

**USING WORDWALL WEB-APPLICATION IN TEACHING
VOCABULARY AT MTs NEGERI 1 PLUS RISET MANADO**

THESIS

Submitted as Partial Requirement for Degree of Education (S.Pd) in Teaching
English

By :

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THESIS RATIFICATION

The thesis entitled “*Using Wordwall Web-Application in Teaching Vocabulary at MTs Negeri 1 Plus Riset Manado*” compiled by Khoirotun Nisa’ Assifa’ with student registration number 20226006, a student of English Education Study Program. Has been examined and defended in the Munaqasyah session held on July 16th 2025 and has been declared acceptable as one of the requirement to obtain Sarjana Pendidikan (S.Pd) degree with several improvement.

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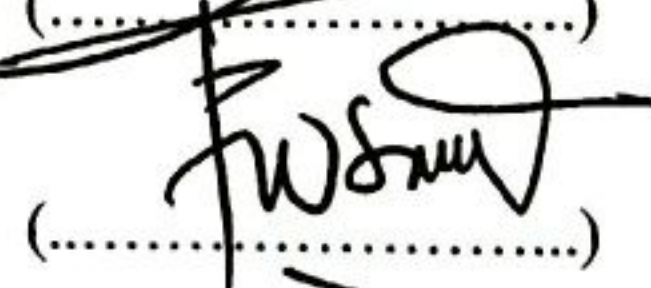
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CHAPTER 1

INTRODUCTION

A. Background of the Study

Learning vocabulary plays a crucial role in language learning. As research in this field advances, it has been established that a strong vocabulary is closely linked to effective speaking, reading, writing, and listening skills. Mastery of vocabulary provides a solid foundation for successful language learning and enhances comprehension.¹ By mastering a broad vocabulary, students can improve their ability to understand complex texts, articulate ideas more clearly, and communicate effectively in various language contexts. Therefore, language teacher must give sufficient attention to students' vocabulary acquisition to support their overall language proficiency.

Understanding language is the primary key to the communication and learning process. This is particularly significant in learning English as a Foreign Language (EFL), where mastering vocabulary is essential. A rich vocabulary enables learners to grasp meanings more easily, interpret messages accurately, and appreciate the beauty of literature in the target language. As mentioned in Surah Al-Baqarah verse 31, which states:

وَعَلَّمَ آدَمَ الْأَسْمَاءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى الْمَلَائِكَةِ فَقَالَ أَنْبِئُونِي بِأَسْمَاءِ هَؤُلَاءِ إِنْ كُنْتُمْ صَادِقِينَ

Translation:

31. And He taught Adam the names - all of them. Then He showed them to the angels and said, "Inform Me of the names of these, if you are truthful."²

The interpretation of verse 31 of Surah Al-Baqarah explains that Allah SWT taught the angels the names of His creatures to show the importance of Adam as

¹ Mofareh Alqahtani, "The Importance of Vocabulary in Language Learning and How to Be Taught," *International Journal of Teaching and Education* Vol. III, (2015): 25.

² Kementerian Agama Republik Indonesia. "Al-Qur'an Transliterasi Per Kata Dan Terjemah Per Kata." Surabaya: Penerbit Nur Ilmu, 2020.

His caliph on earth. They could not do so when Allah showed the creature to the angels and asked them to name it. However, Allah gave Adam privileges by giving him knowledge about these names. It shows that God has given humans the intellectual ability to understand and utilize the potential He has given. This verse also contains an important message about the uniqueness and value of humans as creatures entrusted with protecting and managing the earth as well as possible. Therefore, the interpretation of verse 31 of Surah Al-Baqarah highlights the importance of vocabulary mastery in language learning. With a strong command of vocabulary, individuals can develop a deeper understanding of various concepts and realities conveyed through language, while also facilitating more effective and meaningful communication.³

Recognizing and mastering vocabulary is a crucial first step in the language-learning process. As mentioned in the verses of the Qur'an, Allah taught Adam the names of His creations as a sign of His favor and trust in humans as stewards on earth. Similarly, in learning English as a Foreign Language (EFL), a deep mastery of vocabulary significantly enhances students' abilities in understanding, speaking, reading, and writing. By comprehending the meaning of words, students can express their thoughts and emotions more effectively. Therefore, English teachers should place special emphasis on students' vocabulary mastery, aligning with the principles found in the Qur'an, to ensure success in language learning and appreciate the intellectual blessings bestowed by Allah to humans.

Meanwhile, teaching vocabulary to students emerges as a crucial aspect, facilitating their language development and enabling effective communication. Recognizing the importance of vocabulary mastery in students, teachers can create various learning media that are more creative, effective, and engaging. Among these media, integrating the Wordwall Web-Application into vocabulary instruction has gained significant attention, as it makes learning more enjoyable.

³ Abdullah bin Muhammad bin Ishaq Al-Syeikh Abdurahman, "Tafsir Ibnu Katsir (Jilid I)," in *Lubaabut Tafsir Min Ibni Katsir*, Jakarta: Pustaka Imam asy-Syafi'i, 2005.

By incorporating interactive elements into the learning process, such as games in the Wordwall application, teachers can create an immersive and enjoyable learning environment that stimulates students' interest and motivation in learning English, highlighting the essential role of the language in education.

According to Shiddiq, The WordWall application features provide 18 interactive games, including Match up, Open the Box, Anagrams, Labelled diagram, Quiz, Find the Match, Matching Pairs, Wordsearch, Spin the Wheel, Group Sort, Unjumble, Gameshow Quiz, Flash Cards, Complete the sentence, Crossword, Speaking cards, Flip tiles, Spell the word. They have different and exciting game designs, and many users state that this application can contribute to the interactive student learning process.⁴

Based on a previous interview with a seventh-grade English teacher at MTs Negeri 1 Manado on June 5, 2024, the teacher used the Wordwall Application more often than other applications for teaching English vocabulary because it offers various types of interactive games that can be customized according to students' needs. To support this strategy, students can bring smartphones to class, enabling them to actively participate in digital-based learning activities. This platform allows the creation of educational games such as unjumbled words, word searches, and matching games, which help students understand and remember vocabulary in a more fun and varied way. Teacher uses the Wordwall application after explaining the material to reinforce students' understanding through interactive exercises and evaluations in the first meeting or the second meeting. Additionally, the teacher finds that Wordwall makes the learning atmosphere more lively and exciting, so students prefer learning that involves learning games. However, in its implementation, the obstacles experienced by teacher are the different levels of ability among students.⁵ Therefore, the researcher was explore not only the implementation but also the

⁴ Shiddiq, J. (2021). Inovasi pemanfaatan word-wall sebagai media gamebased learning untuk bahasa Arab. JALIE; Journal of Applied Linguistics and Islamic Education

⁵ Pra observasi, 05 June 2024. Yunita Abdul Rozaq. English Teacher. MTs N 1 Plus Riset Manado.

preparation and the evaluation. Related to the reasons above, researcher is interested in conducting research entitled " Using Wordwall Web-Application in Teaching Vocabulary at MTs Negeri 1 Plus Riset Manado". It is hoped that this research can provide new insights and meaningful contributions in teaching vocabulary for English teacher.

