

**THE EFFECTIVENESS OF WORDWALL MEDIA GAME IN TEACHING
VOCABULARY AT ELEVENTH GRADE STUDENTS AT MA DARUL
ISTIQOMAH SINJAI REGENCY**



THESIS

As Requirement to obtain a Bachelor's
Degree in English Education Study Program (S.Pd)

By:

A. Batari Muyassara
Student's ID. 200110026

**ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF TARBIYAH AND TEACHER TRAINING
ISLAMIC UNIVERSITY OF AHMAD DAHLAN SINJAI
YEAR 2024**



**THE EFFECTIVENESS OF WORDWALL MEDIA GAME IN TEACHING
VOCABULARY AT ELEVENTH GRADE STUDENTS
AT MA DARUL ISTIQOMAH SINJAI REGENCY**



THESIS

As Requirement to obtain a Bachelor's
Degree in English Education Study Program (S.Pd)

By:

A. Batari Muyassara
Student's ID. 200110026

Supervisor:

1. Dr. Atmaranie Dewi Purnama, M.Pd
2. Harmilawati, S.S., S.Pd., M.Pd

**ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF TARBIYAH AND TEACHER TRAINING
ISLAMIC UNIVERSITY OF AHMAD DAHLAN SINJAI
YEAR 2024**

STATEMENT OF AUTHENTICITY

The undersigned below:

Name : A. Batari Muyassara

NIM : 200110026

Study Program: English Education

Declare truly that:

1. This thesis is truly my own work, not plagiarism or duplication of other people's writing/work which I acknowledge as the result of my own writing or thoughts.
2. All parts of this Thesis Proposal are my own work apart from quotations indicated by the source. Any errors contained therein are my responsibility.

This statement is made accordingly. If in the future it turns out that this statement is not true, then I am willing to accept sanctions for this action in accordance with the provisions of the applicable laws.

Cinipi, June 24th 2024

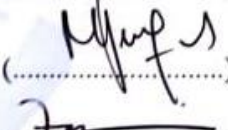
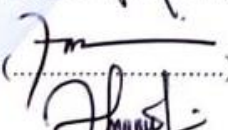


A. Batari Muyassara
Reg. Number: 200110026

PENGESAHAN SKRIPSI

Skripsi berjudul, *The Effectiveness of Wordwall Media Game in Teaching Vocabulary at Eleventh Grade students at MA Darul Istiqamah Sinjai Regency*, yang ditulis oleh A. Batari Muyassara Nomor Induk Mahasiswa (NIM) 200110026, Mahasiswa Program Studi Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Ahmad Dahlan, yang dimunaqasyahkan pada hari Sabtu, tanggal 29 Juni 2024 M bertepatan dengan 22 Dzulhijjah 1445 H, telah diperbaiki sesuai catatan dan permintaan Tim Penguji, dan diterima sebagai syarat memperoleh gelar Sarjana Pendidikan (S.Pd).

Dewan Penguji

Dr. Suriati, M.Sos.I.	Ketua	()
Dr. Jamaluddin, M.Pd.	Sekretaris	()
Prof. K.H. Hamzah Harun, M.A., Ph.D.	Penguji I	()
Dr. H. Nur Taufiq, M.Ag.	Penguji II	()
Dr. Atmaranie Dewi Purnama, M.Pd.	Pembimbing I	()
Harmilawati, S.S., S.Pd., M.Pd.	Pembimbing II	()



Mengetahui:
Dekan FTIK UIAD,


Dr. Takdir, M.Pd.I.
NBM. 1213495

ABSTRACT

A. Batari Muyassara. *The Effectiveness of Wordwall Media Game in Teaching Vocabulary at Eleventh Grade Students at MA Darul Istiqamah Sinjai Regency.* Thesis. Sinjai: English Language Education Study Program, Faculty of Tarbiyah and Teacher Training, Ahmad Dahlan Islamic University, Sinjai, 2024.

This study aims to examine the effectiveness of the Wordwall game media in teaching vocabulary to class XI B students at MA Darul Istiqamah Sinjai Regency.

The research employed a quasi-experimental method with a one-group pretest-posttest design using a quantitative approach. The population of the study consisted of 18 students from class XI B. Data collection techniques included observation, tests, and documentation. Data analysis was conducted using normality tests, homogeneity tests, and the N-Gain formula.

The findings indicate that Wordwall media is effective in improving vocabulary learning. The paired sample T-test results showed a significance value of $0.000 < 0.05$, confirming that the alternative hypothesis (H_a) is accepted. This signifies that Wordwall is an effective tool for teaching English vocabulary.

Keywords: Effectiveness, Wordwall, Teaching Vocabulary

مستخلص البحث

أ. باتاري ميسرة. فعالية لعبة الوسائط *Wordwall* في تدريس المفردات لدى طلاب الصف الحادي عشر في مدرسة العالية دار الإستقامة سنجائي. البحث. سنجائي: قسم تعليم اللغة الإنجليزية، كلية التربية وتعليم المعلمين، جامعة أحمد دحلان الإسلامية، سنجائي، ٢٠٢٤.

تهدف هذه الدراسة إلى فحص فعالية لعبة الوسائط *Wordwall* في تدريس المفردات لطلاب الصف الحادي عشر ب في مدرسة العالية دار الإستقامة سنجائي.

استخدم البحث طريقة شبه تجريبية بتصميم اختبار أولي وبعدي لمجموعة واحدة باستخدام نهج كمي. تكون مجتمع الدراسة من ١٨ طالباً من الصف الحادي عشر ب. تضمنت تقنيات جمع البيانات الملاحظة والاختبارات والتوثيق. تم إجراء تحليل البيانات باستخدام اختبارات الطبيعية واختبارات التجانس وصيغة *N-Gain*.

تشير النتائج إلى أن وسائط *Wordwall* فعالة في تحسين تعلم المفردات. أظهرت نتائج اختبار ت للعينات المقترنة قيمة دلالة $0.000 > 0.005$ ، مما يؤكد قبول الفرضية البديلة (H_a). وهذا يعني أن *Wordwall* أداة فعالة لتدريس مفردات اللغة الإنجليزية.

الكلمات الأساسية: الفعالية، *Wordwall*، تدريس المفردات

ACKNOWLEDGMENTS

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ
الْحَمْدُ لِلَّهِ رَبِّ الْعَالَمِينَ وَالصَّلَاةُ وَالسَّلَامُ عَلَى أَشْرَفِ لَأَنْبِيَاءِ وَالْمُرْسَلِينَ سَيِّدِنَا مُحَمَّدًا وَعَلَى آلِهِ وَاصْحَابِهِ
أَجْمَعِينَ أَمَّا بَعْدُ

On this occasion, the author would like to express her deepest gratitude to all parties who have provided assistance in the form of guidance and encouragement during the author's study. Therefore, the author expresses her thanks and appreciation to:

1. My beloved parents who have educated and raised me and provided a lot of motivation and support, both material and moral, throughout the writing process until completion.
2. Dr. Suriati, S. Ag., M.Sos.I. As Chancellor Islamic University of Ahmad Dahlan Sinjai;
3. Dr. Jamaluddin, S.Pd.I., M.Pd.I. As Deputy Chancellor I Islamic University of Ahmad Dahlan Sinjai;
4. Dr. Rahmatullah, S. Sos.I., M.A. As Deputy Chancellor II Islamic University of Ahmad Dahlan Sinjai;
5. Dr. Muhlis, S.Kom.I., M.Sos.I. As Deputy Chancellor III the Islamic University of Ahmad Dahlan Sinjai;
6. Takdir, S.Pd.I., M.Pd.I. As Dean of the Faculty of Tarbiah and Teacher Training, Islamic University of Ahmad Dahlan Sinjai;
7. Dr. Atmaranie Dewi Purnama, M.Pd As Supervisor I and Harmilawati, S.S., S.Pd., M.Pd as Supervisor II;
8. Harmilawati, S.S., S.Pd., M.Pd. As Head of the Tadris English Study Program;
9. All lecturers who have guided and taught during their studies at the Islamic University of Ahmad Dahlan Sinjai;
10. All employees and staff Islamic University of Ahmad Dahlan Sinjai; who have helped ensure academic success;

11. Head and Staff of library Islamic University of Ahmad Dahlan Sinjai;
12. All parties who have helped in the completion of the final assignment and in the preparation of the final assignment which cannot be mentioned one by one.

Finally, the reseacher realizes that this thesis is still far from being perfect. Therefore, the reseacher will be happy to accept constructive criticism in order to make it better. The reseacher hopes that this thesis will be benefical to everyone especially in developing english teaching and learning process, Amiin.

Sinjai, June 24th 2024

A. Batari Muyassara
Reg. Number. 200110026

TABLE OF CONTENTS

COVER	i
PAGE MARGIN.....	ii
TITLE PAGE.....	iii
STATEMENT OF AUTHENTICITY	iv
APPROVAL SHEET	v
ABSTRACT.....	vi
TABLE OF CONTENTS	viii
LIST OF THE TABLE	x
LIST OF PICTURES.....	xi
CHAPTER I INTRODUCTION.....	1
A. Background of The Problem.....	1
B. Research Questions	4
C. Objective of the research.....	5
D. Significance of the Research	5
CHAPTER II THEORETICAL REVIEW.....	7
A. Literature Review.....	7
B. Hypothesis	25
C. Some Pertinent Ideas	26
CHAPTER III RESEARCH METHODS.....	31
A. Types and Research Approaches	31
B. Variable Definition.....	32
C. Place and time of research.....	32
D. Population and Sample.....	33
E. Data collection techniques.....	33
F. Research Instruments.....	36

G. Validation and Reliability Test	38
H. Data analysis techniques	42
CHAPTER IV RESEARCH FINDINGS	45
A. General Description of Research Location	45
B. Result and Discussion of the Research.....	45
C. Discussions	50
CHAPTER V CONCLUSION	56
A. Conclusion of the Research.....	56
B. Suggestion of the Research.....	56
BIBLIOGRAPHY	57
APPENDICES.....	62

LIST OF THE TABLE

Table 3.1. One group pretest-posttest design	31
--	----

Table 3.2 The number of students in the eleventh grade	33
Table 3.3 Pretest Validity of the Test.....	39
Table 3.4. Posttest Validity of the Test	40
Table 3.5. Pretest Reliability of the Test.....	42
Table 3.6. Posttest Reliability Test.....	42
Table 3.7. Normalized Gain Criteria.....	44
Table 4.1. Tes Normality of the Test	46
Table 4.2. Result of the homogeneity test.....	47
Table 4.3. Result of the paired sample T-test.....	49
Table 4.4. Result of N-Gain	50
Table 4.5. Normalized Gain Criteria.....	50
Table 4.6. The recapitulation of observation results	51

LIST OF PICTURES

Picture 2.1. Wordwall Application.....	18
Picture 2.2 Fiture of Wordwall.....	20

Graphic 4.1. Q.Q plot.....	46
----------------------------	----

CHAPTER I

INTRODUCTION

A. Background of The Problem

Human life is very dependent on language as a vital means of obtaining information, both through oral and written communication. Therefore, if you reflect on history related to science, the first thing studied by the first humans on earth was language. As stated in QS Al-Baqarah: 31

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

Meaning: *And god taught Adam the names (things) of all of them, then he showed them to the angels, saying, "Tell me the names of these (things), if you are right!" (Hatta, 2009).*

The verse above relates to the language acquisition process which involves the ability to understand vocabulary so that it makes communication easier. According to the Big Indonesian Dictionary or KBBI, vocabulary can be defined as a collection of words that a person understands and masters. Vocabulary mastery is also considered very crucial in the context of oral communication skills. This is due to the ability to use a diverse vocabulary, thus allowing someone to speak a more varied and interesting language (Rizqi & Andriyanto, 2022). Thus, vocabulary mastery is not only the foundation for general language understanding, but also plays an important role in enriching one's communication expressions.

In the current era of globalization, English has become an international language. The position of English as an international language influences language use in each country throughout the world, especially in Indonesia. According to Kusuma, in Indonesia the first foreign language taught as a subject in middle and high schools is English (Kusuma, 2019), also according to Andi Tri Wahyuni Arif in reality English is not only needed in aspects of education but also needed in social and political aspects. So that people from various countries need English to be easy to communicate which makes English occupy the position of

international language (Arif, 2023). Therefore, English is an important element in the progress of the nation's children so that they can keep up with the times.

There are four skills that must be mastered in learning a language, especially English, namely listening, speaking, reading and writing. Apart from that, vocabulary development is also an aspect that is no less important in the English learning process. Vocabulary is the foundation of language skills, namely listening, speaking, reading and writing. Without learning vocabulary, it is difficult to achieve proficiency in any language. Vocabulary is the basis of second language acquisition. In a more comprehensive sense, "vocabulary" is not only limited to the meaning of words, but also includes the structure of vocabulary in a language, namely how people use and store words, as well as how they learn and build them (Afzal, 2019).

Many people realize that limited vocabulary can make it difficult for them to convey their ideas and thoughts. To make it easier for children to learn language, understanding vocabulary is very important in the language learning process. Therefore, it is important for someone to master and continue to improve their language skills. There are four skills in mastering English, namely speaking, listening, writing, reading, and vocabulary mastery is the basic key in mastering these four skills.

Therefore, a student must have a vocabulary before learning a language. Without adequate vocabulary mastery, ideas cannot be conveyed effectively. Students must understand the meaning of vocabulary, be able to spell it correctly, use words in the context of sentences correctly, and pronounce them correctly (Hartatiningsih, 2022). The role of the teacher is very influential on the student learning process and outcomes, especially in English language learning such as vocabulary which requires methods and media to build students' interest and understanding in learning. A teacher's habit of delivering material and choosing learning methods is still monotonous so they only provide explanations and exercises, and end with an exam. This approach is ineffective because it causes

students to become passive learners. There are many ways to arouse students' interest in learning, especially when receiving English language instruction (Harmilawati, 2020). Therefore, a teacher needs to explore learning methods and media to create effective learning strategies.

Choosing the right method in the process of delivering learning material can have an impact on the choice of learning media to be used, which must be adapted to the needs and characteristics of the students concerned. The use of learning media not only aims to make it easier for educators to convey material to students, but also aims to increase student motivation to learn more interactively and actively in the classroom. This also creates a useful feedback mechanism between educators and students. Thus, the use of learning media plays an important role in increasing the effectiveness of the learning process during teaching and learning activities (Nurul Audie, 2019). This learning media can also be in the form of educational games where students will definitely be enthusiastic if they use games when learning.

Games are commonplace in our daily lives because games are a fun form of entertainment. Without realizing it, games have quite a big influence in various aspects, including the world of education. Nowadays, many children tend to be reluctant to learn because they are too focused on the games they play. However, if we can make games a learning tool, then games can be a fun tool in the learning process. The use of games in an educational context brings different nuances to the teaching and learning process, which are often called educational games (Parisa et al., 2023). Thus, educational games have great potential to change the traditional learning paradigm and provide an interesting alternative for students. If managed well, games can be an effective learning tool, making the educational process more enjoyable and motivating students to be actively involved in their learning.

Based on the results of the researcher observation and interview with one of the class XI students at MA Darul Istiqamah Sinjai Regency, the school is

within the scope of an Islamic boarding school. The researcher conducts observations to understand the conditions and problems faced by students in learning English. Researcher found several obstacles, including learning English at MA Darul Istiqamah only using textbooks as a learning resource, thus creating a monotonous learning flow that makes students have difficulty and feel bored in understanding the material taught by the teacher (Observation and interview, 21st July 2023).

This fact motivates researchers to use wordwall game media in vocabulary learning because apart from providing a new atmosphere in the learning process, namely with the help of technology, wordwall also provides interactive features such as quizzes, word matching, word pair formation, as well as random word and anagram games (Marhaeni et al., 2023). Apart from that, based on relevant research regarding the use of wordwall with the research title, namely Application of Wordwall for Vocabulary Mastery in German Speaking Skills Class XI SMAN 1 Driyorejo with research results that the use of wordwall media in German language skills Class At the initial meeting, there was an increase of 66.67%, which increased to 70.83% at the next meeting, and reached its peak at the third meeting with an increase of 91.67%. Meanwhile, student learning outcomes showed an average of 66.66% at the first meeting, increasing to 84.72% at the second meeting, and reaching the highest score of 94.44% at the third meeting (Purnamawanti & Julaikah, 2023) It can be concluded that the use of wordwall media can be used as a media choice in vocabulary learning.

Based on the factors above, the researcher is interesting in conducting research with the research title **"Effectiveness of Wordwall Media Game in Teaching Vocabulary at Eleventh Grades Students at MA Darul Istiqamah Sinjai"**

B. Research Questions

Based on the background of the problem above, the problem formulation of this research is, "Does the use of Wordwall Media Game Effective

in Teaching Vocabulary at Eleventh Grades Students at MA Darul Istiqamah Sinjai Regency?”

C. Objective of the research

Based on the problem formulation above, this research aims to find out, The Effectiveness of Wordwall Media Game in Teaching Vocabulary at Eleven Grade Students at MA Darul Istiqamah Sinjai Regency.

D. Significance of the Research

Based on the research objectives to be achieved, this research is expect to provide benefits:

1. Theoretical Benefits

The results of the research can provide information and additional knowledge about the effectiveness of using the wordwall game media in vocabulary learning for eleventh grade students at MA Darul Istiqamah.

2. Practical Benefits

a. For students

It is hope that this research will provide a learning experience in a more interesting or different atmosphere than the previous one, and students will understand the material being taught more easily and will be more enthusiastic and increase their interest and motivation to learn.

b. For Teachers

It is hoped that this research can increase insight and become information material in improving learning media that suits students' needs, especially with Wordwall media.

c. For Schools

It is hoped that this research can be used or applied the results of this research to influence student learning outcomes to make the learning process more effective, especially in vocabulary learning.

d. For Researcher

This research is expected to gain new experiences and insights for researcher in carrying out the research process.

CHAPTER II

THEORETICAL REVIEW

A. Literatur Review

1. Effectiveness of Learning

According to Siagian (2001;24), effectiveness is the intentional utilization of resources, facilities, and infrastructure in a specified quantity to produce a certain amount of goods or services from the ongoing activities. Effectiveness reflects the success in achieving the predetermined goals. If the results of the activities are increasingly approaching the goals, it indicates a higher level of effectiveness (Mulyani, 2021). Effectiveness, as expressed by Rifa'i (2013, p. 132), can be interpreted as the achievement of success in an activity or endeavor in reaching pre-established goals or objectives (Bahri & Khumaini, 2020).

According to Ravianto in (Yulianto & Nugraheni, 2021), as cited in Masruri, interprets efektivitas as a measure of how well a job is done. In other words, this means an action is considered effective when it is successfully completed according to the plan, both in terms of cost, time, and quality.

The effectiveness of learning is the success in achieving learning objectives. This includes the achievement of learning objectives by both the teacher and students, as expressed through the students' learning outcomes in the form of grades. The implementation of effective learning has the potential to enhance students' academic achievements (Imama & Rochmawati, 2021).

