 2002050056  
 Program Studi : Pendidikan Bahasa Inggris  
 Judul Proposal : Using Wordwall Website as A Strategy to Improve Students Vocabulary

No	Masukan dan Saran
Judul	✓
Bab I	✓
Bab II	✓
Bab III	<i>Revise for Location and Time And for collecting the data.</i>
Lainnya	<i>Make a good writing from first paragraph till the end.</i>
Kesimpulan	[ ] Disetujui [ ] Ditolak [✓] Disetujui Dengan Adanya Perbaikan

Dosen Pembahas

(Dr. Tengku Winona Emelia, M.Hum.)

Panitia Pelaksana

Ketua

(Dr. Pirman Ginting, S.Pd., M.Hum)

Dosen Pembimbing


(Hj. Darmawati, M.Pd.)

Sekretaris

(Rita Harisma, S.Pd., M.Hum)


## Appendix 13

### Pengesahan Hasil Seminar Proposal



**MAJELIS PENDIDIKAN TINGGI**  
**UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA**  
**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**  
 Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext. 22, 23, 30  
 Website: <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

---



**LEMBAR PENGESAHAN HASIL SEMINAR PROPOSAL**



Proposal yang sudah diseminari oleh mahasiswa di bawah ini:

Nama Lengkap : Naiyla  
 N.P.M : 2002050056  
 Program Studi : Pendidikan Bahasa Inggris  
 Judul Proposal : Using Wordwall Website as A Strategy to Improve Students Vocabulary


Pada hari Kamis, tanggal 08, bulan Agustus, tahun 2024 sudah layak menjadi proposal skripsi.


Medan, 8 Agustus 2024

Disetujui oleh:

<p>Dosen Pembahas</p>  <p>(Dr. Tengku Winona Emelia, M.Hum.)</p>	<p>Dosen Pembimbing</p>  <p>(Hj. Darmawati, M.Pd.)</p>
---	---

Diketahui oleh  
 Ketua Program Studi,

  
 (Dr. Pirman Ginting, S.Pd., M.Hum)



## Appendix 14

## Title Change Letter



**UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA**  
**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**  
 Jalan Kapten Muchtar Basri, BA No.3 Medan Telp. (061) 661905 Ext, 22, 23, 30  
 Website: <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

Kepada: Yth. Ibu Ketua/Sekretaris  
 Program Studi Pendidikan Bahasa Inggris  
 FKIP UMSU

Perihal : **Permohonan Perubahan Judul Skripsi**

Bismillahirrahmanirrahim  
 Assalamu'alaikum Wr. Wb

Dengan hormat, yang bertanda tangan di bawah ini:

Nama Mahasiswa : Naiyla  
 NPM : 2002050056  
 Prog. Studi : Pendidikan Bahasa Inggris

Mengajukan permohonan perubahan judul Skripsi, sebagai mana tercantum di bawah ini:

**Using Wordwall Website As A Strategy To Improve Students' Vocabulary Mastery.**

Menjadi:

**The Effect of Using Wordwall Website as A Strategy on Students' Vocabulary Mastery.**

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas perhatian dan kesediaan Ibu saya ucapkan terima kasih.

Ketua Program Studi  
 Pendidikan Bahasa Inggris

**Dr. Pirman Ginting, S.Pd., M.Hum.**

Dosen Pembahas

**Dr. Tengku Winona Emelia, M.Hum.**

Medan, Agustus 2024  
 Hormat Pemohon

**Naiyla**

Diketahui Oleh :

Dosen Pembimbing

**Hj. Darmawati, M.Pd.**

## Appendix 15

## Surat Pernyataan



**MAJELIS PENDIDIKAN TINGGI  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**  
Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp.061-6619056 Ext, 22, 23, 30  
Website: <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

**SURAT PERNYATAAN**

Saya yang bertandatangan dibawah ini :

Nama Lengkap : Naiyla  
N.P.M : 2002050056  
Program Studi : Pendidikan Bahasa Inggris  
Judul Proposal : Using Wordwall Website as A Strategy to Improve Students Vocabulary

Dengan ini saya menyatakan bahwa:

1. Penelitian yang saya lakukan dengan judul di atas belum pernah diteliti di Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara
2. Penelitian ini akan saya lakukan sendiri tanpa ada bantuan dari pihak manapun dengan kata lain penelitian ini tidak saya tempahkan (dibuat) oleh orang lain dan juga tidak tergolong *Plagiat*.
3. Apabila point 1 dan 2 di atas saya langgar maka saya bersedia untuk dilakukan pembatalan terhadap penelitian tersebut dan saya bersedia mengulang kembali mengajukan judul penelitian yang baru dengan catatan mengulang seminar kembali.