B. Research Question

Based on the background of the research, the researcher formulates this research question as follows:

1. How does the teacher prepare to use the Wordwall Web-Application in teaching vocabulary?
2. How does the teacher implement the use of the Wordwall Web-Application in teaching vocabulary?
3. How does the teacher evaluate the use of the Wordwall Web-Application in teaching vocabulary?

C. Objective of Research

Based on the research question above, the objective of the research are :

1. To figure out how to prepare the Wordwall Web-Application in Teaching Vocabulary.
2. To figure out how to implement the Wordwall Web-Application in Teaching Vocabulary.
3. To figure out how to evaluate the Wordwall Web-Application in Teaching Vocabulary.

D. Limitation of Research

The limitation of this research is focused on how the preparation, implementation and evaluation of teacher in applying Wordwall in teaching vocabulary part of speech especially noun and verb in class 7th B at MTs N 1 Plus Riset Manado in the Academic year 2024/2025 consisting of 31 students.

E. Significance of Research

The result of the research is expected to be used theoretically and practically:

1. Theoretical significance :

This research helps the reader to convey more information or related theories about vocabulary teaching through wordwall application.

2. Practical significance :

a) For the students

The significant of this research can help the students to introduce a fun and interactive media to learning such as vocabulary through wordwall application. By engaging this game, students in hands their vocabulary learning in an enjoyable way.

b) For teacher

This research provides knowledge to teacher and improve their language teaching especially media in teaching English vocabulary.

c) For the researchers

This research can be used as a reference for students of English Education Study Program and English teacher who are interested in teaching vocabulary through wordwall web application.

F. Definition of Key Terms

There are three concepts of key terms are defined in this research as follows;

1. Vocabulary

According to Buckland in Astuti, vocabulary is a knowledge of the meanings of words that have more than several types and are used for explain thoughts and emotions to others.⁶

2. Wordwall Web-Application

According to Jenny wells and Drue, Wordwall Web-Application, also known as wordwall.net, is a learning media in the form of a game that teachers can access via Google on a smartphone or laptop connected to the internet. This Application is an interesting learning medium because it provides many game

⁶ Astuti Pratiwi Rahmadhani, "Techniques in Teaching Vocabulary to Young Learners at LIA English Course," TELL-US Journal 1, no. 2 (2015): 3.

templates that teachers can use to improve vocabulary mastery in seventh-grade junior high school.⁷

3. Implementation

According to Oxford dictionary in Meyers et. al implementation is “The process of putting a decision or plan into effect; execution.⁸” implementation is defined as a specified set of activities designed to put into practice an activity or program of known dimensions. The intent of implementation in this research is the use of word wall application in teaching vocabulary.

From the definition above, it can be concluded that the implementation of the Wordwall Application in vocabulary teaching involves applying planned activities to integrate this tool into the learning process. By utilizing Wordwall, teachers can create an effective and engaging learning environment, making vocabulary learning more interactive and accessible for students.

⁷ Uswatun Hasanah, “The Effectiveness of Using Games Wordwall Application on Student’S Vocabulary Mastery At Eight Grade Junior High School,” no. November 2023 (2023): 1–141

⁸ Mayers, Durlak, et al. (2012). A variety of diffusion, dissemination, and implementation. Retrieved on September 13, 2018

CHAPTER II

LITERATURE REVIEW

A. Vocabulary

1. Definition of Vocabulary

Vocabulary is all the words that a person knows or uses. Vocabulary is all the words in a language. Vocabulary also lists of words with their meaning.¹ vocabulary is a collection of words and phrases used in the language being learned, including knowledge of meaning, usage, and collocation.² Vocabulary is an arrangement of words that becomes a sentence arranged according to aspect and uses standard language and has meaning and also the meaning contain in each word.³ According to Thorburry vocabulary is a collection of words used in the language being learned, including knowledge of the meaning, use, and form of words, as well as the ability to use them in the right context.⁴

Vocabulary plays a fundamental role in language mastery, as Susanto emphasizes.⁵ To achieve proficiency in any language, students' must first develop an extensive vocabulary base. Without sufficient vocabulary knowledge, learners will struggle to develop the four essential language skills: listening, speaking, reading, and writing.

¹ Oxford Learner's Pocket Dictionary. (2008). New York: Oxford University Press

² Schmitt, N., & McCarthy, M. (1997). Vocabulary: description, acquisition and pedagogy. Cambridge: Cambridge University Press.

³ Ahmad Mustamir Waris et al., "Improving the Students' Vocabulary Mastery By Using Storytelling At the Eleventh Grade of Language Class in Man Model 1 Manado," *British (Jurnal Bahasa Dan Sastra Inggris)* 10, no. 1 (2021): 78–88, <https://journal.umgo.ac.id/index.php/British/article/view/1556>.

⁴ Thorburry, S. (2002). How to teach vocabulary. Harlow: Pearson Education limited. England

⁵ Susanto A, "The Teaching of Vocabulary: A Perspective," *Jurnal KATA* 1, no. 2 (2017): 183–91.

Bakhsh defines vocabulary as a vital language component that enables sentence construction for communication and skill development.⁶ Similarly, Richards & Renandya identify vocabulary as the core element of language that forms the foundation for how learners engage in all four language skills.⁷

Based on the opinion, vocabulary can be defined as the collection of words in a language that serves as a critical component for both language comprehension and skill development. It underpins the students' ability to effectively listen, speak, read, and write in the target language.

2. Kinds of Vocabulary

Hatch and Brown certify two kinds of vocabulary, namely receptive vocabulary and productive vocabulary.⁸

a. Receptive vocabulary

Receptive vocabulary is words that learners recognize and understand when they are used in context, but which they cannot produce".⁹ Receptive vocabulary is the capacity to comprehend a word when it is heard or seen while.¹⁰ So, receptive vocabulary is words that are found by the students for the first time but the students only understand and recognize that words without the ability to pronounce that words or use that words in their speaking or their writing.

b. Productive Vocabulary

Productive vocabulary knowledge accepted as the words that are comprehended and can be pronounced by the learners. Indeed, learners can

⁶ Bakhsh, "Using Games as a Tool in Teaching Vocabulary to Young Learners," *English Language Teaching*, n.d., 120–28.

⁷ Renandya J, Richards & W, "Methodology in Language Teaching," *New York: Cambridge University Press*, n.d., 2002.

⁸ Alqahtani, M. (2015). The Importance of Vocabulary in Language Learning and How to Be Taught. *International Journal of Teaching and Education*, 3(3), 1-14.

⁹ Alqahtani, M, The Importance of Vocabulary in Language Learning and How to Be Taught, h.1-14.