The effectiveness of learning, according to Rohmawati in (Yulianto & Nugraheni, 2021), is an evaluation of the success resulting from interactions among students or between students and teachers during the learning process to achieve learning objectives. The effectiveness of learning can be assessed through students' activities during the learning process, their responses to teaching, and the understanding of the material by each student.

To achieve effective and efficient learning, mutual collaboration between students and teachers is a necessity for the common goals to be achieved.

Based on the explanation above, the researcher concludes that effectiveness is the ability to achieve goals. Furthermore, in the context of learning, effective learning is inseparable from the roles of both teachers and students collaborating to achieve the learning objectives.

According to Slavin in (Tribowo, 2015) there are four indicators that we can use to measure the effectiveness of a learning process. These four indicators are:

- a. Teaching quality reflects the extent to which the presentation of information or the ability to assist students facilitates easy learning of the material. The quality of teaching can be assessed based on both the process and outcomes of learning. The learning process is evaluated by examining the alignment between the teacher's and students' activities with the instructional steps employed.
- b. Appropriate teaching level indicates the extent to which a teacher ensures that students are ready to learn a new lesson, meaning they possess the necessary skills and knowledge required for the upcoming material but have not yet acquired that particular lesson. The appropriateness of teaching level is assessed based on the readiness of students to learn. The appropriate teaching level is considered effective when students are prepared for the learning, as indicated by the criteria of at least satisfactory student readiness.
- c. Incentives involve the extent to which a teacher ensures that students are motivated to complete learning tasks and engage with the presented material. The evaluation of incentives is based on observing the teacher's activities in providing motivation to students.
- d. The time factor involves the extent to which students are given sufficient time to comprehend the material being taught. Learning can be deemed

effective when students can complete the learning within the specified time allocation.

Based on the indicators above, a learning process can be considered effective if all four indicators of learning effectiveness are met.

2. Definition of Media

The term "media" comes from Latin and is the plural of the word "medium". Literally, media refers to an intermediary that connects the source of the message with the recipient of the message. Some examples of media include films, television, graphics, print media, computers, and others. Media functions as a tool in daily activities, making it easier to use by anyone who needs it. Specifically, in the context of teaching, media can be defined as graphic, photographic, or electronic tools used to capture, process, and reorder visual or verbal information (Ardan, 2021).

The basis for using learning media is stated in the Qur'an Surah An-nahl: 44

بِالْبَيِّنَاتِ وَالزُّبُرِ وَأَنْزَلْنَا إِلَيْكَ الذِّكْرَ لِتُبَيِّنَ لِلنَّاسِ مَا نُزِّلَ إِلَيْهِمْ وَلَعَلَّهُمْ يَتَفَكَّرُونَ ﴿٤٤﴾

Meaning: *We send them carrying clear evidence (miracles) and scriptures. And We have sent down the Reminder (the Qur'an) to you, [O Muhammad], that you may make clear to the people what has been sent down to them and that they might give thought (Cordova Al-Qur'an and Translation, 2007).*

The translation above explains that Allah SWT revealed the Qur'an to the Prophet Muhammad SAW so that he could explain to humans the teachings, commands, prohibitions and rules of life that they must pay attention to and practice. In this case the Al-Qur'an becomes a medium for conveying teachings to all humans.

More specifically, in the context of the teaching and learning process, media is defined as graphic, photographic or electronic tools used to capture, process and reconstruct visual or verbal information. According to AECT (Association of Education and Communication Technology), media can be defined as all forms and channels used to convey messages or

information. The term "media mediator" indicates the function or role of media in managing effective relationships between the two main parties in the learning process, namely students and lesson content. So, in short, media is a tool that conveys teaching messages or delivers information in the learning process (Ibrahim et al., 2022).

Media, in a general sense, refers to people, materials, or events that play a role in creating conditions that enable students to acquire knowledge, skills, and attitudes. Media is a combination of hardware and software. More clearly, media can be interpreted as hardware that has been equipped with software (Furoida, 2020). The term mediator is often used as a substitute for the word media, which means a cause or tool that intervenes between two parties and helps resolve the conflict between them. By using the term mediator, the concept of media shows its role and function, namely as an intermediary who regulates the relationships between two parties during the learning process.

From the definition of media above, it can be concluded that media are all forms and channels used to convey messages or information. Media has a function or role as an intermediary who regulates effective relationships between two main parties, namely students and lesson content.

3. Types of Media

There are various types of media used to convey information, entertainment and messages, as follows:

- a. Audio media is a type of media that can only be enjoyed by hearing, with sound elements such as radio or sound recordings.
- b. Visual media, on the other hand, can be observed through sound and image elements, such as paintings, photographs, or visual spectacles such as images that provide concrete or non-representative images that can be

perceived by user through their five senses. this visual media is a combination of information and ideas conveyed through images.

- c. Audiovisual media is a type of media that combines elements of sound and images. This media includes both sound and image elements, and can take the form of video, film, or other media. With the elements of images and sound- audiovisual media involves sight and hearing in one process. Some examples of audiovisual media include film, LCD projectors, videos, and television (Faujiah et al., 2022).

Technological developments continue to influence media dynamics, and the shift towards digital platforms continues over time. Digital media refers to all forms of information, content, or messages delivered through digital technology. There are several types of digital media which include:

- a. Website: Websites are pages that can be accessed via the internet. This media can be a blog, news site, e-commerce site, or personal page.
- b. Social media: Social media is a platform used to form friendships in cyberspace. Examples include Facebook, LinkedIn, Twitter and Instagram.
- c. Mobile applications: mobile applications are software that can be downloaded and run on a smartphone or tablet. Examples of mobile applications include social media, banking applications, and so on.
- d. Podcast Broadcast: Podcasts are digital media in audio form that can be downloaded and listened to. Podcasts cover various topics such as horror stories, movie reviews, news and so on.
- e. Electronic Books (E-books): E-books are digital books that can be read via electronic devices. This media allows users to access various types of books, magazines and scientific publications (Kumaran, 2023).

Based on the explanation of the types of media above, in this research, the media that is used is visual media using website-based digital media namely wordwall, because this media is considered to suit the needs of students in

curent era which requires the use of more interactive media in utilizing digital technology.

4. Advantages of Using Media in Teaching

Concidering the significance of vocabulary, educators should strive to employ instructional tools that facilitate a smoother acquisition of English language vocabulary for students. Furthermore, it is essential to provide them with eganging learning experience, fostering increased enthusiasm within the teaching and learning dynamics (Sartika et al., 2021)

In general, the use of media in the learning context has a positive impact by increasing interaction between teachers and students, so that the learning process becomes more effective and efficient. Furtherore, there are several special benefits from using media, namely:

- a. Lesson material can be delivered in a unifom way
- b. The learning process becomes more transparent and interesting
- c. Interactivity in the learning process increases
- d. Time and energy can be used more effeciently
- e. The quality of students learning outcomes can be improved
- f. Flexibility of learning, possible anywhere and at any time
- g. Media plays a role in forming students positive attitudes towards the material and learning process
- h. The role of teachers can experience positive changes and become more productive (Rohani, 2018).

Based on the advantages of using media in teaching, it is important to note that the used of the media should be balanced and relevant to learning objectives. Teachers need to select media that aligns with the subject matter, students and learning goals to achieve optimal results.

5. Disvantages of Using Media in teaching

Although the used of media in teaching has many advantages, there are several disvantages that also need to be considered: thmdwds of media in

teaching has many advantages, there are several disadvantages that also need to be considered:

a. Dependency:

Students can become too dependent on media and lose the ability to learn independently or develop critical thinking skills without the help of media.

b. Accessibility:

Not all students have equal access to technology. Unequal access to devices or the internet can create gaps in learning.

c. Disturbance:

Too much uncontrolled media use can cause distractions and reduce students' focus. Students may be tempted to stray into irrelevant content.

d. Incompatibility with learning styles:

Not all students have the same learning style. Some students may learn more effectively through reading, while others may be more comfortable with a visual or audio approach. The use of media must pay attention to variations in learning styles (Rohani, 2018).

Based on the shortcomings of using media in teaching, it is important to understand and address these limitations by considering prudence in media use, incorporating various teaching methods, and ensuring that the use of media supports, rather than replaces, effective teaching.

6. Definition of Game

Handriyanti (2009) states that educational games are one type of media used in providing instruction through games with the purpose of stimulating thinking and enhancing concentration using unique and engaging media. This definition identifies that the goal of educational games is to support the teaching and learning process with enjoyable and more creative activities. Meanwhile, Marc Prensky (2012) provides a definition that

educational games are a form of play designed or created for learning purposes, although in educational games, the element of play is still maintained to provide a fun experience. Novia Desta (2016) adds that educational games are games created with the aim of learning, not just for entertainment, with the hope of enhancing knowledge insights (Hasanah et al., 2021).

The basis for using learning games is stated in hadith narrated by Baihaqi:

عن ابن عمر قال: قال رسول ههلا صلى ههلا عليه وسلم " اعلماوا ابنائكم السباحة والرمى والمرأة المغزل"
رواه البيهقي

Meaning: *From Ibn Umar said: Rasulallah s.a.w said teach your children games swimming, throwing and for women spinning (weaving)* (Khadijah & Roha Sitompul, 2020).

From the hadith above, it can be inferred that all games recommended by the Prophet Muhammad s.a.w are activities that aid in the physical development of children, as well as enhancing their agility and courage.

Games are a form of play governed by certain rules, involving elements of winning and losing. Generally, this game is played in a non-serious context for the purpose of refreshment. Education, on the other hand, is a process that changes the attitudes and behavior of a person or group through the efforts of teaching, training, and certain methods. The educational process can occur both formally and non-formally (Pradana & Nita, 2019).

Educational games, for example, are games designed to stimulate thinking and aim to train and improve the concentration of users, especially students. This type of game is designed with the aim of stimulating thinking power, increasing concentration, and helping in solving problems. In the context of interactive learning, the use of educational games is considered effective for students, considering the high curiosity that most students at the

elementary school level have regarding the environment around them (Latif et al., 2021).

Based on some definition above, it can be concluded that game is activities that can be structured with clear rules and are intended as a form of entertainment, and sometimes utilized as a means of learning. Therefore, the existence of educational games is crucial as an effective learning method to enhance students' interest and understanding of the subject matter.

7. Function of Games

Games are a means for children to obtain learning that includes cognitive, social, emotional and physical development. In learning games, it is important to present challenges and motivation so that the game can attract attention. Playing games can increase the player's level of logic and understanding of related subject matter.

There are several benefits that need to be understood from educational games, such as the following:

- a. Conveying knowledge to children through the learning process.
- b. Stimulates cognitive development and creativity.
- c. Creating an attractive play environment, providing a sense of security and comfort, and improving the quality of children's learning.
- d. Increase logical and understanding skills for users.
- e. Functions as a learning medium that applies the learning by doing pattern (Susiyanti, 2022). Based on the benefits that have been described, it can be concluded that games have many benefits in supporting the learning process.

8. The Advantages of Using Games

Games bring a variety of benefits to the learning environment. They are able to provide motivation to students, and in some situations can even encourage them to increase their interest in learning. Apart from that, the role

of games in the learning process is to make it more fun (Hidayatulloh et al., 2020).

The use of educational games has been proven to provide positive benefits in overcoming student boredom during the learning process. Educational games have the characteristics of being fun, motivating and entertaining. Educational games are educational activities with an entertaining nature, improving language and thinking skills, as well as increasing concentration and problem solving abilities

The advantages of using educational games include the following:

- a. Educational games can be used as an interesting interactive learning medium to convey information, knowledge or subject matter to children.
- b. The use of educational games can stimulate children's minds and creativity, giving them a more enjoyable learning experience.
- c. The play environment created by educational games tends to be dynamic, safe and fun, so it can improve the quality of children's learning.
- d. Through educational games, players can improve their logic and understanding of the information they obtain while using the game.
- e. Educational games provide deeper meaning in learning, so that the new information or concepts received can last longer in children's memories.
- f. Educational games also provide information through decision-making experiences, helping children learn to make the right decisions and avoid making the same mistakes.
- g. Apart from being a learning tool, educational games can be used as a means of evaluating children's learning outcomes (Kustari, 2021).

9. Disadvantages of Using Games

In addition to the advantages, games also have drawbacks. Here are the disadvantages of using games.

- a. Disadvantages of Interest in Educational Games

Currently, public interest in educational games is still very low. The belief that educational games tend to be boring and less interesting has become a common thought, ingrained in people's mindsets since educational games were first introduced.

b. Monotonous Gameplay

Minimal gameplay diversity is one of the factors that adds to the boring impression of educational games. With monotonous game patterns, it is likely that people will lose interest in playing, which ultimately hinders the development of educational games.

c. Limitations of Educational Game Providers

The lack of public interest in educational games has resulted in a lack of game producers who specialize in this theme. Current game providers tend to be reluctant to produce educational games, preferring to focus on non-educational games which are currently more dominant in the games industry. This causes the growth and number of educational game providers to remain stagnant. If this situation continues, it is difficult to see significant development in educational games.

d. Less Prospective Market

The combination of minimal public interest and limited providers has resulted in the educational game market being low and less attractive, especially by investors. As a result, investors are reluctant to allocate their funds to creating educational games. This situation can hamper the growth of the educational games industry and make it difficult for it to develop significantly (Uti et al., 2021).

10. Wordwall



Picture 2.1

www.wordwall.com

A company from the United Kingdom, namely Visual Education Ltd, has produced an application called Wordwall. They encourage the use of this application by educators as an innovative way of conducting assessment evaluations. Wordwall has various interesting advantages, such as the ability to play games in offline mode with user-friendly print options, and support for sharing across multiple platforms. Wordwall is an interesting application that can be accessed via a browser. This application is specifically designed as a fun learning resource, learning media and assessment tool for students. On the Wordwall platform, various examples of creations from teachers are available, giving new users an idea of the various creative ideas that can be implemented. In general, Wordwall can be interpreted as a web application that is used to create fun quiz-based games. This web application is very suitable for designing and reviewing various learning assessments. Wordwall allows creating various learning media such as quizzes, matching, pairing, anagrams, random words, word searches, grouping, and so on (Mujahidin et al., 2021).

One of the interesting advantages of Wordwall is the ability to provide users with online access to the media they have created , as well as the option to download and print it on paper. By providing 18 templates that

can be accessed for free, users can easily switch between activities without difficulty. Teachers also have the flexibility to use the content they create as assignments, adding value to the functionality of this application in an educational context (Rohmatunnisa, 2022).

From the explanation above, it can be summarized that Wordwall is a specially designed web application for education, not just a game but also a source of learning and teaching media. Therefore, a teacher should use Wordwall as a tool in education to enhance innovation and effectiveness in the learning process.

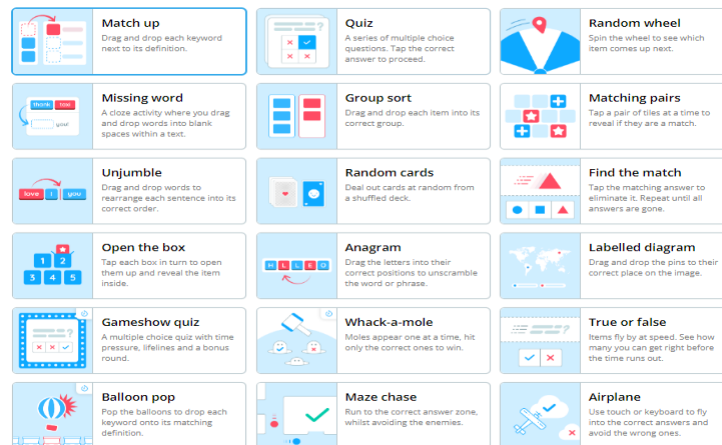
11. Benefits of Wordwalls

Word Wall is an interactive learning media option that can change the learning atmosphere to be fun and not boring, for both students and teachers. The Word Wall application emphasizes a learning approach that involves students in learning activities by participating with their peers competitively in the learning material that is being studied or has been studied. This approach provides an attractive alternative to increase student interaction and involvement in the learning process, creating a dynamic learning environment and focusing on active student participation. Word Walls are an effective solution for stimulating students' interest in learning, creating a more lively learning atmosphere, and increasing their understanding of subject matter.

Paul B. Diedrich, as quoted in Sardiman (2016: 101), also states that student learning activities here include various learning activities in the classroom. This involves Visual Activities (such as reading), Oral Activities (involving formulation and discussion), Listening Activities (listening), Writing Activities (involving reports and presentations), Drawing Activities, Motor Activities (playing), Mental Activities (remembering and solving problems), and Emotional Activities (involving feelings of joy and enthusiasm). Word Wall, as an application, is presented in the form of a game

with the aim of involving students in quizzes, discussions and surveys (Purnamasari et al., 2020).

12. Feature of Wordwall



Picture 2.2
Feature of Wordwall
www.wordwall.com

Wordwall has comprehensive features, namely 18 game models as follows:

- a. The "Match Up" feature is a game that aims to match questions with functions or definitions.
- b. "Open the Box" is designed to guess the box by pouring the available boxes.
- c. "Random Cards" is done to guess the cards that have been shuffled automatically.
- d. "Anagrams" involve arranging letters according to their position.
- e. "Labelled Diagram" involves arranging images through the drag method.
- f. "Categorize" is done by categorizing the available columns.
- g. "Quiz" is a multiple choice game.
- h. "Find the Match" matches the available images.
- i. "Matching Pairs" is a game of matching tiles until the answers match.
- j. "Missing Word" is a drag and drop game on empty squares.

- k. "Wordsearch" is a game of finding hidden letters.
- l. "Rank Order" involves drag and drop until it is correct.
- m. "Random Wheel" is a ball spinning game.
- n. "Group Sort" is a drag and drop game to group answers.
- o. "Unjumble" is a game of drag and drop words into the correct sentence structure.
- p. "Gameshow Quiz" is a multiple choice game with time limits, lives and bonuses.
- q. "Maze Chase" is a game of running towards the correct answer while avoiding enemies.
- r. "Airplane" involves using the arrows on the keyboard to fly a plane towards the correct answer while avoiding the wrong answer (Tanisa, 2022).

The presentation of the features above provides various access to create interactive games in learning, especially in vocabulary lessons. The feature that will be used in the learning process is anagram. Anagram is one type of game on Wordwall that can be used for vocabulary learning.

13. Steps in Using Wordwall

The steps in using Wordwall are as follows:

- a. The initial step we need to take is to create or register an account on <https://wordwall.net>
- b. Then fill in the required data.
- c. Choose "create activity".
- d. Then select one of the available templates.
- e. Write the title and description of the game.
- f. Select "done" as the final step once we have finished creating it.
- g. Questions will then appear. If there are still many mistakes in completing them, it can be retried by clicking "start again".