Demikian surat pernyataan ini saya perbuat tanpa ada paksaan dari pihak manapun juga, dan dapat dipergunakan sebagaimana mestinya.

Medan, Agustus 2024  
Hormat saya  
Yang membuat pernyataan,

Naiyla

Diketahui oleh Ketua Program Studi  
Pendidikan Bahasa Inggris

**Dr. Pirman Ginting, S.Pd., M.Hum**

## Appendix 16

## Research Letter



MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN PIMPINAN PUSAT MUHAMMADIYAH  
**UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA**  
**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

UMSU Terakreditasi Unggul Berdasarkan Keputusan Badan Akreditasi Nasional Perguruan Tinggi No. 1913/SK/BAN-PT/Ak.KP/PT/XU/2022  
 Pusat Administrasi: Jalan Mukhtar Basri No. 3 Medan 20238 Telp. (061) 6622400 - 66224567 Fax. (061) 6625474 - 6631003  
<https://fkip.umsu.ac.id> [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id) [umsu](#) [umsu](#) [umsu](#) [umsu](#)

Nomor : 2146 /II.3/UMSU-02/F/2024  
 Lamp : ---

Medan, 17 Shafar 1446 H  
22 Agustus 2024 M

Hal : Izin Riset

Kepada : Yth. Bapak/Ibu Kepala  
 MTs Babul Ulum Medan  
 Di  
 Tempat.

Bismillahirrahmanirrahim  
 Assalamu'alaikum Wr. Wb

Wa ba'du semoga kita semua sehat wal'afiat dalam melaksanakan tugas sehari-hari sehubungan dengan semester akhir bagi mahasiswa wajib melakukan penelitian/riset untuk penulisan Skripsi sebagai salah satu syarat penyelesaian Sarjana Pendidikan, maka kami mohon kepada Bapak/ibu memberikan izin kepada mahasiswa kami dalam melakukan penelitian /riset ditempat Bapak/ibu pimpin. Adapun data mahasiswa tersebut di bawah ini :

Nama : Naiyla  
 N P M : 2002050020  
 Program Studi : Pendidikan Bahasa Inggris  
 Judul Penelitian : The Effect of Using Wordwall Website as A Strategy on Students' Vocabulary Mastery.

Demikian hal ini kami sampaikan, atas perhatian dan kesediaan serta kerjasama yang baik dari Bapak/ibu kami ucapkan banyak terima kasih, Akhirnya selamat sejahteralah kita semuanya. Amin.



Wassalam  
 Dekan  
  
 Dra. Hj. Salsuyurnita, M.Pd.  
 NIDN : 0004066701



## Appendix 17

## Reply to Research Letter



**YAYASAN PENDIDIKAN ISLAM BABUL 'ULUM**  
**MADRASAH TSANAWIYAH**

Alamat : Jl. Masjid Pajak Rambe Kcl, Martubung Medan Labuhan Hp : 0852 7277 8092 / 0821 6126 8414

Nomor : 167 / MTs.S / B.U / P-ML / 2024

Medan, 14 September 2024

Lamp :

Hal : **Research**

Kepada Yth :

UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA

Fakultas Keguruan dan Ilmu Pendidikan

Di -

Tempat

Assalamualaikum Wr,Wb

Dengan hormat, sesuai dengan permohonan mahasiswi saudara pada tanggal 22 Agustus 2024 untuk mohon izin risearch, maka dengan ini kami terangkan bahwa mahasiswa saudara tersebut :

Nama : Naiyla

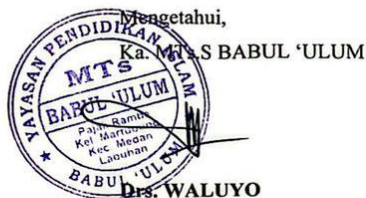
NPM : 2002050020

Program Studi : Pendidikan Bahasa Inggris

**Benar** telah mengadakan risearch guna mendapatkan informasi / keterangan data-data yang berhubungan dengan penyusun skripsi yang disusun oleh bersangkutan pada Madrasah Tsanawiyah Swasta BABUL 'ULUM Pajak Rambe Kec. Medan Labuhan dengan judul skripsi :

**"The Effect of Using Wordwall Website as A Strategy on Students' Vocabulary Master"**

Demikian surat ini kami perbuat dengan sebenarnya untuk dapat dipergunakan dengan seperlunya.