¹⁰ Zhou. S. (2010) Comparing Receptive and Productive Academic Vocabulary Knowledge of Chinese EFL Learners. *Asian Social Science*, 6(10), 1-6.

utilize these words in speech and writing well.¹¹ In productive vocabulary, the learners can use the words to express their feelings or their ideas to the other people because they really understanding or apprehend that words.

Word Classes

Word Classes are also referred to as parts of speech. They are closely related to morphology and syntax.¹² According to Sihombing and Burton, parts of speech are categorized into nine classifications¹³, which are as follows:

a. Noun

According to Hatch & Brown¹⁴ are all parts of speech having a semantic core that is language-independent. The most core like nouns (which he calls first order) are names of people and physical objects, and entities that exist in time and space. Second-order nouns are observable entities which take place and time. So these would include nouns of states (e.g., sleep), process (e.g., weaving), and events (e.g., a crash). So, a noun refers to a person, place, or thing.

b. Pronoun

It takes place to replace a noun in a sentence.

c. Verb

Verbs are words that donate action. Hatch and Brown¹⁵ placed verb into four classes: activities, accomplishments, achievements, and states.

Activities: run, walk, write, drive, seek, and listen.

¹¹ Maskor, SM. & Harun B. (2016). Receptive Vocabulary Knowledge or Productive Vocabulary Knowledge in Writing Skill, Which One Important?.

¹² Thorburry, S. (2002). How to teach vocabulary. Harlow: Pearson Education limited. England, 27-28

¹³ Burton B, Sihombing. B, *English Grammar Comprehension* (Jakarta: PT Grasindo, 2015).

¹⁴ Hatch Evelyn and Cheryl Brown, *Vocabulary, Semantics, and Language Education* (Cambridge University Press, 1995).

¹⁵ Evelyn and Brown.

Accomplishments: paint, draw, run, write, build, kill, put.

Achievements: recognize, find, lose, understand, hear, and see.

States: know, love, have, desire.

d. Adjective

A word or combination of words that modifies a noun (blue-green, central, temporary).

e. Adverbs

It is a class of words that modifies a verb, an adjective, another adverb, a clause, or a phrase. For instance: commonly, beautifully, deeply, fluently, unfortunately, etc.

f. Preposition

It is a word used before a noun or pronoun to show position, place, or time. For instance: above, along, behind, between, down, during, from, in, in spite of, like, near, etc.

g. Conjunction

It is the link words, or that connect the words. For instance: However, either-or, neither-nor, if, although, before, except, since, and when.

h. Interjection

It is a word or group of words that used to express emotion or to express strongly. For instance: Oh!, oh my god!, wow!, really!, heavens!, whoa!, ugh!, etc.

i. Article

It is a word used before a noun. The article also used to modify a noun. For instance: The, a, and an.

3. Aspect of Vocabulary

In learning vocabulary, there are some aspects that should be learnt by the learners. According to Lado as cited in Mardianawati¹⁶, the aspects of vocabulary that can be learnt by the learners are follows:

1. Meaning

In learning foreign language, students should know the meaning of the word. Knowing the meaning of the word it will make easier for students to use it for written or oral communication.

2. Spelling

In learning vocabulary, spelling is very important since it can help in reading activity. It can tighten the connection between sound and letters. In learning English vocabulary, students can not spell the word well because there some words that have different from what is written.

3. Pronouncing

Pronouncing the word make possible the students to recall and identify to more easy pronunciation is the way to say words or letters. Pronunciation is difficult to learn because there is no connection between word spelling and pronunciation. Some words have only one pronunciation and sometime a word has two pronunciation or more than two pronunciations.

4. Word classes

Word classes are categories of words such as nouns, verbs, adverb, adjective and preposition. Word class is an important feature in semantic analysis.

¹⁶ Lies Mardianawati, "Vocabulary Teaching Strategies" (FKIP UMP, 2012: 11).

5. Word use

Word use is how a word, phrase, or concept is used in a language. Lexicographers gather samples of written or spoken instances where a word is used and analyze them to determine patterns of regional or social usage as well as meaning.¹⁷

4. Teaching Vocabulary

According to Karen, teaching vocabulary is a complex process that requires multiple strategies and many opportunities for students to interact with new vocabulary terms.¹⁸ Teaching vocabulary is one of the most important parts of teaching English as a foreign language.

Teachers need to understand that teaching vocabulary is something new and different from the students' native language.¹⁹ They also need to consider that teaching English to young learners is different from teaching adults. A teacher must understand their learners' characteristics well.

Furthermore, teachers need to prepare effective strategies and suitable materials to achieve their language teaching goals. In teaching vocabulary, teachers can use various strategies and interactive way to make students interested in developing their vocabulary. Hatch and Brown state that teaching strategies include everything teachers do or should do to help students learn.²⁰

In the teaching process, teachers sometimes use strategies as learning media. Using these media can improve the quality of teaching and learning in the classroom. Additionally, learning media can help students master the taught material.

¹⁷ Lies Mardianawati, "Vocabulary Teaching Strategies", h.11

¹⁸ Karen Tankersley, *The Treads of Reading* (USA: ASCD, 2003).

¹⁹ Alqahtani, "The Importance of Vocabulary in Language Learning and How to Be Taught."

²⁰ Visnja Pavii Taka, "Vocabulary Learning Strategies and Foreign Language Acquisition," *Toronto: Multilingual Matters*, 2018, 19.

5. Media of Teaching Vocabulary

Media are all forms and channels used by teachers to convey messages or information in order to stimulate students' thoughts, feelings, attention, and interest so that learning occurs effectively. Sadiman mention that has some media used in teaching vocabulary, as follow²¹;

1) Visual Media

These are materials that rely solely on the sense of sight. Examples include images, diagrams, maps, charts, and posters. Visual media help learners grasp abstract concepts by offering clear and concrete representations.

2) Audio Media

This category includes any material that can be heard, such as podcasts, recorded dialogues, and radio broadcasts. Audio media are particularly effective in language learning, especially for improving listening comprehension.

3) Audio-Visual Media

These combine both sight and sound to provide dynamic learning experiences. Examples include educational videos, animations, and films. This type of media is engaging and effective for conveying procedural or narrative content.

4) Printed Media

These are traditional forms such as textbooks, workbooks, and handouts. Printed media are useful for supporting structured learning and promoting reading and writing skills.

5) Digital Media

²¹ Sadiman, A. S., Rahardjo, R., Haryono, A., & Rahardjito. (2020). The Role of Instructional Media in Teaching and Learning. *International Journal of Education and Practice*, 8(1), 100–106. <https://doi.org/10.18488/journal.61.2020.81.100.106>

With the advancement of technology, digital media have become essential in modern education. These include applications, websites, e-learning platforms, and educational games. For example Wordwall, Quizziz, Duolingo, and Google Classroom)

6) Realia (Real Object)

Real-life objects are also considered instructional media, particularly useful in making learning more tangible and experiential, especially in early education and language classes.