- h. To view the recap of students who have completed it, along with their scores and timers, we can open Wordwall, click on "My Results".
- i. There, we can see who has completed it and their scores as well as the time taken to complete it (Aidah & Nurafni, 2022).

14. Advantages of Wordwall

- a. Able to present a learning system that is meaningful and easy to follow by students at both basic and higher levels.
- b. Assignments are realized through Wordwall software, which students can access via their cellphones.
- c. Innovative in nature.

15. Disadvantages of Wordwall

- a. In its application, there is a risk of dishonest actions, and the dimensions of the letters cannot be changed.
- b. The manufacturing process requires a longer duration.
- c. Can only be perceived through visual media (Mujahidin et al., 2021).

As for the solution to several shortcomings in using a wordwall, such as the risk of dishonest actions, namely giving a time limit for work and setting the distance between sitting positions so that students can only focus on completing assignments without committing dishonest actions such as cheating. Furthermore, the solution to the process of making games and so on requires a longer duration, namely the need for a teacher to prepare one day before starting the lesson.

15. Usage Procedure of Wordwall

The steps to use the Wordwall application involve several stages as follows:

- a. Register an account at <https://wordwall.net> and complete the requested data.
- b. Next, select the "create activity" option and choose the appropriate template.

- c. The third step is to write the title and description of the game, then select "done" as the final step after completing it (Pradani & Galuh, 2022).

16. Wordwall Usage Indicator

The indicators for the use of Wordwall-based educational games in this research are based on a theoretical synthesis which includes:

- a. Application of media with the principle of learning through games
- b. The ability of media to attract student interest
- c. Ease of use of media by students
- d. Building a sense of enjoyment in trying to learn with the Wordwall game
- e. Increasing students' memory abilities
- f. Development of student creativity, and
- g. Suitability of media for vocabulary learning (Rohmatin, 2023).

17. Vocabulary

a. Definition of Vocabulary

According to the Big Indonesian Dictionary or KBBI, vocabulary can be defined as a collection of words that a person understands and masters. Mastery of vocabulary is also considered very crucial in the context of oral communication skills. This is due to the ability to use a diverse vocabulary, which allows one to speak a more varied and interesting language (Rizqi & Andiriyanto, 2022).

In addition, vocabulary is the basis of language skills, namely, listening, speaking, reading, and writing. Without learning vocabulary, it is difficult to achieve proficiency in any language. Vocabulary is the basis of second language acquisition.

In a more comprehensive sense, "vocabulary" is not only limited to the meaning of words but also encompasses the structure of vocabulary in a language: how people use and store words, as well as how they learn and build them. This includes the relationships between words, word categories, and phrases (Afzal, 2019). This shows that vocabulary is not

just a collection of words that we remember and understand their meaning, but also involves a learning process in compiling these words.

Vocabulary is a key component in forming language, playing a major role in the construction of words and sentences. They are not only an important element in the formation of language, but also a vital foundation for effective communication. In the process of communicating, humans combine various words systematically, following grammatical rules, to ensure the delivery of a clear and precise message (Hermawan et al., 2020).

Based on the understanding of vocabulary mentioned above, it can be concluded that possessing an extensive vocabulary facilitates communication for an individual. Vocabulary is considered one of the factors in the formation of a language. Moreover, language requires grammatical rules to ensure that the process of conveying messages is more accurate and understandable. In essence, having a rich vocabulary not only eases communication but is also integral to the construction of a language, and adherence to grammatical rules is essential for precise and comprehensible message delivery.

b. Types of Vocabulary

The forms of vocabulary in the English language vary in various types, classified based on their respective uses. According to Thornbury (2002:3-12), there are several types of vocabulary in the English language, including:

- 1) Word Classes
- 2) Word Families
- 3) Word Formation
- 4) Multi-word Units
- 5) Collocations
- 6) Homonyms (Yun et al., 2017)

Good (2005) categorized vocabulary into four types, including:

- 1) Spoken vocabulary, which consists of words actively used in conversations and easily pronounced.
- 2) Written vocabulary, comprising a collection of words that are easily remembered and frequently used in writing.
- 3) Listening vocabulary, encompassing words that an individual can comprehend when heard.
- 4) Reading vocabulary, referring to words that can be recognized by an individual when encountered in written material (Harfiana, 2019).

Hurlock (1978: 188) presents various types of vocabulary, including:

- 1) General vocabulary, involving nouns, verbs, adjectives, and adverbs.
- 2) Specific vocabulary, consisting of color vocabulary, numerical vocabulary, time vocabulary, currency vocabulary, popular expression vocabulary, and swearword vocabulary (Marlianingsih, 2016).

Based on the types of vocabulary according to experts mentioned above, in this research, the researcher will only focus on the types of vocabulary according to Thornbury's theory (2002:3-12).

B. Hypothesis

According to Suharsimi Arikunto as cited in (Hardani et al., 2020), a hypothesis is a temporary response to the research issue until proven through collected data (Mulyani, 2021). The hypothesis is proposed in the form of a statement containing two possibilities. The hypothesis of this research is:

Ho: The use of the wordwall game media is not effective in teaching vocabulary at eleven grade students at MA Darul Istiqamah Sinjai Regency.

Ha: The use of the wordwall game media is effective in teaching vocabulary at eleven grade students at MA Darul Istiqamah Sinjai Regency.

C. Some Pertinents Ideas

Research relevant to this research is as follows:

1. Gusman et al, the research title "Effectiveness of the Wordwall Platform in PAI Learning in Madrasah Aliyah Negeri (MAN) during the Pandemic" in 2021. On research Gusman et al discussing about the learning period during the pandemic brings challenges, especially in keeping students enthusiastic and not bored. It is important for teachers to use innovative learning methods so that students remain interested in learning. This research aims to evaluate the effectiveness of the Wordwall application in teaching and learning activities at MAN 4 Kebumen during the Covid-19 pandemic. The research method used is a combination of quantitative and qualitative, with the support of observation and interviews to collect data. The research results showed that the student learning outcomes from meetings I to III were very good. The average score for the Islamic Religious Education test at MAN 4 Kebumen reached 88.04, with a completion percentage of 80.35%, which is categorized as a very good result (Gusman et al., 2022).

The similarity between the research above and this research to be carried out is that both use wordwalls in learning, and the difference between the research above and this research to be carried out is namely The difference between the research above and the research to be conducted is that Gusman et al research uses wordwalls in learning PAI at MAN school status, where as in the research that will be conduct by researcher focuses on the use of wordwalls in learning English, namely vocabulary at Islamic boarding school status.

2. Ainishifa et al., "The use of interactive media based on Wordwall significantly improves students' learning outcomes in the History subject in class XI IPS at SMAN I Kabun". Duscussion about

implementation of wordwall media, the pretest results showed an average score of 64.5, while after the posttest implementation, it increased to 85.9. The statistical analysis results with the t-test indicate a significant influence, with a calculated t-value of 32.592, surpassing the t-table value (1.994) for $df(36-1)$. Therefore, it can be concluded that the effective use of Wordwall interactive media enhances students' learning outcomes in the History subject in class XI at SMAN I Kabun, with a normalized gain value of 60.28%, indicating a moderate level of effectiveness (Ainishifa et al., 2023).

The similarity between the research above and this research that will be carry out is that both use wordwalls in learning in eleventh grade, and the difference between research above and this research that will be carry out is that research Ainishifa et al uses wordwalls in learning history in high school status, while in the research that will be carry out researcher focus on the use of wordwalls in learning English, namely vocabulary in Islamic boarding school status.

3. Hafsah et al., “The Influence of Wordwall Learning Media on Civics Learning Outcomes on Diversity in Indonesian Society Class VII MTs”, Discussion about how the use of Wordwall learning media has a significant impact on Citizenship Education (PKn) learning outcomes regarding the diversity of Indonesian society in class VII MTs. The research used quantitative methods with a quasi-experimental approach, and the results showed that there were significant differences between the experimental group that used wordwall and the control group. Thus, it can be concluded that wordwall can improve civics learning outcomes related to the diversity of Indonesian society at that level. (Hafsah et al., 2023).

The similarity between the research above and the research that will be carry out is use wordwalls in learning, and the difference

between the research above and this research that will be carry out is in Hafsah et al research using wordwalls in PKN learning at the MTS school level, while in the research that will be carry out researcher focus on the use of wordwalls in learning English, namely vocabulary at the MA school level.

4. Arimbawa, “Application of Wordwall Game Quiz combined with Classroom to Increase Biology Learning Motivation and Achievement”. Classroom action research with the main aim of increasing learning motivation and learning achievement in biology for class XI MIPA 1 students through the implementation of the wordwall game quiz combined with the Classroom approach. This research was conducted in two cycles with 28 students as research subjects. The research results showed a significant increase in student learning motivation. In cycle I, the average learning motivation reached 80.15 in the high category, and increased in cycle II to 85.85 in the very high category. Apart from that, there was an increase in students' biology learning achievement. In cycle I, the average learning achievement was 21.43 in the very poor category, but increased in cycle II to 84.00 in the very good category (Arimbawa, 2021).

The similarity between the research above and this research to be carry out is that use wordwalls in their learning, and the difference between the research above to be carried out is in previous research using wordwalls in Biology learning at high school level, the purpose of the research was to increase student motivation and learning achievement, while in the research to be conducted, the researcher focuses on the use of wordwalls in learning English, namely vocabulary in MA school status, and the purpose of this research is to find out student learning outcomes before and after using wordwall.

5. Ni Kadek Suarmini, I Gede Nurjaya, “Utilization of Wordwall Media in Interactive Indonesian Learning in class VIII SMPN 1 Tegallalang” (2023), Changes in learning paradigms pose challenges, one of which is a lack of student focus and motivation. Therefore, the use of learning media such as Wordwall is considered important to increase student concentration and motivation. Research involving 37 students shows that the use of Wordwall in learning Indonesian is effective. Students' positive responses to the use of Wordwall achieved a good level of success, with students' ability to answer questions about advertising text materials using Wordwall reaching percentages of 80.54% and 84.05%. Thus, it can be concluded that Wordwall can increase student motivation and concentration, helping educators achieve learning goals effectively (Suarmini & Nurjaya, 2023).

The similarity between the research above and the research to be conducted is that they both use word walls in their learning, and the difference between the research above that will be carried out is that the previous research used wordwalls in Indonesian language learning, while in the research that will be carried out the researchers focus on the use of word walls in learning English namely vocabulary.

Based on the relevant research above it can be conclude that the use of Wordwall in the learning process is capable of yielding better results in student comprehension. The utilization of Wordwall serves as a solution in the learning process, each researcher has applied Wordwall in the existing subjects at school. Like the research conducted by Gusman et al, to applied Wordwall in PAI Learning in Madrasah Aliyah Negeri (MAN) during the Pandemic in 2021, the research conducted by Ainishifa et al, to applied Wordwall in the History subject in class XI IPS at SMAN I Kabun, the research conducted by Hafsah et al, to applied Wordwall Media on Civics

Learning Outcomes on Diversity in Indonesian Society Class VII MTs, the research conducted by Arimbawa, to applied Wordwall in Biology Learning in class XI MIPA 1, the research conducted by Ni Kadek Suarmini, I Gede Nurjaya, to applied Wordwall in Indonesian Learning in class VIII SMPN 1 Tegallalang. Considering the relevant research, each has applied Wordwall to the vocabulary subject. Therefore, to introduce novelty, the researcher will conduct a study regarding the application of Wordwall in vocabulary learning at eleventh grade students at MA Darul Istiqomah Sinjai Regency .

CHAPTER III

RESEARCH METHODS

A. Types and Research Approaches

The type of research was used experimental research. Experimental research is an experimental research method use to explore the impact of special treatment on a phenomenon (Arifin, 2017). In this research, reseacher used quasi experiment. Quasi-Experiment is a One-Group Pretest-Posttest Design which is a type of quasi-experiment where a group is assessed and observe before and after giving treatment. After the treatment is implement in this group, a comparison is made between the values before and after the treatment. The research approach was used in this research is a quantitative approach. Quantitative research is a research methodology that uses a scientific approach to collect, analyze and interpret numerical data objectively. The main goal in this research is to test a hypotesis or answer a research question using statistical methods, the hypotesis of this research is the use wordwall media game in teaching vocabulary at elevent grade students at MA Darul Istiqomah. To determine the effectiveness of using wordwall media game in teaching vocabulary, this research was employed an experimental design with an on-group pretest and posttest.

The design of this experimental research can be seen in the table below:

Table 3.1.

One group pretest-posttest design

Pretest	Treatment	Posttest
01	X	02

(William, 2019)

Notes:

01: Pretest Score (Before treatment)

02: Posttest Score (After Treatment)

X: Treatment (Wordwall)

B. Variable Definition

Research variables are attributes, traits, or values possessed by individuals, objects, organizations, or activities, which have certain variations determined by the researcher to be investigated and then conclusions drawn (Sugiyono, 2022). In this research there were 2 research variables, these variables were:

1. Independent variable: The independent variable, often referred to as the predictor variable, is a variable that influences. The independent variable can also be interpreted as a condition or value that, when present, will cause (alter) other conditions or values. The independent variable (X) or predictor variable is a variable that can influence both positive and negative relationships (Purwanto, 2019). In this research, the independent variable is the use of wordwall game as a teaching tool for vocabulary.
2. Dependent variable: Dependent variable, refers to a variable that is dependent or influenced by independent variables, which is also known as the criterion variable (Y) (Rosdiani & Hidayat, 2020). In this research, the dependent variable is the vocabulary teaching to eleventh-grade students at MA Darul Istiqamah Sinjai. In English language learning, the vocabulary utilized and incorporated into the wordwall game media is based on the English language materials that the students were studying.

C. Place and time of research

1. Place of The Research

This research took place at eleventh grade at MA Darul Istiqamah located on Bulu Lohe Street, North Sinjai, Sinjai Regency

2. Time of The Research

The research carried out from November 2023 to May 2024. During this time period, there is a sample opportunity to collect data,

analyze findings, and draw meaningful conclusions regarding students learning outcomes regarding the use of wordwall game media in teaching vocabulary at eleventh grade students at MA Darul Istiqomah Sinjai Regency, which is the main focus of the research.

D. Population and Sample

1. Research Population

According to Bugin “population includes all research objects which can be humans, animals, plants, and so on. Therefore, these objects can be sources of data for research” (Bugin, 2018). The population in this research were the students at eleventh grade MA Darul Istiqomah Sinjai Regency which amounts to 24 students.

Table 3.2.

The number of students in the eleventh grade

Class	Total
A	6
B	18

(Documentation of MA Darul Istiqomah Sinjai, 2023)

2. Research Sample

The sample is part of the total number and characteristics possessed by the population. In this research, researcher use a sampling technique, namely purposive sampling. According to (Sugiyono, 2022), purposive sampling is sample selection by considering certain factors. The sample in this research is class eleventh B MA Darul Istiqomah Sinjai Regency and reseacher chose purposive sampling technique because only class eleven B meets the sampling population of 18 students.

E. Data collection techniques

This research used a quantitative approach. Therefore, data collection techniques were in the form of observations, test and documentation.

1. Observations

Observation is a very effective way of knowing what people are doing in certain context, patterns and routine interaction patterns from their daily lives. In collecting quantitative research data, observation is preferred as a tool because researcher can see, hear or feel the information directly. When going directly into the field, the information that emerges was very valuable. Therefore, by observed the researcher, it was easier to manage existed information or even information that appears suddenly without predicting it. Researcher would participatory observation, namely observations made by researcher by would by directly involved in the daily activities of the people being observe.

In this research, observation begun with an initial stage which aims to evaluated students vocabulary mastery. The observation carried out to assess the use of wordwall game media in learning English in the eleventh grade at MA Darul Istiqomah Sinjai Regency. For each sub-material discussed in English learning, certain vocabulary was taken and enter into the wordwall game. Throughout this process, researcher was observed and recorded students responses, level of engagement, and the extent to which the use of wordwall media can provide students learning motivation and support vocabulary learning. Apart from that, the teacher's response to teaching vocabulary using the wordwall also be observe and record this includes evaluating how teachers guide students in teaching vocabulary. The type of observation that used is checklist form.

2. Test

This data collection technique is the most strategic step in the research. Because to compare in the result scores of students before and after used the wordwall on students learning outcomes in understood vocabulary the main purpose of research is to get data.

In this research, there were two ways to measured students abilities namely the Post Test and the Pre Test.

a. Pretest

The pre test, was conducted to determine the process. This process includes giving vocabulary assignments to students before they was introduced to or begin used wordwall in a learning vocabulary. The aim is to measured and understood the extent of students' vocabulary abilities before they engage in intervention used the wordwall. To measured the students vocabulary abilities the reseacher used a written test, where students given twenty questions.

b. Treatment

Wordwall media game used to treat student's vocabulary in english subject in the eleventh grade of MA Darul istiqomah Sinjai. Treatment carried out 3 times. Step to treat game media worwall as follows:

1. Students understand and learn English about a topic given by the teacher
2. Students open the wordwall link that has been shared
3. Students play games on the wordwall which contain vocabulary based on what they have learned

c. Posttest

This process is carried out to evaluate students' understanding and abilities after students were introduced to the wordwall as a learning medium. To achieve this goal, students were given the task of creating vocabulary after students become accustomed to using wordwall in a learning vocabulary. Were given a written test, students provided with twenty questions.

3. Documentation

According to Arikunto “documentation is to find a variable such as the note, transcript, newspaper, magazine, and so on”. Documentation can be prove that the researcher have done some research at the school and see the activities that were carried out together with students (Arikunto, 2011). Things that support the data obtained for the research (respondents list, questions student grades (pre/post), observation sheet.

F. Research Instruments

Research instruments is devised to collect data in a research context. In this research, the instruments that used in this research were observation sheets, tests (pretest and post-test), and list of documentation.

1. Observation sheets

The observation sheets, there was twenty questions that can be use as guidelines to observed and evaluated the implementation of wordwall as a learning tool in English classes for eleventh grade students at MA Darul Istiqamah. In the observation sheets, there are twenty questions serving as guidelines to observe and evaluate the implementation of wordwall as a learning tool in English classes for eleventh grade at MA Darul Istiqamah Sinjai which includes.

Firstly, the observation focuses on how the teacher introduces content through wordwall, assessing the extent to which the use of this wordwall can spark interest and engagement among students. Second, monitoring includes observing student interactions with wordwall,

assessing the level of participation, discussion, and active involvement in the learning activities. Additionally, observation is direct towards students' responses to the learning content presented via wordwall, identifying whether this medium is effective in delivering information in an engaging and understandable manner. Fourthly, assessment aspects are also observe, including how teachers provide feedback on assignments or projects submitted through the wordwall.