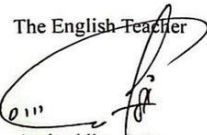


## Appendix 18


### The Students' Attendance of Experimental Group

The Students' Attendance of Experimental Group at MTs. Babul Ulum Medan  
Academic Year 2024/2025

No	Name	Pre-test	Treatment	Post-test	Sign
		First meeting	Second meeting	Third meeting	
1	ANP	✓	✓	✓	f ad
2	AK	✓	✓	✓	Ad
3	AAR	✓	✓	✓	Ad
4	RA	✓	✓	✓	Ad
5	AA	✓	✓	✓	Ad
6	FM	✓	✓	✓	Ad
7	AIH	✓	✓	✓	Ad
8	DPA	✓	✓	✓	Ad
9	DWD	✓	✓	✓	Exo
10	FI	✓	✓	✓	Ad
11	FA	✓	✓	✓	Si
12	FR	✓	✓	✓	Ad
13	ANH	✓	✓	✓	Ray
14	HAM	✓	✓	✓	Medan
15	HQ	✓	✓	✓	N. Dindin
16	MRRN	✓	✓	✓	Ad
17	MD	✓	✓	✓	Ad
18	MR	✓	✓	✓	Ad
19	MP	✓	✓	✓	Ad
20	MAG	✓	✓	✓	Ad
21	MHA	✓	✓	✓	Ad
22	NS	✓	✓	✓	Ad
23	NA	✓	✓	✓	Ad
24	NF	✓	✓	✓	Ad
25	SN	✓	✓	✓	Ad
26	RAF	✓	✓	✓	Ad
27	RH	✓	✓	✓	Ad
28	RS	✓	✓	✓	Ad
29	UF	✓	✓	✓	Ad
30	ZN	✓	✓	✓	Ad

The English Teacher  
  
 Amiruddin, S.Pd

Medan, 6 September 2024

The Researcher  
  
 Naiyla

## Appendix 19

## The Students' Attendance of Control Group


## The Students' Attendance of Control Group at MTs. Babul Ulum Medan

Academic Year 2024/2025

No	Name	Pre-test	Without Treatment	Post-test	Sign
		First meeting	Second meeting	Third meeting	
1	AR	✓	✓	✓	Ma
2	ARN	✓	✓	✓	Li
3	ANH	✓	✓	✓	Hu
4	AAS	✓	✓	✓	Ma
5	AA	✓	✓	✓	Fah
6	AM	✓	✓	✓	Pmj
7	DI	✓	✓	✓	Ma
8	ANR	✓	✓	✓	Anu
9	DI	✓	✓	✓	Ag
10	FA	✓	✓	✓	Com
11	FS	✓	✓	✓	Fau
12	FM	✓	✓	✓	Ma
13	HF	✓	✓	✓	F. Lufah
14	H	✓	✓	✓	Ma
15	IJM	✓	✓	✓	Ma
16	JW	✓	✓	✓	Ma
17	KS	✓	✓	✓	Ma
18	MAAT	✓	✓	✓	Ma
19	MF	✓	✓	✓	Ma
20	MI	✓	✓	✓	Ma
21	MR	✓	✓	✓	Ma
22	PNR	✓	✓	✓	Ma
23	RTP	✓	✓	✓	Ma
24	RAPN	✓	✓	✓	Ma
25	DAS	✓	✓	✓	Ma
26	S	✓	✓	✓	Ma
27	SA	✓	✓	✓	Ma
28	SN	✓	✓	✓	Ma
29	SQ	✓	✓	✓	Ma
30	TMH	✓	✓	✓	Ma