6. Principles of Teaching Vocabulary

According to Nation, there are six principles in teaching vocabulary²²:

- (1) keeping teaching simple and clear without any complicated explanations.
- (2) relating present teaching to past knowledge by showing a pattern or analogies.
- (3) using both oral and written presentation.
- (4) giving most attention to words that are already partly known.
- (5) telling learners if it is a high-frequency word that is worth noting for future attention.
- (6) not bringing in other unknown or poorly known related words like near synonyms, opposites, or members of the same lexical set.

7. The Importance of Vocabulary

Siegel states that vocabulary is crucial for students' language development.²³ This makes vocabulary instruction an essential component of language education. According to Handayani that teaching vocabulary is

²² Jennifer Cronsberry, "Word Walls: A Support for Literacy in Secondary School Classrooms," *Csc*, 2004, 1–14.

²³ Siegel L, "How to Teach ESL Vocabulary," Bridge Universe, 20021, <https://bridge.edu/tefl/blog/teach-esl-vocabulary/>.

vital because effective communication cannot occur without a strong vocabulary foundation.²⁴ Vocabulary serves as the basis for all communication activities between individuals.

When students' lack adequate vocabulary knowledge, various communication problems can arise. For instance, individuals with limited vocabulary may misinterpret sentences in context, leading to misunderstandings between communicating parties. These misunderstandings indicate ineffective communication. As Tasnim et al. point out, communication ineffectiveness often stems from misunderstandings and difficulties in processing information due to limited vocabulary.²⁵

Based on the explanations above, it can be concluded that teaching vocabulary is important because there is nothing that can be conveyed without vocabulary.

B. Wordwall Web-Application

1. Definition of Wordwall

Wordwall is a web-based educational platform developed by Wordwall Ltd, a company based in the United Kingdom that focuses on educational technology. The application is designed to assist educators in creating interactive and engaging learning activities, including quizzes, matching tasks, word searches, and other game-based exercises. It offers both digital and printable formats, allowing for flexible integration into various teaching contexts. Although the specific individuals behind its development are not publicly disclosed, Wordwall Ltd is recognized as the official developer and provider of the platform.²⁶

²⁴ Handayani D, "English Teachers' Strategy in Teaching Speaking" (IAIN PONOROGO, 2019).

²⁵ Gandasari T, Tasnim., S, Wahyudi., D, "Pengantar Komunikasi Organisasi," *Medan: Yayasan Kita Menulis*, 2020.

²⁶ Wordwall Ltd. "Wordwall – Create Better Lessons Quicker." *Wordwall.net*. Accessed July 17, 2025. <https://wordwall.net>

Cronsberry in Anindyajati²⁷ said that a wordwall is a collection of words displayed on the wall, bulletin boards, check boards, or whiteboards in the classroom. Hall and Cunningham in Surni²⁸, said that, It is expected to help elementary school students enhance their vocabulary mastery, which is often considered a challenging skill for them to acquire.

Wordwall is an engaging, interactive and educational game application for the browser. This program aims to serve as a fun learning resource, media, and assessment tool for children. New users can get an idea of what creativity should look like by looking at examples of teacher creativity on the wordwall website. Wordwall is a web program that we use to generate entertaining quiz-based games. This online tool may be used to create and examine a learning evaluation.

The WordWall application combines modes of speech, images, moving images, sound, and music to make the media more attractive. Using WordWall, students and teachers can easily access it anywhere and anytime. In addition, students can develop new language learning skills in a way that is easy to remember because the game features can be used as reference material if students have difficulty finding the correct vocabulary.²⁹ According to Shiddiq The WordWall application features provide 18 interactive games, including Match up, Open the Box, Anagrams, Labelled diagram, Quiz, Find the Match, Matching Pairs, Wordsearch, Spin the Wheel, Group Sort, Unjumble, Gameshow Quiz, Flash Cards, Complete the sentence, Crossword, Speaking cards, Flip tiles, Spell the word. They have different

²⁷ A. K. Deny, "Selecting and creating a word list for english language teaching," *Teaching English with Technology*, vol. 17, no. 1, (2017)

²⁸ Surni, "The Effect of Word Wall on Students' Vocabulary Achievement at the Second Year of SMP Negeri 5 Kendari," *Unhalu Kendari: Unpublished Thesis*, (2011).

²⁹ Yuniarti, F., & Rakhmawati, D. (2021). Studi kasus: Game digital "Kahoot" dalam pengajaran Bahasa Inggris. *Jurnal Ilmiah Bina Edukas*

and exciting game designs, and many users state that this application can contribute to the interactive student learning process.³⁰

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

2. Kinds of Wordwall

There are different types of Wordwall. According to Crosberry, Wordwall can be categorized into several types, consisting of:³¹

1). Quick definitions

Students choose and write the word to match the definitions. Repeat the process encouraging students to review all the words as they select the answer.

2). Word Picture

Working in teams, students select one of the words from the word wall and illustrate it on the board. The opposing team gets a point for a correct guess and illustrates another word.

3). Missing Word

Take one of the words off the word wall and rearrange the remaining words. Students scan the word wall and figure out which word is missing.

4). Mind Readers

The teacher thought of a word on the word wall and gave five clues to that word. By the fifth clue, students should all know the word. If success

³⁰ Shiddiq, J. (2021). Inovasi pemanfaatan word-wall sebagai media gamebased learning untuk bahasa Arab. JALIE; Journal of Applied Linguistics and Islamic Education

³¹ Cronsberry, "Word Walls: A Support for Literacy in Secondary School Classrooms."

clues confirm a student it's earlier guess, students can just write the word again.

5). Word Wall Activities

There are some activities for the teacher by using word wall in the classroom:

- a) Unjumble Word, Drag and drop to rearrange each sentence into its correct order
- b) A point, Clap, Chant, The teacher states the word, one student points to the word on the word wall and then all students chant the letters of the word and clap for each other.
- c) Word Search, Students use the words from the word wall to create a word search puzzle. Students exchange word searches with a partner and find the word wall words.
- d) Word wall stories, Students use as many of the word wall words as they can to write a story. This too can be quite a challenge to ensure that the story makes sense yet still uses many of the words.

3. Procedure of Creating Wordwall

According to Uswatun, The teacher can easily implement this game by following these steps ³²

- a) The teacher should first access the Wordwall website (wordwall.net).
- b) The teacher must sign in to gain access to all the available games on Wordwall.
- c) Once signed in and on the Wordwall platform, the teacher selects "create activity" and chooses a game based on their preference.
- d) After deciding on the game type, the teacher needs to create questions

³² Uswatun Hasanah, "The Effectiveness of Using Games Wordwall Application on Student'S Vocabulary Mastery At Eight Grade Junior High School," no. November 2023 (2023): 1–141, <http://digilib.uinkhas.ac.id/id/eprint/30177>.

related to the material to be delivered through the game before starting.

- e) Once the questions are prepared, the teacher clicks “done.”
- f) Prior to assigning the game to students, the teacher must review the “options.” Each game has different options, including:

Timer: The teacher can determine the duration of the game.