Observations made regarded the extent to which students' creativity can be expressed through this medium. Moreover, attention is given to how teachers respond to questions or comments posed by students through the platform. The sixth and seventh observations cover technical aspects of using wordwalls in learning, such as the availability of internet access, devices use, and potential technical barriers that may affect the implementation of learning. Finally, special attention is gave to the classroom atmosphere, involving elements such as students enthusiasm, clarity of instructions, and the overall learning environment. By used these observation guidelines, a comprehensive assessment of the effectiveness of using wordwall in a teaching vocabulary at elevent grade at MA Darul Istiqamah Sinjai Regency can be obtained.

2. Test

This research, two tests were conducted, namely the pre-test and post-test, where the test administered is a written test consisting of twenty questions, before using the wordwall game media. while in the post test students was given twenty questions, after used the wordwall game media.

3. List of Documentation

In supporting the data collection for this research, several crucial elements need consideration. Firstly, a respondents list. Secondly, detailed research questions provide a framework for data collection, ensuring comprehensive coverage of the aspects under investigation and laying the

foundation for in-depth data analysis. Additionally, students grades before and after interventions was recorded to evaluated the impact of the independent variable on academic performance.

Observations are conduct through observation sheets to record behaviors, situations, or events that may be challenging to quantify, offering a deeper understanding of contextual and non-academic variables.

Lastly, understanding the school's organizational structure is crucial for a deeper context, identifying hierarchies, divisions, and responsibilities that may influence research outcomes. By integrating all these elements, this research can yield comprehensive and diversified data, providing profound insights into the impact of interventions or variables under investigation.

G. Validation and Reliability Test

Then the validation test and reliability test was carried out, this is an absolute requirement to get research results that was valid and reliable.

1. Validation Test

The degree of consistency between the data that actually occurs on the object and the data collected by the researcher. Validation Test Criteria are as follows:

- a. If $0.05 > T\text{-table}$ then the questionnaire item is valid.
- b. If $0.05 < T\text{-table}$ then the questionnaire item is said to be invalid (Sugiyono, 2017).

The instruments that was undergo validation testing is the test (Pre-Test and Post-Test).

Before using the instrument to conduct research, the indtrument must be tested first against a large number of identified respondents to test its effectiveness. If the deviceis validated, it can be used for research. To test the validity of the research instrument using the product moment with thelp of the SPSS 22.0 for windows program with

the provision of comparing the r-count value with the r-table value. If the value of r-count > r-table then the test item are declared invalid. The result of the validity test of 20 test items were as follows:

Table 3.3 Pretest Validity of the Test

Correlation			
No. Question Items	Pearson Correlation	Rtable (Sig. 0.05)	Information
S1	0.525	0.4683	Valid
S2	0.514	0.4683	Valid
S3	0.480	0.4683	Valid
S4	0.525	0.4683	Valid
S5	0.539	0.4683	Valid
S6	0.500	0.4683	Valid
S7	0.575	0.4683	Valid
S8	0.580	0.4683	Valid
S9	0.543	0.4683	Valid
S10	0.510	0.4683	Valid
S11	0.500	0.4683	Valid
S12	0.665	0.4683	Valid
S13	0.498	0.4683	Valid
S14	0.570	0.4683	Valid
S15	0.496	0.4683	Valid
S16	0.520	0.4683	Valid

S17	0.548	0.4683	Valid
S18	0.525	0.4683	Valid
S19	0.520	0.4683	Valid
S20	0.525	0.4683	Valid

From table 3.3 it can be seen that an item is declared valid if the result of calculating the person correlation $>$ r-table (Sig. 0.05). to determine the value of r-table (sig.0.05) can be seen in the product moment r-table with the amount of data (N) = 20 in the attachment. Based on the r product moment table at a significance of 5%, it is known that the r-table is 0,4683. Thus, the pre-test item consisting of 20 question items were declares valid.

Table 3.4. Postest Validity of the Test

Correlation			
No. Question Items	Pearson Correlation	Rtable (Sig. 0.05)	Information
S1	0.591	0.4683	Valid
S2	0.611	0.4683	Valid
S3	0.573	0.4683	Valid
S4	0.572	0.4683	Valid
S5	0. 549	0.4683	Valid
S6	0.580	0.4683	Valid
S7	0.570	0.4683	Valid
S8	0.589	0.4683	Valid
S9	0.619	0.4683	Valid

S10	0.483	0.4683	Valid
S11	0.663	0.4683	Valid
S12	0.507	0.4683	Valid
S13	0.483	0.4683	Valid
S14	0.549	0.4683	Valid
S15	0.611	0.4683	Valid
S16	0.480	0.4683	Valid
S17	0.456	0.4683	Valid
S18	0.662	0.4683	Valid
S19	0.647	0.4683	Valid
S20	0.520	0.4683	Valid

Source: Result of data analysis with SPSS 22.0

From table 3.4 it can be seen that an item is declared valid if the result of calculating the person correlation $> r$ -table (Sig. 0.05). to determine the value of r -table with the amount of data $(N) + 20$ in the attachment. Based on the r product moment table at a significance of 5%, it is known tht the r -table is 0.4683. thus, the post test item consisting of 20 question items were declared valid.

2. Reliability Test

It is the extent to which measurement results using the same object was produced the same data. A test is said to be reliable if students' answers to statements was consistent or stable over time. The instruments that will undergo reliability testing are the test (Sugiyono, 2019). The instruments that was undergo reability tested was the test (Pre-Test and Post-Test). The result of the reliability test of 20 test items are as follows:

Table 3.5 Pretest Reliability of the Test

Reliability Statistics	
Cronbach's Alpha	N of Items
.867	20

Source: Result of data analysis with SPSS 22.0

Based on the table 4.4 of the reliability test result above, it can be seen that the cronbach's alpha value is 0.867 or $0.867 > 0.70$. it means that the question items have a high level of reliability.

Table 3.6 Postest Reliability Test

Reliability Statistics	
Cronbach's Alpha	N of Items
.886	20

Source: Result of data analysis with SPSS 22.0

Based on the table 4.5 of the reliability test result above, it can be seen that the cronbach's alpha value is 0.886 or $0.886 > 0.70$. it means the the question items have a high level of reliability.

H. Data analysis techniques

Data analysis techniques involve diverse data processing methods, including coding, manual analysis, and the use of special applications suitable for analyzing learning outcomes.

1. Normality test

Normality test is intended to find out whether the data comes from populations that was normally distributed or not. The normality test was used the software Statistical Package for Social Sciences (SPSS) 22 application program. To test the normality of data on vocabulary learning results before and after treatment using the wordwall game media, this research was used the Shapiro-Wilk Test. This test was used carry out used the SPSS 22 application, and the significance level used was 0.05. Normality test results are interpreted as follows:

- a. If the p-value (sig) is greater than 0.05, then the data is considered normally distributed.
- b. If the p-value (sig) is less than 0.05, then the data is considered not normally distributed (Permatasari, 2021).

2. Homogeneity test

Used to determined whether the variances of two populations (pretest and posttest) are identical. This homogeneity test also uses the SPSS 22 application with the Levene test.

- a. If the Levene test results show a significance value (sig) greater than 0.05, it can be concluded that the pretest and posttest values are homogeneous.
- b. If the significance value (sig) is less than 0.05, then the pretest and posttest values are considered not homogeneous (Sugiyono, 2019).

3. Test for Hypothesis

The paired sample t-test is a parametric test used to test the same hypothesis or not different from, two variables. The data came from the paired subjects' two measurements of two different observation periods. The purpose of the paired sample t-test is to determine whether there is a significance in the average score before and after treatment. If the significance of the paired samples t-test < 0.05 , then H_0 , rejects and accepts H_a .

After the data obtined were normally distributed. Then the reseacher tested the hypothesis by use a parametric statistical test. Namely the paired samples T-test by use SPSS 25. According to Sugiyono in Wahyu “paired sample test is a parametric statistical test to test the comparison of the average paired or collerated samples”. To interpret the t-test, the significance value of α (0.05) must first be determined and then make a comparison between the value $t_{obtained}$ with $t_{table} = \alpha: n-1$ if $t_{obtained} \geq t_{table}$ is significantly different then H_0 is rejected and if $t_{obtained} \leq t_{table}$ is not different significantly, H_0 is accepted. Decision taking criteria $t_{obtained}$ with t_{table} (Hidayat et al., 2018).

4. N- Gain

Gain is the difference between the pretest and posttest scores. To show the quality of improving science process skills and students cognitive learning outcomes, the normalized everage gain formula is used. N- gain (normalized gain) is used to measure the increase in science process skills and cognitive learning outcomes between before and after learning (Rostina, 2014).

The normalized gain formula as follows:

$$g = \frac{\text{Post test score} - \text{Pre test score}}{\text{Maximum score} - \text{Pre test score}}$$

The points gain obtained are then analyzed using the criteria in the following table:

Table 3.7 Normalized Gain Criteria

Gain Value	Criteria Interpretation
$(g) > 0.70$	High
$0,30 < (g) \leq 0.70$	Medium
$(g) \leq 0.3$	Low

(Hidayah, 2021)

CHAPTER IV

RESEARCH FINDINGS

A. General Description of Research Location

School Name	: MAS Darul Istiqamah Bongki Bulu Lohe
Under the Auspices	: Ministry of Religion
School status	: Private
Province	: South Sulawesi
Regency/City	: Sinjai Regency
District	: North Sinjai
Village/Ward	: Bongki
Road	: Bulu Lohe
Postal Code	: 92615
No. Dcree of establishment	: 1008 of 2013 : November 08 th
Date	: 2013
Curriculum	: B
Accredicated	: 12 Teachers
Teacher	: Class X(X A, X B), Class XI (XI A, XI B),
Class	Class XII (XII A, XII B)

B. Result and Discussion of the Research

1. The Result of the Research.

a. Data Analysis

1) Normality Test

The normality test was carried out to find out whether the data is normally distributed or not. The normality test in this study used shapiro wilk with the condition that the significance level was > 0.05 using SPSS 22.0 for windows while the calculation result

from the test data normality test in learning english for students in the experimental class were as follows:

Table 4.1. Tes Normality of the Test

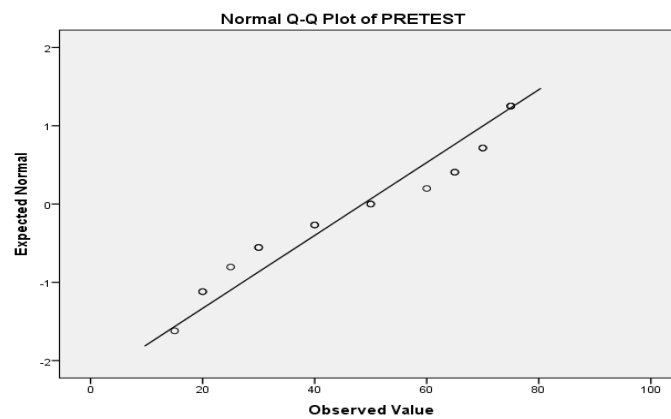
Tests of Normality				
	Kelas	Shapiro-Wilk		
		Statistic	df	Sig.
Result of the Test	PRETEST	.900	18	.057
	POSTEST	.936	18	.247

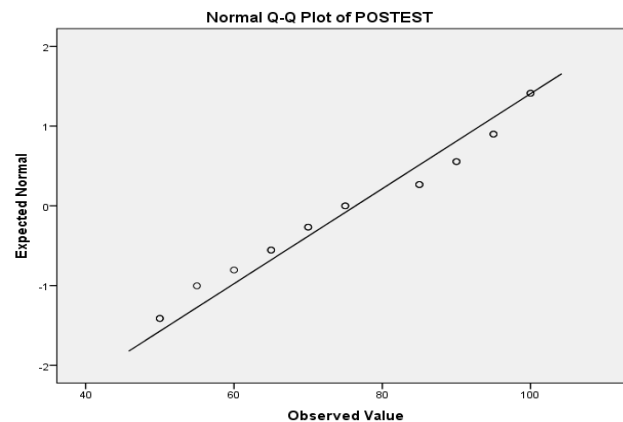
Source: Result of data analysis with SPSS 22.0

Based on the table 4.1 above, the test results in learning english for students obtained a significance value from the pre-test value, which was 0.057. this shows that the sig. the significance value obtained is greater than 0.05 or $0.057 > 0.05$ while for the posttest value, the significance value obtained is 0.247 in the sig table. The significance vaue obtainedis greather than 0.05 or $0.247 > 0.05$. So it can be concluded that the scores of the tests in learning english students are normally distributed.

Graphic 4.1

Q-Q Plot





Source: Result of data analysis with SPSS 22.0

2) Homogeneity of the Test

Homogeneity test was carried out on the data vocabulary test result for eleventh grade students at MA Darul Istiqamah Sinjai Regency. Testing this homogeneity is analyzed by using the SPSS version 22.0. test homogeneity aims to know whether the data from both data groups have the same variance or not. Basis for make test decisions. Homogeneity if the probability value (Sig. value) > 0.05 then the data in the second group of data have the same variance.

Table 4.2. Result of the homogeneity test

Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	Sig.
Hasi l Tes	Based on Mean	2.324	1	34	.137
	Based on Median	2.119	1	34	.155

Based on Median and with adjusted df	2.119	1	33.252	.155
Based on trimmed mean	2.239	1	34	.144

Source: Result of data analysis with SPSS 22.0

From the homogeneity test result in the table above, obtained Based on Mean with value sig is 0.137. so it can be concluded that the data in two groups of data has the same variance as the value sig > 0.05.

3) Hypothesis of the Test

After the prerequisite test is carried out and the data that has been analyzed proves to be normal, then hypothesis testing is then carried out which aims to prove the truth or answer the hypothesis presented in this study. As for this research. The hypothesis test used was the paired sample t-test. Hypothesis testing was carried out to determine the effective used f the wordwall media game in teaching vocabulary at eleventh grade students at MA Darul Istiqamah Sinjai Regency.

The paired sample t-test test table using the SPSS 22.0 for windows program is as follows:

Table 4.3. Result of the paired sample T-test

Paired Samples Test									
		Paired Differences				t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower				Upper
Pair 1	Pre test - Post test	-27.7778	12.15370	2.86465	-33.82167	-21.73389	-9.697	.000	

Source: Result of data analysis with SPSS 22.0

Based on the table 4.3 above, the value of Sig. (2-tailed) of 0.000. the significance value obtained is less than 0.05 or $0.000 < 0.05$, then H_0 is rejected and H_a is accepted. Therefore it can be concluded that H_a is accepted and H_0 is rejected. in other words, the Wordwall is effective in teaching vocabulary at eleventh grade students at MA Darul Istiqamah Sinjai Regency.

4) N-Gain

The N-Gain score test was carried out on vocabulary test results students aim to know effectiveness of using wordwall media in teaching vocabulary at eleventh grade students at MA Darul Istiqamah Sinjai Regency. The N-Gain score test was carried out by calculating the difference between the values pretest and posttest (gain score). Then for know what use of wordwall can said to be effective or not.

Table 4.4. Result of N-Gain

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
NGAIN_SCORE	18	.00	1.00	.5786	.26509
NGAIN_PERSEN	18	.00	100.00	57.8597	26.50927
Valid N (listwise)	18				

Source: Result of data analysis with SPSS 22.0

From the table obtained the results, it can be seen that the mean score obtained of 0.57.

Table 4.5. Normalized Gain Criteria

Gain Value	Criteria Interpretation
$(g) > 0.70$	High
$0.30 < (g) \leq 0.70$	Medium
$(g) \leq 0.3$	Low

(Hidayah, 2021)

Based on the N-Gain score criteria, the score in the data above is at second interval, namely $0.3 \leq g \leq 0.7$, categorized as medium-gain. Based on the results above, it can be categorized that the increase in students' vocabulary from pretest to posttest is in the medium category.

C. Discussions

Research conducted indicates that the use of Wordwall media is effective in teaching vocabulary to eleventh-grade students at MA Darul Istiqamah in Sinjai Regency. The results of students' vocabulary tests before and after the treatment—using Wordwall—show an improvement, demonstrated by an increase in average test scores after teachers implemented Wordwall in vocabulary teaching. Apart from the results of the learning test, another indicator that proves that the use of wordwall media in teaching vocabulary is effective is the results of visible observations consisting of a

total of 18 respondents and 20 statement numbers from the 4 indicators on the attached observation sheet. The recapitulation of observation results is as follows:

Table 4.6. The recapitulation of observation results

No	Indicators	Statements	Total Respondents	
			Yes	No
1	Teaching Quality	Students can easily understand the material using wordwall media.	16	2
		Students feel involved and active in every learning activity using wordwall media	17	1
		The learning steps used by teacher appropriate to needs and help students understand the material better	17	1
		Students get sufficient feedback and guidance from the teacher regarding procedures for using wordwall media to improve and increase students understanding of vocabulary	18	-
		Students feel have achieved the learning objectives that have been set at the end of each season	14	4
2.	The appropriate	Students feel ready to learn vocabulary lessons using wordwall	18	-

	level of instruction	media		
		Students have basic skills and knowledge after carrying out the learning process using wordwall media	16	2
		Students do not find it difficult to understand vocabulary lessons using wordwall media	16	2
		Students feel confident they can understand and apply new material because they have prepared themselves well	17	1
		Students ready to take the next lesson because the students have reviewed and understood the previous lesson	18	-
3	The evaluation of incentives	Students feel have sufficient basic knowledge to understand vocabulary lessons using wordwall	15	3
		Students feel comfortable with the skills students have learned so the students were ready to learn more advance concepts	16	2
		Previously studied material helps students understand the new topic that will be discussed	15	3
		Students can connect previous lessons with vocabulary to be studied without difficulty	18	-

		Students feel ready and confident to start new lessons based on the knowledge and skills the students already have.	16	2
4	The time factor involves the extent to which students are given sufficient time to comprehend the material being taught.	Students feel that the time given for each topic is sufficient to understand the vocabulary material well	17	1
		Students rarely feel rushed or run out of time when learning vocabulary in class using wordwall media	16	2
		Students can complete all assignments and exercises within the time specified by the teacher	18	-
		Students feel confident in their understanding of the material before moving on to the next topic	15	3
		Students have enough time to answer questions and discuss difficult material with teachers or friends	18	-

Based on the recapitulation of observation result of the research, the effectiveness of using wordwall media in teaching vocabulary can be seen from the result of observations on the teaching quality, The appropriate level of instruction, the evaluation of incentives, The time factor involves the

extent to which students are given sufficient time to comprehend the material being taught. The data show teaching quality is can be assessed based on how students respond positively to the learning process and outcomes, students' readiness to learn, students are motivated to learn, and students feel that the time allocated is sufficient to understand the material taught when using wordwall media.

The effectiveness of using media game wordwall in teaching vocabulary can be seen by the ease in accessing the wordwall media. The use of the wordwall can make it easy for students to quickly understand the material beingtaught in the wordwall. This media uses game mechabics strategies that create incentives to keep students learning.