Medan, 7 September 2024

The English Teacher



Amiruddin, S.Pd

The Researcher







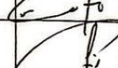





Naiyla

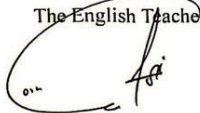
## Appendix 20

### The Researcher Activity

#### RESEARCH ACTIVITY LIST

Name : Naiyla  
 Npm : 2002050056  
 Study Program : English Education

No	DATE	DESCRIPTION	SIGN
1	Friday 23 - 08 - 2024	Submit a research permit and discuss the researcher schedule	
2	Monday 26 - 08 - 2024	Intitial observation collected students data, made students attendance list	
3	Wednesday 28 - 08 - 2024	Discussed with the mentor teacher about what the researcher would do and submitted lesson plan	
4	Friday 30 - 08 - 2024	Giving Pre-test to the students of experimental group	
5	Saturday 31 - 08 - 2024	Giving Pre-test to the students of control group	
6	Monday 02 - 09 - 2024	Giving treatment using Wordwall Website in experimental group with verb form material	
7	Wednesday 04 - 09 - 2024	Giving verb form material without using Wordwall Website in control group	
8	Friday 06 - 09 - 2024	Provide evaluation in the form of Post-test after treatment in the experimental group	
9	Saturday 07 - 09 - 2024	Provide evaluation in the form of Post-test after no treatment in the control group	
10	Saturday 14 - 09 - 2024	Submitted some data to be sign, asked for a letter of reply that the research had been completed in accordance with the time given by the school	

The English Teacher  
  
 Amiruddin, S.Pd

Medan, 14 September 2024

The Reseacher

  
 Naiyla

## Appendix 21

### Documentation of Experimental Group doing Pre-test and Post-test



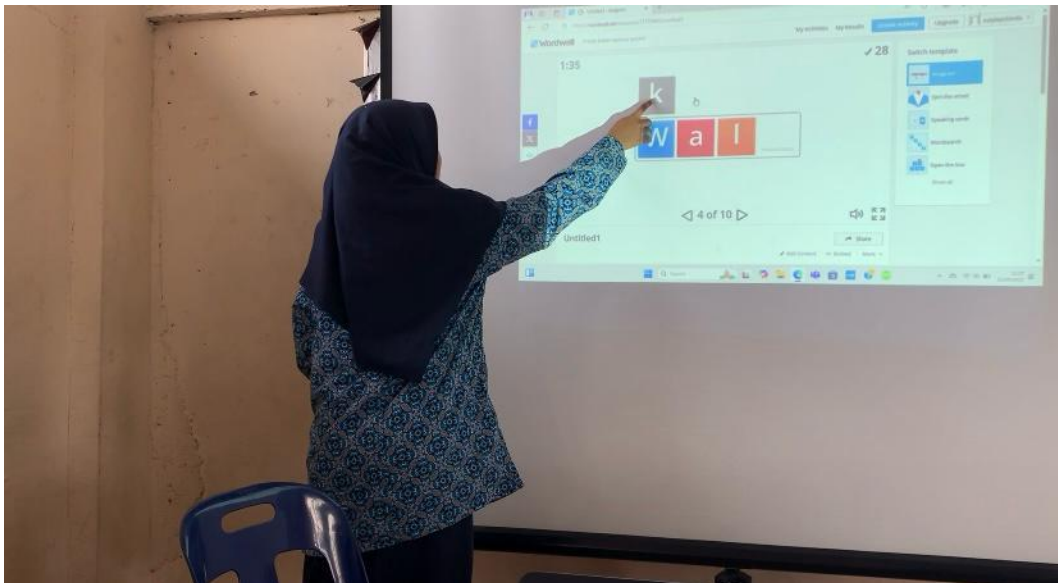
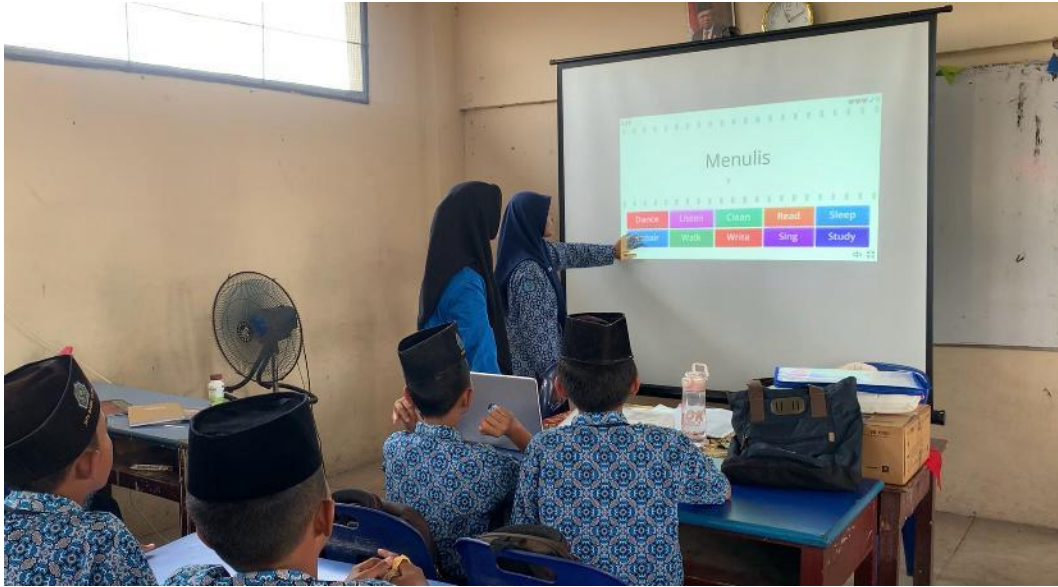
## Appendix 22