End of Game: The teacher can choose whether or not to display the correct answers at the end of the game.

Leaderboard: The teacher can select the number of student names to be displayed on the leaderboard.

- g) After reviewing the options, the teacher clicks “Apply to This Activity.”

- h) If the teacher is confident about the game setup, they can share it with the student

4. Wordwall Web-Application as a Media for Teaching Vocabulary

Wordwall harnesses the power of digital technology to revolutionize vocabulary instruction in the modern era, offering a dynamic and interactive approach to learning. Purwitasari states by transforming education into an engaging game, Wordwall provides students with a stimulating learning environment that enhances their interest and motivation.³³ According to Çil this edutainment platform offers a diverse array of interactive games specifically designed for vocabulary practice, including information matching, picture matching, quizzes, a wheel of fortune, riddles, and more. These interactive activities cater to different learning styles and preferences, allowing students to engage with vocabulary concepts in a manner that is both enjoyable and effective.³⁴

³³ Purwitasari, “Teaching English Vocabulary Using Wordwall Application” (IAIN Ponorogo Thesis, 2021).

³⁴ Titin Wandari, Frida Unsiah, and Rafidah Sahar, “Utilizing Wordwall.Net on the Improvement of Students’ Vocabulary Mastery: An ICT-Based Lesson,” *Journal of Languages and Language Teaching* 12, no. 2 (2024): 952, <https://doi.org/10.33394/jollt.v12i2.10754>.

Research by Wan Azli et al. highlights the motivational benefits of using online games in the classroom, emphasizing their positive impact on the learning process.³⁵ By integrating Wordwall into vocabulary instruction, educators can create dynamic and immersive learning experiences that captivate students' interest and promote active participation. Moreover, Wordwall offers a range of tools for creating interactive educational resources that can be utilized both online and in print. This versatility allows educators to customize learning materials according to their instructional objectives and students' needs, fostering a personalized and adaptive approach to vocabulary instruction.

In other words, Wordwall emerges as a valuable asset in English vocabulary teaching, offering a blend of entertainment and education that stimulates students' engagement and enhances their learning outcomes. Wordwall is beneficial for students as a learning resource, media, and entertaining assessment tool. This is in accordance with Safitri et al. The study's findings showed that Wordwall had a beneficial effect on students' motivation to learn.³⁶ Through its innovative features and customizable resources, Wordwall empowers educators to create dynamic and impactful learning experiences that inspire students to actively participate and excel in their vocabulary development.

Kimosop states that one of the documents is a syllabus book that guides a teacher to plan for effective classroom instruction where they should use it to identify objectives, write schemes, and lesson plans. The effective classroom instruction entails three main stages; (a) Preparation stage (planning stage). This involves identification of the content to be covered, identification of objectives, scheming of the content, and lesson planning.

³⁵ Wandari, Unsiah, and Sahar.

³⁶ Afra Nadya Putri Insani, M Galuh Elga Romadhon, and Dwi Fita Heriyawati, "Teachers' Voices in Wordwall Media Application in Teaching Young Learners Context: A Narrative Inquiry," *English Review: Journal of English Education* 12, no. 1 (2024): 117–24, <https://doi.org/10.25134/erjee.v12i1.9212>.

(b)Implementation stage (Actual teaching). This includes selection of appropriate teaching methodology and use of teaching and learning materials.
(c) Evaluation stage or achievement of instructional. This includes assessment and feedback measures.³⁷

a. Preparation of Wordwall

Al-Shumairi defines Teacher preparation as the educational institution providing a set of knowledge, skills, and educational experiences to students, intending to interact with these experiences in a way that gives them knowledge and skills and works to modify their behaviour and achieve academic goals.³⁸

Rotter says teacher preparation includes the ability of the teacher to deliver the instructional process with confidence and prepare the recommended documentation; lesson plans, schemes of work, lesson notes, and records of work among others.³⁹

b. Implementation of Wordwall

Webster's Dictionary states implementation is the process of making something active or effective. It is the carrying out of planned, intentional activities that aim to turn evidence and ideas into policies and practices that work for people in the real world. Implementation is about putting a plan into action, and it involves both the 'what' and the 'how'.⁴⁰

³⁷ Elizabeth Welu Kiamba and Francis Mutua, "A Critical Review of the Effect of Teacher Preparedness on Students' Academic Achievement: A Research Agenda," *Scholarly Research Journal for Interdisciplinary Studies* 4, no. 35 (2017): 6410–20.

³⁸ Adel Muhammad Alzahrani and Ghada Abdelhady, "Educational Learning Theories-Based Teacher Preparation," *International Journal of Novel Research in Education and Learning* 9, no. 6 (2022): 55–65, <https://doi.org/10.5281/zenodo.7484258>.

³⁹ Kiamba and Mutua, "A Critical Review of the Effect of Teacher Preparedness on Students' Academic Achievement: A Research Agenda."

⁴⁰ Jan-Erik Lane, "The Concept of Implementation," *Statsvetenskaplig Tidskrift* 86, no. 1 (1983): 17–40, file:///C:/Users/admin/AppData/Local/Temp/badersten,+Tidskriftsansvarig,+3298-7940-1-CE.pdf.

Research by Nasru ilahiyati, et al. the implementation of learning includes three significant activities points:⁴¹

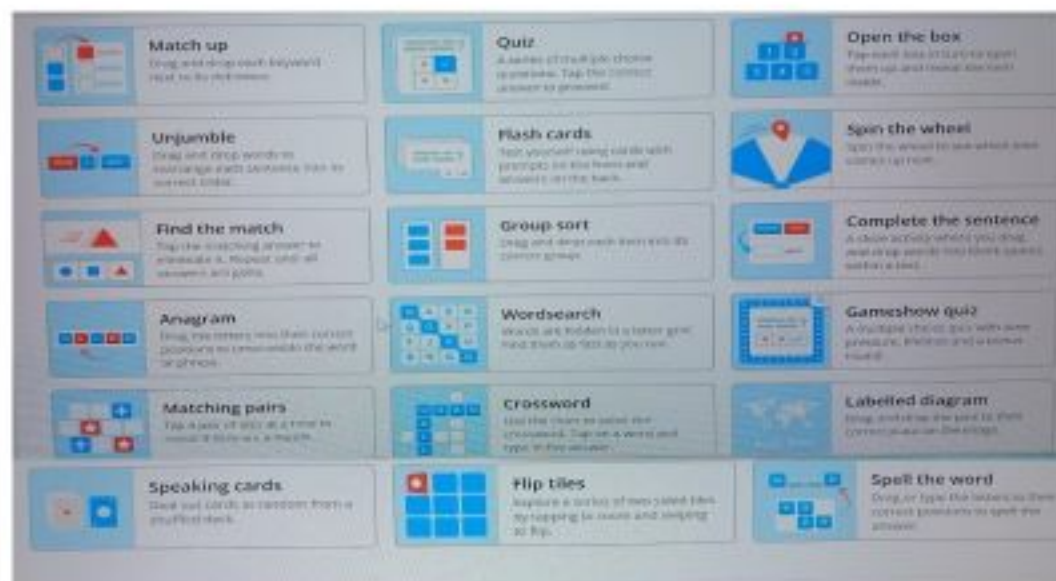
Pre Activity : The first pre-activity stage begins with a warming-up session.