Based on hypothesis testing and the N-Gain score results from the research instrument, a score of 0.57 was obtained, categorizing it as moderately effective. Thus, there is a medium increase between pre-test and post-test scores. Therefore, the N-Gain score on the research instrument falls within the second interval, $0.3 \leq g \leq 0.7$, indicating that the use of Wordwall media in teaching vocabulary to eleventh-grade students at MA Darul Istiqamah in Sinjai Regency is fairly effective. This is also evident from Table 4.8 above, showing a sig. (2-tailed) value of 0.000. Since the obtained significance value is less than 0.05 ($0.000 < 0.05$), H_0 is rejected and H_a is accepted. Thus, it can be concluded that H_a is accepted and H_0 is rejected.

In other words, using Wordwall media is effective in teaching vocabulary to eleventh-grade students at MA Darul Istiqamah Sinjai Regency. This aligns with the opinion of Mutia Safitri et al. (2022) that the use of Wordwall media can improve learning outcomes (Safitri et al., 2022). The learning outcomes that enhance knowledge and skill levels demonstrate how the Wordwall media in the learning process can help students develop their vocabulary. In this Wordwall media, there is also an assessment of students' performance results, which can illustrate the students' understanding

of the problems presented in Wordwall, allowing teachers to use it as a benchmark for students' comprehension.

Previous studies linked to this research have discussed the use of wordwall media for vocabulary skills. For instance, Purnamawanti & Julaikah (2023) examined the use of Wordwall for German speaking skills, the results of this research were that wordwall can be used as a learning media choice for mastering vocabulary. Gusman et al. (2022) researched the effectiveness of the Wordwall platform in Islamic Education learning, and Anishifa et al. (2023) explored the use of interactive Wordwall-based media to improve students' learning outcomes in history. These research indicate that using wordwall media in school learning processes has been researched with various variables, methods, and outcomes.

CHAPTER V

CONCLUSION

A. Conclusion of the Research

Based on research that has been conducted on eleventh grade students at MA Darul Istiqamah in Sinjai Regency, after analyzing the data using tests and observations, it can be concluded that the results of the hypothesis indicate that wordwall media is effective in teaching vocabulary. It can be seen by the final result of testing using a paired sample T-Test. The value of Sig. (2-tailed) of 0.000. the significance value obtained is less than 0.05 or $0.000 < 0.05$, then H_0 is rejected and H_a is accepted. Therefore it can be concluded that H_a is accepted and H_0 is rejected. In other words, the wordwall media game is effective in teaching vocabulary at eleventh grade students at MA Darul Istiqamah Sinjai Regency.

B. Suggestion of the Research

The suggestion put forward by reseacher related to this research are follows:

1. For the students to be able to use the wordwall in vocabulary learning and should be more serious about learning in order to obtain higher learning outcomes
2. For the teacher to be able to use learning methods or media that are fun and can make it easier for students to understand the subject matter so that students are more motivated to learn
3. For the school to be able to omprove the facilities and infrastructure that support the learning process properly.

BIBLIOGRAPHY

- Afzal, N. (2019). A Study on Vocabulary-Learning Problems Encountered by BA English Majors at the University Level of Education. *Arab World English Journal*, 10(3), 81–98. <https://doi.org/10.24093/awej/vol10no3.6>
- Aidah, N., & Nurafni, N. (2022). Analisis Penggunaan Aplikasi Wordwall Pada Pembelajaran Ipa Kelas Iv Di Sdn Ciracas 05 Pagi. *Pionir: Jurnal Pendidikan*, 11(2), 161–174. <https://doi.org/10.22373/pjp.v11i2.14133>
- Ainishifa, H., Bunari, B., & Suroyo, S. (2023). Pengaruh Media Interaktif Berbasis Wordwall Terhadap Hasil Belajar Siswa Mata Pelajaran Sejarah di Pendahuluan Pembelajaran sejarah merelas XI IPS SMA Negeri 1 Kabun. *Jurnal Pendidikan Ilmu Pengetahuan Sosial Indonesia*, 8(September), 321–331.
- Ardan, F. (2021). *Pengertian, Jenis-Jenis, serta Fungsi Media*. E-Paper Media Indonesia.
- Arif, A. T. W. (2023). *The Effectiveness of Duolingo Application in English Learning at Class VIII A MTS Bojo Kajuara*.
- Arifin, Z. (2017). Metodologi Penelitian Pendidikan Education Research Methodology. *Higher Education Research Methodology*. <https://doi.org/10.4324/9781315149783>
- Arikunto, S. (2011). *Prosedur penelitian: suatu pendekatan praktik*. Rineka Cipta.
- Arimbawa, I. G. P. A. (2021). Penerapan Wordwall Game Quis berpadukan Classroom untuk Meningkatkan Motivasi dan Prestasi Belajar Biologi. *Indonesian Journal of Educational Development*, 2(2), 324–332. <https://doi.org/10.5281/zenodo.5244716>
- Bahri, E. S., & Khumaini, S. (2020). Analisis Efektivitas Penyaluran Zakat pada Badan Amil Zakat Nasional. *Al Maal: Journal of Islamic Economics and Banking*, 1(2), 164. <https://doi.org/10.31000/almaal.v1i2.1878>
- Bungin, B. (2018). *metodologi penelitian kuantitatif* (edisi kedua).
- Cordova Al-Qur'an and Translation. (2007). PT. SYGMA EXAMEDIA ARKANLEEMA.
- Faujjiah, N., Septiani, S. N., Putri, T., & Setiawan, U. (2022). *Kelebihan dan Kekurangan Jenis-Jenis Media*. 3(2), 81–87.
- Gusman, B. A., Salsabila, U. H., Hoerotunnisa, Giardi, L. Y., & Fadhila, V. (2022). Efektivitas Platform Wordwall pada Pembelajaran PAI di Madrasah Aliyah

- Negeri (MAN) pada Masa Pandemi. *Jurnal Intelektual: Jurnal Pendidikan Dan Studi Keislaman*, 11(3), 203–221. <https://doi.org/10.33367/ji.v11i3.2080>
- Hafsah, H., Sakban, A., & Wiranda, A. (2023). Pengaruh Media Pembelajaran Wordwall Terhadap Hasil Belajar PKn pada Materi Keberagaman dalam Masyarakat Indonesia Kelas VII MTs. *CIVICUS: Pendidikan-Penelitian-Pengabdian Pendidikan Pancasila Dan Kewarganegaraan*, 11(1), 51. <https://doi.org/10.31764/civicus.v11i1.16875>
- Harfiana, N. (2019). *The Influence of Direct Method in Teaching Vocabulary of The Tenth Grade Students at SMA Negeri 11 Kabupaten Wajo*.
- Hasanah, U., Safitri, I., Rukiah, R., & Nasution, M. (2021). Menganalisis Perkembangan Media Pembelajaran Matematika Terhadap Hasil Belajar Berbasis Game. *Indonesian Journal of Intellectual Publication*, 1(3), 204–211. <https://doi.org/10.51577/ijipublication.v1i3.125>
- Hermawan, B., Endang, L., Apriana, M., & Kartika. (2020). *Peran Media PPT untuk Peningkatan Minat Belajar dalam Pembelajaran Kosakata Bahasa Mandarin The Role of PowerPoint media towards the students ' interest and competence*. 20, 183–191.
- Hidayah, A. B. K. dan R. (2021). Efektivitas Permainan Zuper Abase Berbasis Android Sebagai Media Pembelajaran Asam Basa. *Jurnal Penelitian Pendidikan Matematika Dan Sains*, 5(2).
- Hidayat, W., Sari, N. R., Agustina, S., Rahayu, E. S., & Cahya, R. (2018). *Pengaruh Penerapan Pembelajaran Kooperatif Think-Talk-Write Terhadap Kemampuan Komunikasi Matematik Siswa SMP Kelas VII*. 2(1), 1–8.
- Hidayatulloh, S., Praherdhiono, H., & Wedi, A. (2020). Pengaruh Game Pembelajaran Terhadap Peningkatan Hasil Belajar Pemahaman Ilmu Pengetahuan Alam. *JKTP: Jurnal Kajian Teknologi Pendidikan*, 3(2), 199–206. <https://doi.org/10.17977/um038v3i22020p199>
- Ibrahim, M. A., Fauzan, M. lufti Y., Raihan, P., Nurhadi, S. N., Setiawan, U., & Destiyani, Y. N. (2022). Jenis, Klasifikasi dan Karakteristik Media Pembelajaran. *AL-MIRAH: JURNAL PENDIDIKAN ISLAM*, 4(8.5.2017), 2003–2005.
- Imama, H. N., & Rochmawati, R. (2021). Pengaruh Efektivitas Pembelajaran dan Kemandirian Belajar terhadap Hasil Belajar Praktikum Akuntansi dengan Self-Efficacy sebagai Moderasi. *Akuntabel*, 18(3), 435–443.

- Khadijah, K., & Roha Sitompul, L. (2020). Permainan Anak Usia Dini dalam Perspektif Islam. *Mukadimah: Jurnal Pendidikan, Sejarah, Dan Ilmu-Ilmu Sosial*, 4(2), 63-68., 4(2), 63–68. <https://doi.org/10.30743/mkd.v4i2.2603>
- Kustari, D. (2021). *Pemanfaatan Game Edukasi dalam Pembelajaran Jarak Jauh*.
- Marlianingsih, N. (2016). *pengenalan Kosakata Bahasa Inggris Melalui Media Audio Visual*. 3(2), 133–140.
- Mujahidin, A. A., Salsabila, U. H., Hasanah, A. L., Andani, M., & Aprillia, W. (2021). Pemanfaatan Media Pembelajaran Daring (Quizizz, Sway, dan Wordwall) Kelas 5 di SD Muhammadiyah 2 Wonopeti. *Innovative: Journal Of Social Science Research*, 1(2), 552–560. <https://doi.org/10.31004/innovative.v1i2.3109>
- Mulyani, S. R. (2021). *Metodologi Penelitian*. Widina Bhakti Persada Bandung.
- Permatasari, S. A. P. dan R. I. (2021). Pengaruh Penerapan Standar Oprasional Prosedur dan Kompetensi Terhadap Produktivitas Kerja Karyawan Divisi Ekspor PT. Dua Kuda Indonesia. *JURNAL ILMIAH M-PROGRESS*, 11(1), 38–47.
- Pradana, A. G., & Nita, S. (2019). Rancang Bangun Game Edukasi “AMUDRA”Alat Musik Daerah Berbasis Android. *Seminar Nasional Teknologi Informasi Dan Komunikasi , “Teknologi Humanis Di Era Society 5.0”*.
- Pradani, P., & Galuh, T. (2022). Penggunaan media pembelajaran wordwall untuk meningkatkan minat dan motivasi belajar siswa pada pembelajaran IPA di Sekolah Dasar. *Educenter : Jurnal Ilmiah Pendidikan*, 1(5), 452–457.
- Purnamasari, S., Rahmanita, F., Soffiatun, S., Kurniawan, W., & Afriliani, F. (2020). Bermain Bersama Pengetahuan Peserta Didik Melalui Media Pembelajaran Berbasis Game Online Word Wall. *Jurnal Pengabdian Kepada Masyarakat*, 1(1), 177–180.
- Rizqi, H., & Andiriyanto, A. (2022). Penggunaan Media Online dalam Meningkatkan Kemampuan Vocabulary pada Mahasiswa Teknik Informatika Semester 2 Fakultas Teknik Universitas Wiraraja. *Jurnal Pendidikan Dan Konseling*, 4(4), 2851–2859.
- Rohmatin, R. (2023). Penggunaan Game Edukasi Berbasis Wordwall Untuk Meningkatkan Kemampuan Vocabulary Siswa Dalam Pembelajaran Bahasa Inggris. *EDUTECH: Jurnal Inovasi Pendidikan Berbantuan Teknologi*, 3(1), 79–88. <https://doi.org/10.51878/edutech.v3i1.2039>
- Rohmatunnisa, A. (2022). *Pengaruh Aplikasi Wordwaal Terhadap Hasil Belajar*

Menyimak Teks Biografi Di SMAS Triguna Utama Tahun Pelajaran 2021/2022.

- Rosdiani, N., & Hidayat, A. (2020). Pengaruh Derivatif Keuangan, Konservatisme Akuntansi dan Intensitas Aset Tetap terhadap Penghindaran Pajak. *Journal of Technopreneurship on Economics and Business Review*, 1(2), 131–143. <https://doi.org/10.37195/jtebr.v1i2.43>
- Rostina, S. (2014). *Statistika Penelitian Pendidikan*. Alfabeta.
- Safitri, M., Nazliati, & Rasyid, M. N. (2022). Penerapan Media Web Wordwall untuk Meningkatkan Hasil Belajar PAI Siswa di SMP Negeri 2 Langsa. *Al-Ikhtibar: Jurnal Ilmu Pendidikan*, 9(1), 47–56. <https://doi.org/10.32505/ikhtibar.v9i1.636>
- Sartika, A., Siregar, B., Tobing, E. G. L., & Fitri, N. R. (2021). *Developing of Teaching Materials: Using Animation Media to Learning English Vocabulary for Early*. 1(1), 9–16.
- Suarmini, N. K., & Nurjaya, I. G. (2023). Pemanfaatan Media Wordwall dalam Pembelajaran Interaktif Bahasa Indonesia. *Jurnal Ilmiah Pendidikan Profesi Guru*, 6(2), 395–412.
- Sugiyono, S. (2017). *Metode penelitian kuantitatif, kualitatif dan R&D (XXVV)*. Alfabeta.
- Sugiyono, S. (2019). *Metode penelitian kuantitatif, kualitatif Dana R&D (I)*. Alfabeta.
- Sugiyono, S. (2022). *Metode Penelitian Kuantitatif*. Alfabeta.
- Susiyanti, E. (2022). *Pengertian, Fungsi, dan Prinsip Game Edukasi sebagai Media Pembelajaran*. NaikPangkat.Com.
- Tanisa, R. (2022). *Fitur Lengkap Wordwall Sebagai Aplikasi Gamifikasi Pembelajaran Era Digital*.
- Tribowo, T. (2015). *Deskripsi Efektivitas Discovery Learning Pada Pembelajaran Matematika Di Smp Muhammadiyah 5 Purbalingga Dan Smp Negeri 2 Rembang*. 2007.
- Uti, H., Munir, & Said, S. D. (2021). Pengaruh Penggunaan Media Game pada Pembelajaran Bahasa Inggris Secara Daring dan Luring di MTs N 1 Gorontalo. *Jurnal Pemikiran Dan Pengembangan Pembelajaran*, 3(3), 10–17.
- William, H. (2019). *Mengukur Tingkat Pemahaman Pelatihan PowerPoint*. 20(1), 71–80.
- Yulianto, D., & Nugraheni, A. S. (2021). Efektivitas Pembelajaran Daring Dalam

Pembelajaran Bahasa Indonesia. *Decode: Jurnal Pendidikan Teknologi Informasi*, 1(1), 33–42. <https://doi.org/10.51454/decode.v1i1.5>

Yun, D., Suprapti, Nasirun, M., & Wembrayali. (2017). Implementasi Kemampuan Vocabulary Bahasa Inggris Melalui Metode Drill Berbasis Lingkungan. *P o t e n s i A*, 57–62.

APPENDICES

Appendix 1

GRID OF RESEARCH INSTRUMENT

**The Effectiveness of Wordwall Media Game in Teaching Vocabulary at
Eleventh Grade Students at MA Darul Istiqamah Sinjai Regency**

Indicator	No Item	Ket.
Students activity in learning	1-20	Observation
Students learning outcomes, students respon to learning	1-20	Test

Sinjai, juni 20th 2024

Supervisor I

Supervisor II

Dr. Atmaranie Dewi Purnama, M.Pd

NIDN: 2113028 201

Harmilawati, S.S.,S.Pd.,M.Pd

NIDN: 2125058607

**Approved by,
Head of english Education**

Harmilawati, S.S.,S.Pd.,M.Pd

NBM: 1280037

OBSERVATION SHEETS

The Effectiveness of Wordwall Media Game in Teaching Vocabulary at Eleventh Grade Students at Ma Darul Istiqamah Sinjai Regency

Name :

Class/Semester : XI/II

Day/Date : 28-30 Mei 2024

A. Filling Instructions

1. Read carefully each question in this observation sheet before answering it
2. Give your answer by ticking (√) on the answer choices provided
3. This answer is purely scientific
4. Thank you for your help and participation
5. Description

Yes : Iya

No : Tidak

No	Indicators	Statement	Yes	No
1	Teaching Quality	Students can easily understand the material using wordwall media.		
		Students feel involved and active in every learning activity using wordwall media		
		The learning steps used by teacher appropriate to needs and help students understand the material better		
		Students get sufficient feedback and guidance from the teacher regarding procedures for using wordwall media to improve and		

		increase students understanding of vocabulary		
		Students feel have achieved the learning objectives that have been set at the end of eachseason		
2.	The appropriate level of instruction	Students feel ready to learn vocabulary lessons using wordwall media		
		Students have basic skills and knowledge after carrying out the laerning process using wordwall media		
		Students do not find it difficult to understand vocabulary lessons using wordwall media		
		Students feel confident they can understand and apply new material because they have prepared themselves well		
		Students ready to take the next lesson because the students have reviewed and understood the previous lesson		
3	The evaluation of incentives	Students feel have sufficient basic knowledge to understand vocabulary lessons using wordwall		
		Students feel comfortable with the skills students have learned so the students were ready to learn more		

		advance concepts		
		Previously studied material helps students understand the new topic that will be discussed		
		Students can connect previous lessons with new topics to be studied without difficulty		
		Students feel ready and confident to start new lessons based on the knowledge and skills the students already have.		
4	The time factor involves the extent to which students are given sufficient time to comprehend the material being taught.	Students feel that the time given for each topic is sufficient to understand the vocabulary material well		
		Students rarely feel rushed or run out of time when learning new topics in class using wordwall media		
		Students can complete all assignments and exercises within the time specified by the teacher		
		Students feel confident in their understanding of the material before moving on to the next topic		

		Students have enough tme to answer questions and discuss difficult material with teachers or friends		
--	--	---	--	--

OBSERVATION SHEETS

The Effectiveness of Wordwall Media Game in Teaching Vocabulary at Eleventh Grade Students at Ma Darul Istiqamah Sinjai Regency

Name :

Class/Semester : XI/II

Day/Date : 28-30 Mei 2024

A. Filling Instructions

1. Read carefully each question in this observation sheet before answering it
2. Give your answer by ticking (√) on the answer choices provided
3. This answer is purely scientific
4. Thank you for your help and participation
5. Description