### Documentation of Control Group doing Pre-test and Post-test



## Appendix 23

### Documentation of applied Wordwall Website in Experimental Group



**Appendix 24**

**Documentation with Headmaster and English Teacher of MTs. Babul Ulum Medan**





## Appendix 25

### Hasil Pemeriksaan Plagiasi

classmart SKRIPSI NAIYLA (THE EFFECT OF USING WORDWALL WEBSITE AS A STRATEGY ON STUDENTS' VOCABULARY MASTERY)-1.docx

#### ORIGINALITY REPORT

**20%**  
SIMILARITY INDEX

**17%**  
INTERNET SOURCES

**8%**  
PUBLICATIONS

**9%**  
STUDENT PAPERS

#### PRIMARY SOURCES

1	<a href="http://repository.umsu.ac.id">repository.umsu.ac.id</a> Internet Source	5%
2	<a href="http://core.ac.uk">core.ac.uk</a> Internet Source	1%
3	<a href="http://jonedu.org">jonedu.org</a> Internet Source	1%
4	<a href="http://eprints.iain-surakarta.ac.id">eprints.iain-surakarta.ac.id</a> Internet Source	1%
5	Submitted to Adventist University of Central Africa Student Paper	1%
6	<a href="http://sjdgge.ppj.unp.ac.id">sjdgge.ppj.unp.ac.id</a> Internet Source	1%
7	<a href="http://repository.uin-suska.ac.id">repository.uin-suska.ac.id</a> Internet Source	1%
8	<a href="http://doaj.org">doaj.org</a> Internet Source	<1%

## Appendix 26. Curriculum Vitae

### CURRICULUM VITAE

---

#### PERSONAL DATA

---

Name : Naiyla  
 Place & Date of Birth : Belawan, November 11<sup>th</sup> 2001  
 Gender : Female  
 Religion : Islam  
 Address : Jl. P. Seram Lk VI Belawan Bahari  
 Postal Code : 20415



#### PARENTS' DATA

Father's Name : Alm. Yulianto  
 Mother's Name : Saidah

#### FORMAL EDUCATION

---

1. SD Negeri 064004 Medaan - Graduated in 2014
2. SMP Negeri 39 Medan - Graduated in 2017
3. SMA Negeri 16 Medan - Graduated in 2020
4. Registered as a students in Faculty of Teacher Training and Education, English Education Study Program, Universitas Muhammadiyah Sumatera Utara (2020-2024)

#### NON FORMAL EDUCATION AND ORGANIZATION

---

1. Participant in English Debate Organization at SMA Negeri 16 Medan, 2017-2020
2. Participant in English Student Association at Universitas Muhammadiyah Sumatera Utara, 2022-2024
3. Intensive English Language Course, 2012-2018

Medan, October 18<sup>th</sup> 2024

Naiyla