Main Activity: The next main activity is read the material and practice some tasks.

Post Activity: At the end of the teaching stages, the teacher asked the students to make an oral reflection on the last session of the class.

Social Learning Theory from Albert Bandura, this theory states that learning can happen through observation and social interaction. Interactive games often involve collaborative or competitive elements, enabling students to learn from their peers or characters in the game.⁴²

Picture 2. 1 Illustration features Wordwall Web Application



⁴¹ Nasru Ilahiyati, Zuliati Rohmah, and Hamamah Hamamah, "The Implementation of Wordwall Games in Vocabulary Learning," *IJEE (Indonesian Journal of English Education)* 10, no. 1 (2023): 144–59, <https://doi.org/10.15408/ijee.v10i1.29905>.

⁴² Zane L Berge and Baltimore County, "Encyclopedia of the Sciences of Learning," *Encyclopedia of the Sciences of Learning*, no. August (2012), <https://doi.org/10.1007/978-1-4419-1428-6>.

c. Evaluation of Wordwall

According to J. R David in syafrizal, Evaluation is component to know the result teaching-learning process, so that teacher can know the result of expectation.⁴³

Suskie, defines assessment is an evaluation is a crucial component for assessing the outcomes of the teaching-learning process, allowing the teacher to determine whether the expected results have been achieved. Hedgcock & Ferris, states that a teachers consistently assess their students' progress in education through various methods, such as examinations, homework, quizzes, oral presentations, lab demonstrations, discussions, debates, interviews, reports or projects, logs or journals, term papers, coursework essays, open-book tests, teacher observations, document completion, class tests, group work, game-based quizzes using Wordwall, assignments, and brainstorming sessions.⁴⁴

According to Earl, evaluation takes several forms, including traditional, performance (authentic), direct, indirect, objective, subjective, quantitative, qualitative, formative, summative, as well as criterion-referenced and norm-referenced assessments.⁴⁵

The assessment of each student is an important component to prove the effectiveness of wordwall games in vocabulary learning implementation.

⁴³ Syafrizal and Haerudin, "The Implementation of Vocabulary Building Strategy," *Journal of English Language Teaching* 5, no. 1 (2018): 40–48, <http://ojs.ikipmataram.ac.id/index.php/joelt%0AVolume>.

⁴⁴ Md. Hafiz Iqbal, Shamsun Akhter Siddiqie, and Md. Abdul Mazid, "Rethinking Theories of Lesson Plan for Effective Teaching and Learning," *Social Sciences & Humanities Open* 4 (2021), www.sciencedirect.com/journal/social-sciences-and-humanities-open.

⁴⁵ Iqbal, Siddiqie, and Mazid.

5. The Strengths and the Weaknesses of Wordwall Web-Application

a. The Strengths of Wordwall

According to Jennifer Cronsberry⁴⁶, the strengths of Wordwall include:

- 1) Provide an approach to meaningful teaching of vocabulary with an emphasis on student engagement and higher level thinking skills
- 2) Enhancing vocabulary, which in turn improves reading comprehension and writing style.
- 3) enforcing the understanding of subject-specific terminology, focusing on helping students internalize key concepts.
- 4) Help students improve spelling and awareness of spelling patterns.
- 5). Providing 18 templates that can be accessed for free, allowing users to easily switch between different activity templates.
- 6). Offering visual cues to aid student learning.
- 7). Encourage student independence when reading and writing.

b. The Weaknesses of Wordwall

The weaknesses of Wordwall are:

- 1). Learning using the Wordwall method may require a significant amount of time and a variety of equipment and colors.⁴⁷
- 2). One limitation of the Wordwall quiz is that the font size cannot be adjusted, and users cannot modify the text size or utilize the free trial for such changes.⁴⁸

⁴⁶ Jennifer Cronsberry, "Word Wall: A Support for Literacy in Secondary School Classrooms.," 2014, <http://www.readingrockets.org>.

⁴⁷ Dewi Nurhamida, "Improving Students' Vocabulary Mastery through Word Wall." (Institute (STAIN) Salatiga Thesis, 2012).

⁴⁸ Supendi Pepen dan Nurhidayat, "Fun Game," *Jakarta: Penebar Plus*, 2007, 8.

3) New users are only able to create up to five game models, and to add more, a subscription is required.

4) A poor internet connection hinders access to learning resources, interaction, and collaboration, thereby disrupting the learning process.⁴⁹

Wordwall is an application that helps teachers become more creative and innovative by offering a variety of templates that can be selected and tailored to the material. However, teachers cannot change the font size within the Wordwall application, so they must be strategic when designing tasks in the platform.

C. Previous Related Studies

Table 2. 1 Previous Studies

No.	Research Identify	Similarity	Differences	Research Originality
1.	Farah Ainy, The Effectiveness of Word Wall Strategy on Students' Vocabulary Mastery (Quasi-Experimental Study in the Seventh Grade of Mts Manaratul Islam Jakarta in the Academic Year 2014/2015)	This study focused on Wordwall Application in teaching vocabulary.	This study used a quantitative as a method with data collected using a pre-test and post-test consisting of multiple choice question.	This research is titled "Using Wordwall Application in Teaching Vocabulary at MTs Negeri 1 Plus Riset Manado." Although the use of the Wordwall application as a learning medium is already well known, this study specifically explores the preparation,
2.	Purwitasari, The effectiveness of Wordwall Application in Improving Students' Vocabulary	This study uses Wordwall Application in teaching vocabulary.	This study uses quantitative approach and used the quasi-experimental design.	

⁴⁹ George Siemens et al., "Connectivism : A New Learning Theory ?," *Journal of Instructional Technology and Distance Learning* 2, no. 1 (2019): 1–5, <http://elearning.surf.nl/e-learning/english/3793>.

	Mastery at MTsN 4 Magetan			implementation, and evaluation in the context of teaching vocabulary, particularly in the Manado area. Additionally, this research utilizes qualitative design with various instruments, including observation, interviews, questionnaires, and documentation. Moreover, the smaller number of respondents is expected to allow for a more focused observation.
3.	Uswatun Khasanah, The Effectiveness Of Using Games Wordwall Application On Student's Vocabulary Mastery At Eight Grade Junior High School	This study uses Wordwall Application in teaching vocabulary.	The research design employed was a quantitative quasi-experimental design (non-equivalent control group design). The participants were categorized into two groups: an experimental group and a control group.	
4.	Yesi Ana Mariati, The Implementation of Word Wall Media on Improving Students' English Vocabulary	Using Word Wall Media on Improving Students' English Vocabulary	In this study, the researcher gathers data using the following techniques: teaching, testing, and administering questionnaires.	
5.	Rosyidah A, The Effectiveness of Wordwall online games as technology – based learning on Grammar Quality among junior high students	using Wordwall online games as learning media	use experimental design with data collected using a pre-test and post-test consisting of multiple choice question and analysis using SPSS version 25.	