Yes : Iya

No : Tidak

No	Indicators	Statement	Yes	No
1	Teaching Quality	Students can easily understand the material using wordwall media.		
		Students feel involved and active in every learning activity using wordwall media		
		The learning steps used by teacher appropriate to needs and help students understand the material better		
		Students get sufficient feedback and guidance from		

		the teacher regarding procedures for using wordwall media to improve and increase students understanding of vocabulary		
		Students feel have achieved the learning objectives that have been set at the end of eachseason		
2.	The appropriate level of instruction	Students feel ready to learn vocabulary lessons using wordwall media		
		Students have basic skills and knowledge after carrying out the laerning process using wordwall media		
		Students do not find it difficult to understand vocabulary lessons using wordwall media		
		Students feel confident they can understand and apply new material because they have prepared themselves well		
		Students ready to take the next lesson because the students have reviewed and understood the previous		

		lesson		
3	The evaluation of incentives	Students feel have sufficient basic knowledge to understand vocabulary lessons using wordwall		
		Students feel comfortable with the skills students have learned so the students were ready to learn more advance concepts		
		Previously studied material helps students understand the new topic that will be discussed		
		Students can connect previous lessons with new topics to be studied without difficulty		
		Students feel ready and confident to start new lessons based on the knowledge and skills the students already have.		
4	The time factor involves the extent to	Students feel that the time given for each topic is sufficient to understand the vocabulary material well		

	which students are given sufficient time to comprehend the material being taught.	Students rarely feel rushed or run out of time when learning new topics in class using wordwall media		
		Students can complete all assignments and exercises within the time specified by the teacher		
		Students feel confident in their understanding of the material before moving on to the next topic		
		Students have enough time to answer questions and discuss difficult material with teachers or friends		

OBSERVATION SHEETS

**The Effectiveness of Wordwall Media Game in Teaching Vocabulary at
Eleventh Grade Students at Ma Darul Istiqamah Sinjai Regency**

Name :

Class/Semester : XI/II

Day/Date : 28-30 Mei 2024

A. Filling Instructions

1. Read carefully each question in this observation sheet before answering it
2. Give your answer by ticking (√) on the answer choices provided
3. This answer is purely scientific
4. Thank yo for your help dan participation
5. Description

Yes : Iya

No : Tidak

No	Indicators	Statement	Yes	No
1	Teaching Quality	Students can easily understand the material using wordwall media.		
		Students feel involved and active in every learning activity using wordwall media		
		The learning steps used by teacher appropriate to needs and help students understand the material better		
		Students get sufficient feedback and guidance from the teacher regarding procedures for using wordwall media to improve and increase students understanding of vocabulary		

		Students feel have achieved the learning objectives that have been set at the end of each season		
2.	The appropriate level of instruction	Students feel ready to learn vocabulary lessons using wordwall media		
		Students have basic skills and knowledge after carrying out the learning process using wordwall media		
		Students do not find it difficult to understand vocabulary lessons using wordwall media		
		Students feel confident they can understand and apply new material because they have prepared themselves well		
		Students ready to take the next lesson because the students have reviewed and understood the previous lesson		
3	The evaluation of incentives	Students feel have sufficient basic knowledge to understand vocabulary lessons using wordwall		
		Students feel comfortable with the skills students have learned so the students were ready to		

		learn more advance concepts		
		Previously studied material helps students understand the new topic that will be discussed		
		Students can connect previous lessons with new topics to be studied without difficulty		
		Students feel ready and confident to start new lessons based on the knowledge and skills the students already have.		
4	The time factor involves the extent to which students are given sufficient time to comprehend the material being taught.	Students feel that the time given for each topic is sufficient to understand the vocabulary material well		
		Students rarely feel rushed or run out of time when learning new topics in class using wordwall media		
		Students can complete all assignments and exercises within the time specified by the teacher		
		Students feel confident in their understanding of the material before moving on to the next topic		

		Students have enough tme to answer questions and discuss difficult material with teachers or friends		
--	--	---	--	--

OBSERVATION SHEETS

The Effectiveness of Wordwall Media Game in Teaching Vocabulary at Eleventh Grade Students at Ma Darul Istiqamah Sinjai Regency

Name :

Class/Semester : XI/II

Day/Date : 28-30 Mei 2024

A. Filling Instructions

1. Read carefully each question in this observation sheet before answering it
2. Give your answer by ticking (✓) on the answer choices provided
3. This answer is purely scientific
4. Thank you for your help and participation
5. Description

Yes : Iya

No : Tidak

No	Indicators	Statement	Yes	No
1	Teaching Quality	Students can easily understand the material using wordwall media.		
		Students feel involved and active in every learning activity using wordwall media		
		The learning steps used by teacher appropriate to needs and help students understand the material better		
		Students get sufficient feedback and guidance from the teacher regarding procedures for using wordwall media to improve and increase students understanding of vocabulary		
		Students feel have achieved the learning objectives that have been set at the end of each session		
2.	The appropriate	Students feel ready to learn vocabulary lessons using wordwall		

	level of instruction	media		
		Students have basic skills and knowledge after carrying out the learning process using wordwall media		
		Students do not find it difficult to understand vocabulary lessons using wordwall media		
		Students feel confident they can understand and apply new material because they have prepared themselves well		
		Students ready to take the next lesson because the students have reviewed and understood the previous lesson		
3	The evaluation of incentives	Students feel have sufficient basic knowledge to understand vocabulary lessons using wordwall		
		Students feel comfortable with the skills students have learned so the students were ready to learn more advance concepts		
		Previously studied material helps students understand the new topic that will be discussed		
		Students can connect previous lessons with new topics to be studied without difficulty		

		Students feel ready and confident to start new lessons based on the knowledge and skills the students already have.		
4	The time factor involves the extent to which students are given sufficient time to comprehend the material being taught.	Students feel that the time given for each topic is sufficient to understand the vocabulary material well		
		Students rarely feel rushed or run out of time when learning new topics in class using wordwall media		
		Students can complete all assignments and exercises within the time specified by the teacher		
		Students feel confident in their understanding of the material before moving on to the next topic		
		Students have enough time to answer questions and discuss difficult material with teachers or friends		

OBSERVATION SHEETS

The Effectiveness of Wordwall Media Game in Teaching Vocabulary at Eleventh Grade Students at Ma Darul Istiqamah Sinjai Regency

Name :

Class/Semester : XI/II

Day/Date : 28-30 Mei 2024

A. Filling Instructions

1. Read carefully each question in this observation sheet before answering it
2. Give your answer by ticking (√) on the answer choices provided
3. This answer is purely scientific
4. Thank you for your help and participation
5. Description

Yes : Iya

No : Tidak

No	Indicators	Statement	Yes	No
1	Teaching Quality	Students can easily understand the material using wordwall media.		
		Students feel involved and active in every learning activity using wordwall media		
		The learning steps used by teacher appropriate to needs and help students understand the material better		
		Students get sufficient		

		feedback and guidance from the teacher regarding procedures for using wordwall media to improve and increase students understanding of vocabulary		
		Students feel have achieved the learning objectives that have been set at the end of eachseason		
2.	The appropriate level of instruction	Students feel ready to learn vocabulary lessons using wordwall media		
		Students have basic skills and knowledge after carrying out the laerning process using wordwall media		
		Students do not find it difficult to understand vocabulary lessons using wordwall media		
		Students feel confident they can understand and apply new material because they have prepared themselves well		

		Students ready to take the next lesson because the students have reviewed and understood the previous lesson		
3	The evaluation of incentives	Students feel have sufficient basic knowledge to understand vocabulary lessons using wordwall		
		Students feel comfortable with the skills students have learned so the students were ready to learn more advance concepts		
		Previously studied material helps students understand the new topic that will be discussed		
		Students can connect previous lessons with new topics to be studied without difficulty		
		Students feel ready and confident to start new lessons based on the knowledge and skills the		

		students already have.		
4	The time factor involves the extent to which students are given sufficient time to comprehend the material being taught.	Students feel that the time given for each topic is sufficient to understand the vocabulary material well		
		Students rarely feel rushed or run out of time when learning new topics in class using wordwall media		
		Students can complete all assignments and exercises within the time specified by the teacher		
		Students feel confident in their understanding of the material before moving on to the next topic		
		Students have enough time to answer questions and discuss difficult material with teachers or friends		

OBSERVATION SHEETS

The Effectiveness of Wordwall Media Game in Teaching Vocabulary at Eleventh Grade Students at Ma Darul Istiqamah Sinjai Regency

Name :

Class/Semester : XI/II

Day/Date : 28-30 Mei 2024

A. Filling Instructions

1. Read carefully each question in this observation sheet before answering it
2. Give your answer by ticking (√) on the answer choices provided
3. This answer is purely scientific
4. Thank yo for your help dan participation
5. Description

Yes : Iya

No : Tidak

No	Indicators	Statement	Yes	No
1	Teaching Quality	Students can easily understand the material using wordwall media.		
		Students feel involved and active in every learning activity using wordwall media		
		The learning steps used by teacher appropriate to needs and help students understand the material better		
		Students get sufficient feedback and guidance from the teacher regarding procedures for using		

		wordwall media to improve and increase students understanding of vocabulary		
		Students feel have achieved the learning objectives that have been set at the end of each season		
2.	The appropriate level of instruction	Students feel ready to learn vocabulary lessons using wordwall media		
		Students have basic skills and knowledge after carrying out the learning process using wordwall media		
		Students do not find it difficult to understand vocabulary lessons using wordwall media		
		Students feel confident they can understand and apply new material because they have prepared themselves well		
		Students ready to take the next lesson because the students have reviewed		

		and understood the previous lesson		
3	The evaluation of incentives	Students feel have sufficient basic knowledge to understand vocabulary lessons using wordwall		
		Students feel comfortable with the skills students have learned so the students were ready to learn more advance concepts		
		Previously studied material helps students understand the new topic that will be discussed		
		Students can connect previous lessons with new topics to be studied without difficulty		
		Students feel ready and confident to start new lessons based on the knowledge and skills the students already have.		
4	The time factor involves the	Students feel that the time given for each topic is sufficient to understand		

	extent to which students are given sufficient time to comprehend the material being taught.	the vocabulary material well		
		Students rarely feel rushed or run out of time when learning new topics in class using wordwall media		
		Students can complete all assignments and exercises within the time specified by the teacher		
		Students feel confident in their understanding of the material before moving on to the next topic		
		Students have enough time to answer questions and discuss difficult material with teachers or friends		

OBSERVATION SHEETS

The Effectiveness of Wordwall Media Game in Teaching Vocabulary at Eleventh Grade Students at Ma Darul Istiqamah Sinjai Regency

Name :

Class/Semester : XI/II

Day/Date : 28-30 Mei 2024

A. Filling Instructions

1. Read carefully each question in this observation sheet before answering it
2. Give your answer by ticking (√) on the answer choices provided
3. This answer is purely scientific
4. Thank you for your help and participation
5. Description

Yes : Iya

No : Tidak

No	Indicators	Statement	Yes	No
1	Teaching Quality	Students can easily understand the material using wordwall media.		
		Students feel involved and active in every learning activity using wordwall media		
		The learning steps used by teacher appropriate to needs and help students understand the material better		
		Students get sufficient feedback and guidance from the teacher regarding procedures for using wordwall media to improve and increase students understanding of vocabulary		
		Students feel have achieved the learning		

		objectives that have been set at the end of each session		
2.	The appropriate level of instruction	Students feel ready to learn vocabulary lessons using wordwall media		
		Students have basic skills and knowledge after carrying out the learning process using wordwall media		
		Students do not find it difficult to understand vocabulary lessons using wordwall media		
		Students feel confident they can understand and apply new material because they have prepared themselves well		
		Students ready to take the next lesson because the students have reviewed and understood the previous lesson		
3	The evaluation of incentives	Students feel have sufficient basic knowledge to understand vocabulary lessons using wordwall		
		Students feel comfortable with the skills students have learned so the students were ready to learn more advanced concepts		
		Previously studied material helps students understand the new topic that will be discussed		
		Students can connect previous lessons with new topics to be studied without difficulty		

		Students feel ready and confident to start new lessons based on the knowledge and skills the students already have.		
4	The time factor involves the extent to which students are given sufficient time to comprehend the material being taught.	Students feel that the time given for each topic is sufficient to understand the vocabulary material well		
		Students rarely feel rushed or run out of time when learning new topics in class using wordwall media		
		Students can complete all assignments and exercises within the time specified by the teacher		
		Students feel confident in their understanding of the material before moving on to the next topic		
		Students have enough time to answer questions and discuss difficult material with teachers or friends		

OBSERVATION SHEETS

The Effectiveness of Wordwall Media Game in Teaching Vocabulary at Eleventh Grade Students at Ma Darul Istiqamah Sinjai Regency

Name :

Class/Semester : XI/II

Day/Date : 28-30 Mei 2024

A. Filling Instructions

1. Read carefully each question in this observation sheet before answering it
2. Give your answer by ticking (√) on the answer choices provided
3. This answer is purely scientific
4. Thank yo for your help dan participation
5. Description

Yes : Iya

No : Tidak

No	Indicators	Statement	Yes	No
1	Teaching Quality	Students can easily understand the material using wordwall media.		
		Students feel involved and active in every learning activity using wordwall media		
		The learning steps used by teacher appropriate to needs and help students understand the material better		
		Students get sufficient feedback and guidance from the teacher regarding procedures for using		

		wordwall media to improve and increase students understanding of vocabulary		
		Students feel have achieved the learning objectives that have been set at the end of each season		
2.	The appropriate level of instruction	Students feel ready to learn vocabulary lessons using wordwall media		
		Students have basic skills and knowledge after carrying out the learning process using wordwall media		
		Students do not find it difficult to understand vocabulary lessons using wordwall media		
		Students feel confident they can understand and apply new material because they have prepared themselves well		
		Students ready to take the next lesson because the students have reviewed		

		and understood the previous lesson		
3	The evaluation of incentives	Students feel have sufficient basic knowledge to understand vocabulary lessons using wordwall		
		Students feel comfortable with the skills students have learned so the students were ready to learn more advance concepts		
		Previously studied material helps students understand the new topic that will be discussed		
		Students can connect previous lessons with new topics to be studied without difficulty		
		Students feel ready and confident to start new lessons based on the knowledge and skills the students already have.		
4	The time factor involves the	Students feel that the time given for each topic is sufficient to understand		

	extent to which students are given sufficient time to comprehend the material being taught.	the vocabulary material well		
		Students rarely feel rushed or run out of time when learning new topics in class using wordwall media		
		Students can complete all assignments and exercises within the time specified by the teacher		
		Students feel confident in their understanding of the material before moving on to the next topic		
		Students have enough time to answer questions and discuss difficult material with teachers or friends		

OBSERVATION SHEETS

The Effectiveness of Wordwall Media Game in Teaching Vocabulary at Eleventh Grade Students at Ma Darul Istiqamah Sinjai Regency

Name :

Class/Semester : XI/II

Day/Date : 28-30 Mei 2024

A. Filling Instructions

1. Read carefully each question in this observation sheet before answering it

2. Give your answer by ticking (√) on the answer choices provided
3. This answer is purely scientific
4. Thank yo for your help dan participation
5. Description
 - Yes : Iya
 - No : Tidak

No	Indicators	Statement	Yes	No
1	Teaching Quality	Students can easily understand the material using wordwall media.		
		Students feel involved and active in every learning activity using wordwall media		
		The learning steps used by teacher appropriate to needs and help students understand the material better		
		Students get sufficient feedback and guidance from the teacher regarding procedures for using wordwall media to improve and increase students understanding of vocabulary		
		Students feel have		

		achieved the learning objectives that have been set at the end of each session		
2.	The appropriate level of instruction	Students feel ready to learn vocabulary lessons using wordwall media		
		Students have basic skills and knowledge after carrying out the learning process using wordwall media		
		Students do not find it difficult to understand vocabulary lessons using wordwall media		
		Students feel confident they can understand and apply new material because they have prepared themselves well		
		Students ready to take the next lesson because the students have reviewed and understood the previous lesson		
3	The evaluation of incentives	Students feel have sufficient basic knowledge to understand vocabulary		

		lessons using wordwall		
		Students feel comfortable with the skills students have learned so the students were ready to learn more advance concepts		
		Previously studied material helps students understand the new topic that will be discussed		
		Students can connect previous lessons with new topics to be studied without difficulty		
		Students feel ready and confident to start new lessons based on the knowledge and skills the students already have.		
4	The time factor involves the extent to which students are given sufficient	Students feel that the time given for each topic is sufficient to understand the vocabulary material well		
		Students rarely feel rushed or run out of time when learning new topics in		

	time to comprehend the material being taught.	class using wordwall media		
		Students can complete all assignments and exercises within the time specified by the teacher		
		Students feel confident in their understanding of the material before moving on to the next topic		
		Students have enough time to answer questions and discuss difficult material with teachers or friends		

OBSERVATION SHEETS

The Effectiveness of Wordwall Media Game in Teaching Vocabulary at Eleventh Grade Students at Ma Darul Istiqamah Sinjai Regency

Name :

Class/Semester : XI/II

Day/Date : 28-30 Mei 2024

A. Filling Instructions

1. Read carefully each question in this observation sheet before answering it
2. Give your answer by ticking (√) on the answer choices provided
3. This answer is purely scientific
4. Thank you for your help and participation
5. Description

Yes : Iya

No : Tidak

No	Indicators	Statement	Yes	No
1	Teaching Quality	Students can easily understand the material using wordwall media.		
		Students feel involved and active in every learning activity using wordwall media		
		The learning steps used by teacher appropriate to needs and help students understand the material better		
		Students get sufficient feedback and guidance from the teacher regarding procedures for using wordwall media to improve and increase students understanding of vocabulary		
		Students feel have achieved the learning objectives that have been set at the end of eachseason		
2.	The	Students feel ready to		

	appropriate level of instruction	learn vocabulary lessons using wordwall media		
		Students have basic skills and knowledge after carrying out the learning process using wordwall media		
		Students do not find it difficult to understand vocabulary lessons using wordwall media		
		Students feel confident they can understand and apply new material because they have prepared themselves well		
		Students ready to take the next lesson because the students have reviewed and understood the previous lesson		
3	The evaluation of incentives	Students feel have sufficient basic knowledge to understand vocabulary lessons using wordwall		
		Students feel comfortable with the skills students have learned so the students were ready to		

		learn more advance concepts		
		Previously studied material helps students understand the new topic that will be discussed		
		Students can connect previous lessons with new topics to be studied without difficulty		
		Students feel ready and confident to start new lessons based on the knowledge and skills the students already have.		
4	The time factor involves the extent to which students are given sufficient time to comprehend the material being taught.	Students feel that the time given for each topic is sufficient to understand the vocabulary material well		
		Students rarely feel rushed or run out of time when learning new topics in class using wordwall media		
		Students can complete all assignments and exercises within the time specified		

		by the teacher		
		Students feel confident in their understanding of the material before moving on to the next topic		
		Students have enough time to answer questions and discuss difficult material with teachers or friends		

OBSERVATION SHEETS

The Effectiveness of Wordwall Media Game in Teaching Vocabulary at Eleventh Grade Students at Ma Darul Istiqamah Sinjai Regency

Name :

Class/Semester : XI/II

Day/Date : 28-30 Mei 2024

A. Filling Instructions

1. Read carefully each question in this observation sheet before answering it
2. Give your answer by ticking (√) on the answer choices provided
3. This answer is purely scientific
4. Thank you for your help and participation
5. Description

Yes : Iya

No : Tidak

No	Indicators	Statement	Yes	No
----	------------	-----------	-----	----

1	Teaching Quality	Students can easily understand the material using wordwall media.		
		Students feel involved and active in every learning activity using wordwall media		
		The learning steps used by teacher appropriate to needs and help students understand the material better		
		Students get sufficient feedback and guidance from the teacher regarding procedures for using wordwall media to improve and increase students understanding of vocabulary		
		Students feel have achieved the learning objectives that have been set at the end of eachseason		
2.	The appropriate level of instruction	Students feel ready to learn vocabulary lessons using wordwall media		
		Students have basic skills		

		and knowledge after carrying out the learning process using wordwall media		
		Students do not find it difficult to understand vocabulary lessons using wordwall media		
		Students feel confident they can understand and apply new material because they have prepared themselves well		
		Students ready to take the next lesson because the students have reviewed and understood the previous lesson		
3	The evaluation of incentives	Students feel have sufficient basic knowledge to understand vocabulary lessons using wordwall		
		Students feel comfortable with the skills students have learned so the students were ready to learn more advance concepts		

		Previously studied material helps students understand the new topic that will be discussed		
		Students can connect previous lessons with new topics to be studied without difficulty		
		Students feel ready and confident to start new lessons based on the knowledge and skills the students already have.		
4	The time factor involves the extent to which students are given sufficient time to comprehend the material being taught.	Students feel that the time given for each topic is sufficient to understand the vocabulary material well		
		Students rarely feel rushed or run out of time when learning new topics in class using wordwall media		
		Students can complete all assignments and exercises within the time specified by the teacher		

		Students feel confident in their understanding of the material before moving on to the next topic		
		Students have enough time to answer questions and discuss difficult material with teachers or friends		

OBSERVATION SHEETS

The Effectiveness of Wordwall Media Game in Teaching Vocabulary at Eleventh Grade Students at Ma Darul Istiqamah Sinjai Regency

Name :

Class/Semester : XI/II

Day/Date : 28-30 Mei 2024

A. Filling Instructions

1. Read carefully each question in this observation sheet before answering it
2. Give your answer by ticking (√) on the answer choices provided
3. This answer is purely scientific
4. Thank you for your help and participation
5. Description

Yes : Iya

No : Tidak

No	Indicators	Statement	Yes	No
1	Teaching Quality	Students can easily understand the material using wordwall media.		