The researcher identified five relevant studies related to this research. The first study is titled “The Effectiveness of Word Wall Strategy on Students’ Vocabulary Mastery (Quasi-Experimental Study in the Seventh Grade of Mts. Manaratul Islam Jakarta in the Academic Year 2014/2015)” by Farah Ainy. This study aims to provide empirical evidence regarding the effectiveness of the word

wall strategy on students' vocabulary mastery at Mts Manaratul Islam first grade and to determine the effect size of the word wall strategy. The researcher employed a quantitative method in this study, using both pre-tests and post-tests during the teaching-learning process. The results of the research indicated that the word wall method significantly improved students' vocabulary mastery, as evidenced by the scores they achieved and their improved comprehension.

The second study, titled "The Effectiveness of Wordwall Application in Improving Students' Vocabulary Mastery at MTsN 4 Magetan," was written by Purwitasari. This study aims to determine whether students taught using the Wordwall application show greater improvement in their vocabulary mastery compared to those who are not taught using the Wordwall application, specifically in the seventh grade at MTsN 4 Magetan during the 2021/2022 academic year. The researcher used a quantitative approach and employed a quasi-experimental design to collect the data. Pre-tests and post-tests were administered, and the independent sample t-test formula was used for data analysis to assess whether there was a significant difference between the students who used the Wordwall application and those who did not. The results revealed that the use of the Wordwall application as a learning tool was effective, enhancing students' interest and activity in learning English.

The third study, titled "The Effectiveness of Using Games Wordwall Application on Students' Vocabulary Mastery at the Eighth Grade Junior High School," was conducted by Uswatun Khasanah. This study explores the impact of the Wordwall Game Application on students' vocabulary mastery among junior high school students. The research was carried out in a junior high school in Jember, East Java, Indonesia. The research design was a quantitative quasi-experimental (non-equivalent control group design). The researcher used cluster random sampling to select the sample, which consisted of two classes: the experimental group with 32 students and the control group with 32 students. Vocabulary mastery was assessed through a reading-integrated vocabulary test, referred to as a post-test. The data was analyzed using the T-test formula for

hypothesis testing. The results indicated that using the Wordwall application as a teaching tool was effective in helping students overcome difficulties in mastering vocabulary and understanding English texts.

The fourth study, titled *The Implementation of Word Wall Media on Improving Students' English Vocabulary*, was conducted by Yesi Ana Mariati. This research aims to examine how the use of word wall media can improve students' vocabulary mastery. The researcher collected data using teaching, tests, and questionnaires. Statistical analysis was applied to the data. The results indicated that the use of word wall media had a significant impact on students' vocabulary mastery. This was evident from the comparison of pre-test and post-test results. Before the treatment, 24% of students passed the test, while 76% failed. After the treatment, 100% of students passed, and 0% failed. This demonstrates that the implementation of word wall media was successful in enhancing students' vocabulary mastery.⁵⁰

The fifth study, conducted by Rosyidah, A., et al., is titled "The Effectiveness of Wordwall Online Games as Technology-Based Learning on Grammar Quality Among Junior High Students." This research employs an experimental design and aims to assess the effectiveness and perceptions of Wordwall online games as a technology-based learning tool for teaching grammar among junior high school students. Data collection involved pre-tests and post-tests (grammar multiple-choice tests), and the data were analyzed using an independent sample t-test with SPSS version 25. The results revealed a probability value of 0.002, which is lower than the significance level of 0.05 ($0.002 < 0.05$). This indicates that Wordwall online games have a significant impact on improving students' grammar quality.⁵¹

⁵⁰ Yesi Ana Mariati, "The Implementation of Word Wall Media on Improving Students' English Vocabulary" (AR-RANIRY STATE ISLAMIC UNIVERSITY BANDA ACEH, 2018).

⁵¹ Anisah Rosyidah, Slamet asari, Nirwanto Maruf, "The research entitled "The Effectiveness of Wordwall online games as technology – based learning on Grammar Quality among junior high students," Budapest International Research and Critics Institute Journal 5 no.3 (2022) : 27631-27632

This research has some similarities with previous studies that also used the Wordwall web application in teaching vocabulary. All of the studies focus on using Wordwall as a tool to help students learn and remember new vocabulary in a fun and interesting way. They also agree that Wordwall can make the learning process more interactive and enjoyable for students, especially at the junior high school level. In addition, both this study and earlier ones aim to help students improve their vocabulary through digital media that supports student engagement and motivation during the learning process.

In difference, all of the previous studies used a quantitative method by giving students tests before and after the learning process. In contrast, this study used a qualitative method to explore the process more deeply. This research looks at three specific parts: how the teacher prepares the lesson using Wordwall, how the teacher implements it in classroom, and how the teacher evaluates the students. Also, the data in this study were collected through observation, interview, questionnaires, and documentation.

The novelty of this research lies in its comprehensive qualitative approach that explores the use of Wordwall not only in terms of its effectiveness, but also through an in-depth analysis of teacher's preparation, implementation, and evaluation. Moreover, this study is contextually unique as it was conducted at MTs Negeri 1 Plus Riset Manado, a setting that has not been previously examined in similar research.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The researcher used qualitative descriptive as the design for this research. This qualitative design refers to the definition given by Creswell, who describes qualitative analysis as a non-numerical examination and interpretation of observations to find meanings and patterns of relationships that underlie the phenomena studied.⁶⁰ In the context of this research, qualitative methods used to explore the Wordwall starting from preparation, implementation and evaluation to teach English vocabulary in class 7th B at MTs N1 Plus Research Manado.

B. Research Setting

The subject of this research was conducted at MTs Negeri 1 Plus Riset Manado which is located at Bailang Street, Bunaken Sub-district, Manado City, North Sulawesi from March to May 2025.

C. Research Participants

The participants of this research were the English teacher and the students of 7th B class at MTs Negeri 1 Plus Riset Manado totally 31 students.

D. Data and Source of Data

The data sources of this research are classified in two types as follows:

1 Primary Data

Primary data refers to research data collected directly from the original source. The primary data in this study are of observations, interview and questionnaire that obtained by researcher from MTs Negeri 1 Plus Riset Manado.

⁶⁰ John W. Creswell, *Research Design: Pendekatan Metode Kualitatif, Kuantitatif, Dan Campuran* (Yogyakarta: Pustaka Pelajar, 2016).

2. Secondary Data

Secondary data is research data obtained indirectly in the form of library research from books, articles, magazines, or data from the internet. Secondary data in this study are the results of documentation in the form of teaching materials, lesson plans, articles, and thesis.