		Students feel involved and active in every learning activity using wordwall media		
		The learning steps used by teacher appropriate to needs and help students understand the material better		
		Students get sufficient feedback and guidance from the teacher regarding procedures for using wordwall media to improve and increase students understanding of vocabulary		
		Students feel have achieved the learning objectives that have been set at the end of each session		
2.	The appropriate level of instruction	Students feel ready to learn vocabulary lessons using wordwall media		
		Students have basic skills and knowledge after carrying out the learning process using wordwall		

		media		
		Students do not find it difficult to understand vocabulary lessons using wordwall media		
		Students feel confident they can understand and apply new material because they have prepared themselves well		
		Students ready to take the next lesson because the students have reviewed and understood the previous lesson		
3	The evaluation of incentives	Students feel have sufficient basic knowledge to understand vocabulary lessons using wordwall		
		Students feel comfortable with the skills students have learned so the students were ready to learn more advance concepts		
		Previously studied material helps students understand the new topic that will be discussed		

		Students can connect previous lessons with new topics to be studied without difficulty		
		Students feel ready and confident to start new lessons based on the knowledge and skills the students already have.		
4	The time factor involves the extent to which students are given sufficient time to comprehend the material being taught.	Students feel that the time given for each topic is sufficient to understand the vocabulary material well		
		Students rarely feel rushed or run out of time when learning new topics in class using wordwall media		
		Students can complete all assignments and exercises within the time specified by the teacher		
		Students feel confident in their understanding of the material before moving on to the next topic		

		Students have enough time to answer questions and discuss difficult material with teachers or friends		
--	--	---	--	--

OBSERVATION SHEETS

The Effectiveness of Wordwall Media Game in Teaching Vocabulary at Eleventh Grade Students at Ma Darul Istiqamah Sinjai Regency

Name :

Class/Semester : XI/II

Day/Date : 28-30 Mei 2024

A. Filling Instructions

1. Read carefully each question in this observation sheet before answering it
2. Give your answer by ticking (√) on the answer choices provided
3. This answer is purely scientific
4. Thank you for your help and participation
5. Description

Yes : Iya

No : Tidak

No	Indicators	Statement	Yes	No
1	Teaching Quality	Students can easily understand the material using wordwall media.		
		Students feel involved and active in every learning activity using wordwall media		

		The learning steps used by teacher appropriate to needs and help students understand the material better		
		Students get sufficient feedback and guidance from the teacher regarding procedures for using wordwall media to improve and increase students understanding of vocabulary		
		Students feel have achieved the learning objectives that have been set at the end of eachseason		
2.	The appropriate level of instruction	Students feel ready to learn vocabulary lessons using wordwall media		
		Students have basic skills and knowledge after carrying out the laerning process using wordwall media		
		Students do not find it difficult to understand vocabulary lessons using		

		wordwall media		
		Students feel confident they can understand and apply new material because they have prepared themselves well		
		Students ready to take the next lesson because the students have reviewed and understood the previous lesson		
3	The evaluation of incentives	Students feel have sufficient basic knowledge to understand vocabulary lessons using wordwall		
		Students feel comfortable with the skills students have learned so the students were ready to learn more advance concepts		
		Previously studied material helps students understand the new topic that will be discussed		
		Students can connect previous lessons with new topics to be studied without difficulty		

		Students feel ready and confident to start new lessons based on the knowledge and skills the students already have.		
4	The time factor involves the extent to which students are given sufficient time to comprehend the material being taught.	Students feel that the time given for each topic is sufficient to understand the vocabulary material well		
		Students rarely feel rushed or run out of time when learning new topics in class using wordwall media		
		Students can complete all assignments and exercises within the time specified by the teacher		
		Students feel confident in their understanding of the material before moving on to the next topic		

		Students have enough tme to answer questions and discuss difficult material with teachers or friends		
--	--	---	--	--

OBSERVATION SHEETS

The Effectiveness of Wordwall Media Game in Teaching Vocabulary at Eleventh Grade Students at Ma Darul Istiqamah Sinjai Regency

Name :

Class/Semester : XI/II

Day/Date : 28-30 Mei 2024

A. Filling Instructions

1. Read carefully each question in this observation sheet before answering it
2. Give your answer by ticking (√) on the answer choices provided
3. This answer is purely scientific
4. Thank yo for your help dan participation
5. Description

Yes : Iya

No : Tidak

No	Indicators	Statement	Yes	No
1	Teaching Quality	Students can easily understand the material using wordwall media.		
		Students feel involved and active in every learning activity using wordwall media		

		The learning steps used by teacher appropriate to needs and help students understand the material better		
		Students get sufficient feedback and guidance from the teacher regarding procedures for using wordwall media to improve and increase students understanding of vocabulary		
		Students feel have achieved the learning objectives that have been set at the end of eachseason		
2.	The appropriate level of instruction	Students feel ready to learn vocabulary lessons using wordwall media		
		Students have basic skills and knowledge after carrying out the laerning process using wordwall media		
		Students do not find it difficult to understand vocabulary lessons using		

		wordwall media		
		Students feel confident they can understand and apply new material because they have prepared themselves well		
		Students ready to take the next lesson because the students have reviewed and understood the previous lesson		
3	The evaluation of incentives	Students feel have sufficient basic knowledge to understand vocabulary lessons using wordwall		
		Students feel comfortable with the skills students have learned so the students were ready to learn more advance concepts		
		Previously studied material helps students understand the new topic that will be discussed		
		Students can connect previous lessons with new topics to be studied without difficulty		

		Students feel ready and confident to start new lessons based on the knowledge and skills the students already have.		
4	The time factor involves the extent to which students are given sufficient time to comprehend the material being taught.	Students feel that the time given for each topic is sufficient to understand the vocabulary material well		
		Students rarely feel rushed or run out of time when learning new topics in class using wordwall media		
		Students can complete all assignments and exercises within the time specified by the teacher		
		Students feel confident in their understanding of the material before moving on to the next topic		

		Students have enough time to answer questions and discuss difficult material with teachers or friends		
--	--	---	--	--

OBSERVATION SHEETS

The Effectiveness of Wordwall Media Game in Teaching Vocabulary at Eleventh Grade Students at Ma Darul Istiqamah Sinjai Regency

Name :

Class/Semester : XI/II

Day/Date : 28-30 Mei 2024

A. Filling Instructions

1. Read carefully each question in this observation sheet before answering it
2. Give your answer by ticking (√) on the answer choices provided
3. This answer is purely scientific
4. Thank you for your help and participation
5. Description

Yes : Iya

No : Tidak

No	Indicators	Statement	Yes	No
1	Teaching Quality	Students can easily understand the material using wordwall media.		
		Students feel involved and active in every learning activity using wordwall media		

		The learning steps used by teacher appropriate to needs and help students understand the material better		
		Students get sufficient feedback and guidance from the teacher regarding procedures for using wordwall media to improve and increase students understanding of vocabulary		
		Students feel have achieved the learning objectives that have been set at the end of eachseason		
2.	The appropriate level of instruction	Students feel ready to learn vocabulary lessons using wordwall media		
		Students have basic skills and knowledge after carrying out the laerning process using wordwall media		
		Students do not find it difficult to understand vocabulary lessons using		

		wordwall media		
		Students feel confident they can understand and apply new material because they have prepared themselves well		
		Students ready to take the next lesson because the students have reviewed and understood the previous lesson		
3	The evaluation of incentives	Students feel have sufficient basic knowledge to understand vocabulary lessons using wordwall		
		Students feel comfortable with the skills students have learned so the students were ready to learn more advance concepts		
		Previously studied material helps students understand the new topic that will be discussed		
		Students can connect previous lessons with new topics to be studied without difficulty		

		Students feel ready and confident to start new lessons based on the knowledge and skills the students already have.		
4	The time factor involves the extent to which students are given sufficient time to comprehend the material being taught.	Students feel that the time given for each topic is sufficient to understand the vocabulary material well		
		Students rarely feel rushed or run out of time when learning new topics in class using wordwall media		
		Students can complete all assignments and exercises within the time specified by the teacher		
		Students feel confident in their understanding of the material before moving on to the next topic		

		Students have enough time to answer questions and discuss difficult material with teachers or friends		
--	--	---	--	--

OBSERVATION SHEETS

The Effectiveness of Wordwall Media Game in Teaching Vocabulary at Eleventh Grade Students at Ma Darul Istiqamah Sinjai Regency

Name :

Class/Semester : XI/II

Day/Date : 28-30 Mei 2024

A. Filling Instructions

1. Read carefully each question in this observation sheet before answering it
2. Give your answer by ticking (√) on the answer choices provided
3. This answer is purely scientific
4. Thank you for your help and participation
5. Description

Yes : Iya

No : Tidak

No	Indicators	Statement	Yes	No
1	Teaching Quality	Students can easily understand the material using wordwall media.		
		Students feel involved and active in every learning activity using wordwall media		

		The learning steps used by teacher appropriate to needs and help students understand the material better		
		Students get sufficient feedback and guidance from the teacher regarding procedures for using wordwall media to improve and increase students understanding of vocabulary		
		Students feel have achieved the learning objectives that have been set at the end of eachseason		
2.	The appropriate level of instruction	Students feel ready to learn vocabulary lessons using wordwall media		
		Students have basic skills and knowledge after carrying out the laerning process using wordwall media		
		Students do not find it difficult to understand vocabulary lessons using		

		wordwall media		
		Students feel confident they can understand and apply new material because they have prepared themselves well		
		Students ready to take the next lesson because the students have reviewed and understood the previous lesson		
3	The evaluation of incentives	Students feel have sufficient basic knowledge to understand vocabulary lessons using wordwall		
		Students feel comfortable with the skills students have learned so the students were ready to learn more advance concepts		
		Previously studied material helps students understand the new topic that will be discussed		
		Students can connect previous lessons with new topics to be studied without difficulty		

		Students feel ready and confident to start new lessons based on the knowledge and skills the students already have.		
4	The time factor involves the extent to which students are given sufficient time to comprehend the material being taught.	Students feel that the time given for each topic is sufficient to understand the vocabulary material well		
		Students rarely feel rushed or run out of time when learning new topics in class using wordwall media		
		Students can complete all assignments and exercises within the time specified by the teacher		
		Students feel confident in their understanding of the material before moving on to the next topic		

		Students have enough time to answer questions and discuss difficult material with teachers or friends		
--	--	---	--	--

OBSERVATION SHEETS

The Effectiveness of Wordwall Media Game in Teaching Vocabulary at Eleventh Grade Students at Ma Darul Istiqamah Sinjai Regency

Name :

Class/Semester : XI/II

Day/Date : 28-30 Mei 2024

A. Filling Instructions

1. Read carefully each question in this observation sheet before answering it
2. Give your answer by ticking (√) on the answer choices provided
3. This answer is purely scientific
4. Thank you for your help and participation
5. Description

Yes : Iya

No : Tidak

No	Indicators	Statement	Yes	No
1	Teaching Quality	Students can easily understand the material using wordwall media.		
		Students feel involved and active in every learning activity using wordwall media		

		The learning steps used by teacher appropriate to needs and help students understand the material better		
		Students get sufficient feedback and guidance from the teacher regarding procedures for using wordwall media to improve and increase students understanding of vocabulary		
		Students feel have achieved the learning objectives that have been set at the end of eachseason		
2.	The appropriate level of instruction	Students feel ready to learn vocabulary lessons using wordwall media		
		Students have basic skills and knowledge after carrying out the laerning process using wordwall media		
		Students do not find it difficult to understand vocabulary lessons using		

		wordwall media		
		Students feel confident they can understand and apply new material because they have prepared themselves well		
		Students ready to take the next lesson because the students have reviewed and understood the previous lesson		
3	The evaluation of incentives	Students feel have sufficient basic knowledge to understand vocabulary lessons using wordwall		
		Students feel comfortable with the skills students have learned so the students were ready to learn more advance concepts		
		Previously studied material helps students understand the new topic that will be discussed		
		Students can connect previous lessons with new topics to be studied without difficulty		

		Students feel ready and confident to start new lessons based on the knowledge and skills the students already have.		
4	The time factor involves the extent to which students are given sufficient time to comprehend the material being taught.	Students feel that the time given for each topic is sufficient to understand the vocabulary material well		
		Students rarely feel rushed or run out of time when learning new topics in class using wordwall media		
		Students can complete all assignments and exercises within the time specified by the teacher		
		Students feel confident in their understanding of the material before moving on to the next topic		

		Students have enough time to answer questions and discuss difficult material with teachers or friends		
--	--	---	--	--

OBSERVATION SHEETS

The Effectiveness of Wordwall Media Game in Teaching Vocabulary at Eleventh Grade Students at Ma Darul Istiqamah Sinjai Regency

Name :

Class/Semester : XI/II

Day/Date : 28-30 Mei 2024

A. Filling Instructions

1. Read carefully each question in this observation sheet before answering it
2. Give your answer by ticking (√) on the answer choices provided
3. This answer is purely scientific
4. Thank you for your help and participation
5. Description
 Yes : Iya
 No : Tidak

No	Indicators	Statement	Yes	No
1	Teaching Quality	Students can easily understand the material using wordwall media.		
		Students feel involved and active in every learning activity using wordwall media		

		The learning steps used by teacher appropriate to needs and help students understand the material better		
		Students get sufficient feedback and guidance from the teacher regarding procedures for using wordwall media to improve and increase students understanding of vocabulary		
		Students feel have achieved the learning objectives that have been set at the end of eachseason		
2.	The appropriate level of instruction	Students feel ready to learn vocabulary lessons using wordwall media		
		Students have basic skills and knowledge after carrying out the laerning process using wordwall media		
		Students do not find it difficult to understand vocabulary lessons using		

		wordwall media		
		Students feel confident they can understand and apply new material because they have prepared themselves well		
		Students ready to take the next lesson because the students have reviewed and understood the previous lesson		
3	The evaluation of incentives	Students feel have sufficient basic knowledge to understand vocabulary lessons using wordwall		
		Students feel comfortable with the skills students have learned so the students were ready to learn more advance concepts		
		Previously studied material helps students understand the new topic that will be discussed		
		Students can connect previous lessons with new topics to be studied without difficulty		

		Students feel ready and confident to start new lessons based on the knowledge and skills the students already have.		
4	The time factor involves the extent to which students are given sufficient time to comprehend the material being taught.	Students feel that the time given for each topic is sufficient to understand the vocabulary material well		
		Students rarely feel rushed or run out of time when learning new topics in class using wordwall media		
		Students can complete all assignments and exercises within the time specified by the teacher		
		Students feel confident in their understanding of the material before moving on to the next topic		

		Students have enough time to answer questions and discuss difficult material with teachers or friends		
--	--	---	--	--

Appendix 3

Test Sheet (Pretest and Posttest)

Pretest

Name:

Class:

Put a cross (X) on the letters a, b, c and d which are the correct answers

1., Preheat the oven to 190°C. Then, lightly grease a baking sheet. Complete the sentence
 - a. Cooling
 - b. Next
 - c. Finally
 - d. first
2. In a large bowl, thoroughly cream together the butter, granulated sugar, and brown sugar using an electric Complete the sentence
 - a. chocolate chips
 - b. Golden
 - c. Mixer
 - d. Finally
3., beat in the eggs one at a time, followed by the vanilla extract. Complete the sentence
 - a. First
 - b. Finally
 - c. Next
 - d. Golden

4. In ə'neTHər bōl , combine the flour, salt, and baking soda. Gradually add this to the butter mixture, stirring well. Choose the correct vocabulary from the underlined sentences
- Enether bul
 - Another bowl
 - Eneder bol
 - Another bwl
5. , gently fold in the Complete the sentence
- Finally, chocolate chips
 - First, golden
 - Finally, remove
 - Cooling, chocolate chips
6. ju·zin ə spōon , evenly drop portions of dough into the prepared baking sheet. Choose the correct vocabulary from the underlined sentences.
- You say a spun
 - Yu sing a spon
 - Using a spoon
 - Yusing a sponn
7. Bake for 9 to 11 minutes or until golden brown. Meanwhile, prepare a cooling rack. Determine the pronunciation of the underlined words.
- 'gaTHər brown
 - 'gärdən brown
 - gowl·duhn brown
 - Gol den brown
8. Carefully the cookies from the oven and allow them to cool on the baking sheet for a minute. Complete the sentence
- Mixer
 - Cooling

- c. Remove
 - d. Finally
9. Then, transfer the to the cooling rack to cool completely. Complete the sentence
- a. Finally
 - b. golden
 - c. remove
 - d. cookies
10. on the stove. Complete the sentence
- a. pan
 - b. another
 - c. turn
 - d. put
11. the, fill it with 400cc of water, and boil the Complete the sentence
- a. pan,put,water
 - b. water, pan, put
 - c. put, pan, water
 - d. water, put, pan
12. the water is boiled, in the into the pan. Complete the sentence
- a. After, put, noodle
 - b. Noodle, after, put
 - c. Put, noodle, after
 - d. After, noodle, put
13. the noodle. Complete the sentence
- a. Prepare
 - b. Bowl
 - c. Cook
 - d. Turn
14. After 3 minutes left, the stove. Complete the sentence

- a. turn off
 - b. put in
 - c. another
 - d. finally
15. a, pour all the seasoning into a bowl. Complete the sentence
- a. Noodle, cook
 - b. Prepare, bowl
 - c. Bowl, prepare
 - d. Prepare, water
16. put in the noodle into bowl, mix with the seasoning, and stir well. Complete the sentence
- a. After
 - b. Finally
 - c. First
 - d. Then
17. If you want, you can add another **h-s-i-a-g-r-n**. Arrange the underlined random letters to form the correct word
- a. Shanirg
 - b. Girnash
 - c. Garnish
 - d. Arngish
18., your noodle is ready to be served. Complete the sentence
- a. Finally
 - b. After that
 - c. Then
 - d. Finish

The following text is for questions 19-20

Procedure :

How to charge hand phone battery

prepare your :

- hand phone
- battery charger

Steps :

- a. Connect the charger to wall outlet
- b. Connect the charger to your hand phone, the flash symbol on the charger plug must face upward.
- c. Wait until the battery icon appears on the screen.
- d. Charge the battery approximately 5 hours or until the battery icon indicates that the battery is fully charged.
- e. Remove the charger by pulling out from your hand phone.

19. Which of the following pictures refers to **wall outlet**?



a.



b.



c.



d.

20. “.....the battery approximately 5 hours.....”

The word **approximately** means

- a. less than
- b. more than
- c. around
- d. stop charger

Appendix 4

Posttest

....., Preheat the oven to 190°C.
Then, lightly grease a baking sheet.

A	B	C	D
Cooling	Next	Finally	first

1 of 20

In a large bowl, thoroughly cream together the butter, granulated sugar, and brown sugar using an electric

A	B	C	D
Finally	Mixer	Golden	chocolate chips

2 of 20

....., beat in the eggs one at a time, followed by the vanilla extract

A	B	C	D
Golden	Next	Finally	First

3 of 20

In ə' nɑːtɪər bɒl, combine the flour, salt, and baking soda. Gradually add this to the butter mixture, stirring well. Choose the correct vocabulary from the underlined sentences

A	B	C	D
Another bwl	Another bowl	Enether bul	Ender bol

4 of 20

....., gently fold in the

A	B	C	D
Finally, chocolate chips	First, golden	Finally, remove	Cooling, chocolate chips

5 of 20

yoo•zihng ə spōon, evenly drop portions of dough into the prepared baking sheet. Choose the correct vocabulary from the underlined sentences.

A	B	C	D
Yu sing a spon	You say a spun	Yusing a sponn	Using a spoon

6 of 20

Bake for 9 to 11 minutes or until golden brown. Meanwhile, prepare a cooling rack. Determine the pronunciation of the underlined words.

A Gol den brown	B 'gäTHER brown	C gowl•duhn brown	D 'gärdən brown
-----------------------	-----------------------	-------------------------	-----------------------

7 of 20

Carefully the cookies from the oven and allow them to cool on the baking sheet for a minute.

A Finally	B Mixer	C Cooling	D Remove
--------------	------------	--------------	-------------

8 of 20

Then, transfer the to the cooling rack to cool completely.

A golden	B Finally	C cookies	D remove
-------------	--------------	--------------	-------------

9 of 20

..... on the stove

A another	B pan	C put	D turn
--------------	----------	----------	-----------

10 of 20

.... the, fill it with 400cc of water, and boil the

A pan, put, water	B water, pan, put	C water, put, pan	D put, pan, water
----------------------	-------------------------	-------------------------	-------------------------

11 of 20

..... the water is boiled, in the into the pan.

A After, put, noodle	B Noodle, after, put	C After, noodle, put	D Put, noodle, after
----------------------------	----------------------------	----------------------------	----------------------------

12 of 20

..... the noodle

A	B	C	D
Turn	Bowl	Prepare	Cook

13 of 20

After 3 minutes left, the stove

A	B	C	D
put in	finally	another	turn off

14 of 20

.... a, pour all the seasoning into a bowl

A	B	C	D
Prepare, bowl	Bowl, prepare	Prepare, water	Noodle, cook

15 of 20

0:10 ✓ 38.4

..... put in the noodle into bowl, mix with the seasoning, and stir well

A	B	C	D
First	Then	Finally	After

16 of 20

If you want, you can add another h-s-i-a-g-r-n. Arrange the underlined random letters to form the correct word

A	B	C	D
Shanirg	Girnash	Garnish	Arngish

17 of 20

....., your noodle is ready to be served

A	B	C	D
Then	Finally	Finish	After that

18 of 20

Which of the following pictures refers to wall outlet? The following text is for questions 19-20

The following text is for questions 19-20

Procedure

How to charge hand phone battery

prepare your :

- hand phone
- battery charger

Steps :

- Connect the charger to wall outlet
- Connect the charger to your hand phone, the flash symbol on the charger plug must flash upward.
- Wait until the battery icon appears on the screen.
- Charge the battery approximately 5 hours or until the battery icon indicates that the battery is fully charged.
- Remove the charger by pulling out from your hand phone.

A B C D

19 of 20

“.....the battery approximately 5 hours.....” The word approximately means

A B C D

more than around less than stop charging

20 of 20

Appendix 5

Respondents

No.	Name	Class
1.	A. Rania Sahara	XI B
2.	A. Ummu Ruman	XI B
3.	Ainun Islamiah	XI B
4.	Anisa Fitra Syahida	XI B
5.	Anisa Syahida	XI B
6.	Fitra Ramadhani	XI B
7.	Nafkah	XI B
8.	Melati	XI B
9.	Nur Afiqah	XI B
10.	Nabiha Wahyuni	XI B
11.	Riska	XI B
12.	Tri Riandah	XI B
13.	Ummul Mukhayyarah	XI B
14.	Wahdania Islamiah	XI B
15.	Zifa Febriani Danial	XI B
16.	Mawardini Ridwan	XI B
17.	Nur Fajraniah	XI B
18.	Azira	XI B

Appendix 6

Stucture organization school of MA Darul Istiqamah Sinjai Regency

No.	Name	Position
1	H. Fadlullah Marzuki, S.Pd.I.,M.Pd	The Foundation's President
2	A. Ikhwan Badiu, Lc	Headmaster
3	Nur Fathirah Tahir, S.Pd	Foundation Administrasi
4	Hidayatullah, S.Pd.I., M.Pd	School Committee
5	Indra Susilawati, S.Pd	WAKAMAD Kurikulum
6	Syamsul, S.Pd.I.,M.Pd.MM	WAKAMAD Kesiswaan
7	Muh. Nasrun, S.Pd	WAKAMAD Saprass
8	Nur Fathirah Tahir, S.Pd	Administration
9	Irmawati, S.Pd	Perpustakaan
10	A. Aunur Rofiq	Kordinator IT
11	H. Fadlullah Marzuki, S.Pd.I.,M.Pd	Kordinator BK
12	Erna Damayanti, S.Pd	Kordinator LAB
13	Mukrimah, S.Pd.I.,M.Pd	Kordinator UKS

Appendix 7

Students Test Result

No	Responden	Pretest	Posttest
1	A1	75	95
2	A2	40	70
3	A3	50	65
4	A4	65	95
5	A5	50	85
6	A6	40	75
7	A7	75	100
8	A8	15	50
9	A9	70	70
10	A10	30	60
11	A11	75	100
12	A12	70	90
13	A13	25	65
14	A14	60	90
15	A15	20	50
16	A16	65	75
17	A17	20	55
18	A18	30	85

Appendix 8: The output of SPSS

a. Descriptive Statistic

Descriptive Statistic of Test

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
NGAIN_SCORE	18	.00	1.00	.5786	.26509
NGAIN_PERSEN	18	.00	100.00	57.8597	26.50927
Valid N (listwise)	18				

b. Normality Test

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
PRETEST	.166	18	.200*	.900	18	.057
POSTEST	.140	18	.200*	.936	18	.247

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

c. Paired Sample T-Test

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PRETEST	48.6111	18	21.47540	5.06180
	POSTEST	76.3889	18	16.78634	3.95658

Paired Samples Correlations			
		N	Sig.
Pair 1	PRETEST & POSTEST	18	.000

	Paired Differences				t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error	95% Confidence Interval of the			

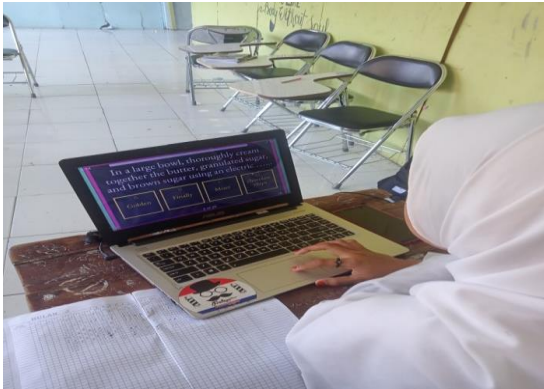
			n	Mean	Difference				
					Lower	Upper			
P a i r 1	Pret est - Post est	- 27.7777 8	12.1537 0	2.864 65	- 33.8216 7	-21.73389	-9.697	17	.000

Appendix 9

Documentation**Pretest****Treatment**



Posttest



Appendix 10

Correspondences



YAYASAN AL MARKAZ AL ISLAMY DARUL ISTIQAMAH SINJAI

MADRASAH ALIYAH
DARUL ISTIQAMAH BONGKI BULU LOHE

Jalan Bulu Lohe Kel. Bongki Kec. Sinjai Utara Kab. Sinjai

SURAT KETERANGAN

Yang bertanda tangan dibawah ini:

Nama : A. IKHWAN BADIU, Lc
NIP : -
Jabatan : Kepala MA Darul Istiqamah Bongki Bulu Lohe

Dengan ini menerangkan bahwa:

Nama : A. BATARI MUYASSARA
NIM : 200110026
Program Studi : Tadris Bahasa Inggris

Benar telah mengadakan penelitian di MA Darul Istiqamah Bongki Bulu Lohe pada tanggal 28-30 Mei 2024 dalam rangka penyusunan Skripsi dengan judul:

"The Effectiveness of Wordwall Media Game in Teaching Vocabulary at Eleventh Grade Students at MA Darul Istiqamah Bongki Bulu Lohe Sinjai Regency".

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.





**UAD UNIVERSITAS ISLAM
AHMAD DAHLAN**

**FAKULTAS TARBIYAH
DAN ILMU KEGURUAN**

Nomor : 282.D1/III.3.AU/F/2024
Lamp : Satu Rangkap
Hal : Permohonan Izin Penelitian

Sinjai, 04 Dzulqaidah 1445 H
13 Mei 2024 M

Kepada Yang Terhormat

Kepala MA Darul Istiqomah

Di -

Sinjai

Assalamu 'alaikum Warahmatullahi Wabarakatuh.

Dalam rangka penulisan skripsi mahasiswa program Strata Satu (S-1), dengan ini disampaikan bahwa mahasiswa yang tersebut namanya di bawah ini :

Nama : A. Batari Muyassara
NIM : 200110026
Program Studi : Tadris Bahasa Inggris (TBI)
Semester : VIII (Delapan)

Akan melaksanakan penelitian dengan judul:

"The Effectiveness Of Wordwall Media Game In Teaching Vocabulary At Eleventh Grade Students At MA Darul Istiqomah Sinjai Regency".

Sehubungan dengan hal tersebut di atas dimohon kiranya yang bersangkutan dapat diberikan izin melaksanakan penelitian Di **MA Darul Istiqomah Sinjai**.

Atas perhatian dan kerjasama yang baik diucapkan terima kasih.

Wassalamu 'alaikum Warahmatullahi Wabarakatuh.


Dr. Fikdir, M.Pd.I
NBM: 1213495

Tembusan disampaikan Kepada Yth :

1. Rektor UIAD Sinjai
2. Kepala Kementerian Agama Kab. Sinjai



SURAT KEPUTUSAN
NOMOR: 610.D1/III.3.AU/F/KEP/2023

TENTANG
DOSEN PEMBIMBING PENULISAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN T.A. 2023/2024

DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN
UNIVERSITAS ISLAM AHMAD DAHLAN

- Menimbang** :
1. Bahwa untuk penulisan Skripsi mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Ahmad Dahlan Tahun Akademik 2023/2024, maka dipandang perlu ditetapkan Dosen Pembimbing penulisan Skripsi dalam Surat Keputusan.
 2. Bahwa nama-nama yang tercantum dalam Surat Keputusan ini dipandang cakap dan memenuhi syarat untuk melaksanakan tugas yang di amanahkan kepadanya.
- Mengingat** :
- a. Anggaran Dasar dan Anggaran Rumah Tangga Muhammadiyah.
 - b. Undang-undang No. 20 tahun 2003 tentang Sisdiknas.
 - c. Undang-Undang R.I No. 12 Tahun 2012, tentang Pendidikan Tinggi.
 - d. Keputusan Menteri Agama R.I No. 1502 Tahun 2022, tentang perubahan nama Institut Agama Islam Muhammadiyah Sinjai menjadi Universitas Islam Ahmad Dahlan.
 - e. Pedoman PP. Muhammadiyah No. 02/PED/1.0/B/2012 tentang Perguruan Tinggi Muhammadiyah.
 - f. Statuta Universitas Islam Ahmad Dahlan.
- Memperhatikan** :
1. Kalender Akademik Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Ahmad Dahlan Tahun Akademik 2023/2024.
 2. Surat Keputusan Rektor Institut Agama Islam Muhammadiyah Sinjai nomor: 293.R/III.3.AU/F/KEP/2023 tanggal 02 Desember 2023 tentang nama-nama Dosen Pembimbing Skripsi Mahasiswa Universitas Islam Ahmad Dahlan Tahun Akademik 2023/2024.

MEMUTUSKAN

- Menetapkan** :
- Pertama** :
- Keputusan Dekan Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Ahmad Dahlan tentang Dosen Pembimbing penulisan skripsi mahasiswa.
 - Mengangkat dan menetapkan saudara(i) :

Pembimbing I	Pembimbing II
Dr. Atmaranie Dewi Purnama, M.Pd.	Harmilawati, S.S., S.Pd., M.Pd.

untuk penulisan skripsi mahasiswa:

Nama : A. Batari Muyassara
NIM : 200110026
Program Studi : Tadris Bahasa Inggris
Judul Skripsi : The Effectiveness of Wordwall Media Game in Teaching Vocabulary at Eleventh Grade Students at MA Darul Istiqomah Sinjai

- Kedua** :
- Ketiga** :
- Keempat** :
- Hal-hal yang menyangkut pendapatan/nafkah karena tugas dan tanggung jawabnya diberikan sesuai peraturan yang berlaku di Universitas Islam Ahmad Dahlan.
 - Keputusan ini disampaikan kepada yang bersangkutan untuk diketahui dan dilaksanakan sebagai amanat dengan penuh rasa tanggung jawab.
 - Keputusan ini berlaku sejak tanggal ditetapkan, apabila dikemudian hari terdapat kekeliruan dalam keputusan ini akan diadakan perbaikan sebagaimana mestinya.



**UAD UNIVERSITAS ISLAM
AHMAD DAHLAN**

**FAKULTAS TARBIYAH
DAN ILMU KEGURUAN**

Ditetapkan di : Sinjai

Pada Tanggal : 20 Jumadil Awal 1445 H
04 Desember 2023 M

Dekan,



Dr. Takdir, M.Pd.I.
NBM. 1213495

Tembusan Disampaikan Kepada Yang Terhormat:

1. Ketua BPH Universitas Islam Ahmad Dahlan
2. Rektor Universitas Islam Ahmad Dahlan
3. Ketua Program Studi PAI, PGMI, PBA, TBI & TM

 Page 1 of 66 - Cover Page

Submission ID trn:oid::1:3126978815

Wahyuni Achmad

A. Batari Muyassara 200110026

 PERPUSTAKAAN UIAD

 Perpustakaan

 LL DIKTI IX Turnitin Consortium Part V


Handwritten signature

Document Details

Submission ID

trn:oid::1:3126978815

Submission Date

Jan 10, 2025, 3:00 PM GMT+8

Download Date

Jan 10, 2025, 3:07 PM GMT+8

File Name

A_Batari_Muyassara_200110026.docx

File Size

210.5 KB

60 Pages

13,811 Words

74,543 Characters

 Page 1 of 66 - Cover Page

Submission ID trn:oid::1:3126978815

turnitin Page 2 of 66 - Integrity Overview

Submission ID trnoid::1:3126978815

18% Overall Similarity

The combined total of all matches, including overlapping sources, for each database.

Filtered from the Report

- Bibliography
- Quoted Text

Match Groups

- 120 Not Cited or Quoted 16%**
Matches with neither in-text citation nor quotation marks
- 12 Missing Quotations 1%**
Matches that are still very similar to source material
- 0 Missing Citation 0%**
Matches that have quotation marks, but no in-text citation
- 0 Cited and Quoted 0%**
Matches with in-text citation present, but no quotation marks

Top Sources

- 17% Internet sources
- 9% Publications
- 5% Submitted works (Student Papers)

Integrity Flags

0 Integrity Flags for Review

No suspicious text manipulations found.

Our system's algorithms look deeply at a document for any inconsistencies that would set it apart from a normal submission. If we notice something strange, we flag it for you to review.

A flag is not necessarily an indicator of a problem. However, we'd recommend you focus your attention there for further review.



turnitin Page 2 of 66 - Integrity Overview

Submission ID trnoid::1:3126978815

BIOGRAPHY



Nama : A. Batari Muyassara
 NIM : 200110026
 Tempat/TGL. Lahir : Sinjai, 07 Desember 2002
 Alamat : Kelurahan Mannanti, Kecamatan Tellulimpoe,
 Kabupaten Sinjai
 Pengalaman Organisasi :
 1. ESA IAIM SINJAI
 2. PK IMM FTIK IAIM SINJAI

 Riwayat Pendidikan
 1. SD : SDN 96 MANNANTI
 2. MTS : AL-MARKAZ AL-ISLAMY DARUL
 ISTIQAHAH
 3. MA : DDI MATTOANGING BANTAENG
 Handphone : 087834304053
 Email : muyashihab07@gmail.com
 Nama Orang Tua
 1. AYAH : A. ALI IMRAN HZ

2. IBU : NORHAYATI