E. Research Instrument

The research instrument, known as a measuring instrument, is an important element in research. Research instruments typically include tests, questionnaires, interview guides, and observation protocols, which the researcher uses to gather relevant and valid data.⁶¹ This study used four research instruments, namely observation sheets, interview guides, questionnaire sheet and documentation checklists, as the main tools for collecting the necessary data.

First, observation is an effective research method for observing teacher and behaviour, activities, and interactions in the classroom without interference from the researcher.⁶² Through observation, researcher can gain in-depth insight into how teacher use wordwall web application to teach vocabulary to students. Second, interview is a process of gathering information for research purposes through a question and answer format, conducted face-to-face between the interviewer and the interviewee, and the respondent's answers will be recorded with a recorder.⁶³ Third, questionnaire for students who have experienced the integration of Wordwall web application in teaching vocabulary.⁶⁴ Lastly, documentation is use to obtain secondary data in lesson plans and teaching materials related to the problem being studied. Arikunto stated that researcher investigated written objects such as books and articles in carrying out the

⁶¹ Sugiyono, "Metode Penelitian Kombinasi (Mixed Methods)," *Alfaber*, 2018, 148.

⁶² L.R. Gay, G.E. Mills, P.W. Airasian "Educational Research: Competencies for Analysis and Application (10th Edition)," *Unites Stated of America: Pearson Education*, 2012, 381–82.

⁶³ Gay, Mills, and Airasian, 386

⁶⁴ SAMET GUVEN, RAMDANI ASTIN ABIYU KHASYI, NAF'AN TARIHORAN, "ANALYSIS OF THE USE OF THE WORDWALL APPLICATION IN," *Jurnal Inovasi Penelitian Pendidikan Dan Pembelajaran* 4, no. 4 (2024): 961–72.

documentation method.⁶⁵ In this case, the documentation collected by the researcher includes videos of the teacher's classroom instruction, the teacher's lesson plan, and the Wordwall web application used by the teacher.

F. Data Collecting Techniques

Data collection techniques as a method that is independent of the analytical method or even become the main tool of data analysis methods and techniques. In collecting data for this research, the researcher employed techniques such as observation, interview, questionnaire, and documentation. The respondents for this study include the teacher who implemented the Wordwall web application in the classroom and the students who used the Wordwall.⁶⁶

1. Observation

The criteria that became the focus of observation included observing the teacher delivery of an introduction to the topic (apperception), clearness in explaining materials, implementation of Wordwall web application, management of student attention and instruction, checking student comprehension, reviewing lesson content and drawing conclusions, and effectively closing the lesson. This research used direct observation. Observations were carried out repeatedly and in various learning situations to ensure the validity and reliability of the data collected.

The observation process is structured by paying attention to the interactions between teacher and students and the students' attitudes toward participating in learning activities.

2. Interview

In this study, the researcher used a semi-structured interview with 13 questions. The interview is conducted by first preparing alternative questions and answers. However, in practice, it is be accessible and open,

⁶⁵ Suharsimi Arikunto, "Prosedur Penelitian: Suatu Pendekatan Praktek," *Jakarta: Rineka Cipta*, 2013, 201.

⁶⁶ Uswatun Khasanah, "A Descriptive Study on Teaching Vocabulary by Using Guessing Game at The Fourth-Grade Students of SDN 01 Mantingan Jepara in The Academic Year Of 2017/2018" (Islamic University of Nahdlatul Ulama Jepara, 2018).

where the informant was asked for their opinions and ideas, and the interviewer recorder what the informant conveys. In the informant selection technique, the researcher interviewed an English teacher at MTs N 1 Plus Riset Manado.

The interview instrument was chosen because the researcher aimed to gather information related to the teaching ways used by teacher in implementation wordwall web application into vocabulary learning. The researcher asked about how the teacher choose the appropriate material or vocabulary to implement into the game.

3. Questionnaire

The questionnaire in this study is an open-ended questionnaire with 9 questions which was shared via google form. This questionnaire provides a full opportunity to provide answers according to what the respondent feels is necessary. The respondent replies in their own words without being constrained by a fixed set of possible responses.⁶⁷ The researcher only asked a number of questions regarding the research problem and asked the respondent to elaborate on his opinion or stance at length if desired.

4. Documentation

The documentation research instrument used a documentation checklist, as shown in the tabel below:

Table 3. 1 Documentation Checklist

No.	Documentation	Aims	(√)
1.	Lesson Plan	Knowing the teacher's teaching plan for integrating wordwall application in vocabulary learning	
2.	Teaching Materials	Understand the selection and organization of vocabulary in wordwall application	

⁶⁷ S Roopa and MS Rani, "Questionnaire Designing for a Survey," *The Journal of Indian Orthodontic Society* 46, no. December (2012): 273–77, <https://doi.org/10.5005/jp-journals-10021-1104>.

One of the important documentation research instruments is the teaching materials teacher used in teaching vocabulary through wordwall web application. Researcher need to collect and analyze teaching materials to understand how vocabulary materials are selected and organized in the context of wordwall web application. Documentation of the teaching materials can also provide insight into the material being taught and whether the teaching materials are appropriate to the level of development and understanding of students at MTs N 1 Plus Riset Manado.

G. Data Analysis Techniques

To analyze the data, the researcher followed the procedure outlined by Miles and Huberman, which involves a simple analysis process consisting of three stages: data reduction, data display, and conclusion drawing or verification. The researcher was applied these techniques to analyze the data.⁶⁸

1. Data Reduction

At this stage, the data obtained from observation sheets, interview guides, Questionnaire and documentation are systematically arranged and selected to achieve an orderly and relevant organization. Organizing this data involves grouping, removing irrelevant data, and simplifying and rearranging data. Observation sheet is used to record in detail the interactions between the teacher and students while teaching vocabulary by using a wordwall web application.

2. Data Display

The reduced data is then explained formally and systematically. This data is presented using narratives that help researchers to describe more complex findings. Data obtained from observation sheets, interview sheets, questionnaire sheets and documentation are explained in the form of descriptive narratives that was provided an in-depth interpretation of how

⁶⁸ Matthew B. Miles, A. Michael Huberman, and Jonny Saldana, "Qualitative Data Analysis. A Methods Sourcebooks, Third," *California: Sage Publication*, 2014.

the wordwall web application contributes to vocabulary teaching, identifying starting from preparation, implementation and evaluation and revealing the advantages of using wordwall application to enrich students' vocabulary. This data presentation aims to facilitate understanding and provide a clear picture of the research findings.

3. Drawing Conclusion and Verification

The final stage is drawing in-depth conclusions from the data presented to understand the effectiveness of wordwall web application in vocabulary teaching. Drawing conclusions focuses on systematically interpreting the data by integrating findings from various research instruments such as observation sheets, interview sheets, questionnaire sheets and documentation. Through in-depth analysis, the researcher organized concepts relevant to the research focus to provide accurate and holistic insights into the contribution of wordwall web application in enriching students' vocabulary at MTs N 1 Plus Research Manado.

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