



The Effectiveness Of Wordwall Game As Media To Teach Students' English Vocabulary Mastery Of Eighth-Grade

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Abstract: This study evaluates the effectiveness of Wordwall Media as a game-based learning tool for teaching English vocabulary mastery to eighth-grade students at MTS Al Hadari An-Nawawi. Using a quantitative pre-experimental approach with a one-group pretest-posttest design, the research involved 30 female students. The results indicate a significant improvement in vocabulary mastery, with an average pretest score of 56.43 and a posttest score of 74.67. Statistical analysis revealed a T-Count value (-11.345) that was greater than the T-Table value (1.699), indicating a statistically significant difference. The null hypothesis (H0) was rejected, and the alternative hypothesis (H1) was accepted, demonstrating a significant difference following the intervention. In conclusion, the use of Wordwall Media as a game-based learning method produced positive results in English vocabulary mastery for students. This research supports the use of game technology as an innovative educational method that provides a more dynamic and interactive learning experience, motivating students to be more engaged in the learning process.

Keywords: Effectiveness, Wordwall Game, Vocabulary Mastery, Game Education

Abstrak: Penelitian ini mengevaluasi efektivitas Wordwall Media sebagai alat pembelajaran berbasis permainan dalam pengajaran penguasaan kosakata bahasa Inggris siswa kelas VIII di MTS Al Hadari An-Nawawi. Menggunakan pendekatan kuantitatif pre-eksperimental dengan desain one group pretest-posttest, penelitian melibatkan 30 siswa perempuan. Hasil menunjukkan peningkatan signifikan dalam penguasaan kosakata, dengan skor rata-rata pretest 56,43 dan posttest 74,67. Analisis statistik menunjukkan nilai T-Count (-11,345) yang lebih besar dari T-Table (1,699), menunjukkan perbedaan yang signifikan secara statistik. Hipotesis nol (H0) ditolak dan hipotesis alternatif (H1) diterima, menunjukkan adanya perbedaan signifikan setelah intervensi. Kesimpulannya, penggunaan Wordwall Media sebagai metode pembelajaran berbasis permainan memberikan hasil yang baik terhadap penguasaan kosakata bahasa Inggris siswa. Penelitian ini mendukung penggunaan teknologi permainan sebagai metode inovatif dalam pendidikan, yang memberikan pengalaman belajar lebih dinamis dan interaktif, serta memotivasi siswa untuk lebih aktif dalam proses pembelajaran.

Kata Kunci : Effectiveness, Wordwall Game, Vocabulary Mastery, Game Education

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BACKGROUND OF STUDY

Language is a systematic communication tool for expressing ideas, feelings, opinions, and notions using signs, sounds, movements, or common signs that have meanings that can be understood. This means that language is a means of communication in any form, whether spoken or written, to express what humans think and feel. Language communication tools are arranged in the form of units, words, groups, clauses, and sentences, which are expressed both orally and in writing Wiratno & Santosa (2014). In Indonesia, Indonesian as the state language, functions as an official medium of instruction in educational institutions. This means that the language of instruction in education in Indonesia is Indonesian. The problem is that along with the development of science and technology, there is a tendency to need other languages other than Indonesian. Remember that there are three languages in Indonesia: Indonesian, regional languages, and foreign languages. Often, these three languages intersect with each other, especially between Indonesian and foreign languages, especially English. In our lives today, English has become a second language, which is an international language. Along with developments in technology and times, every Indonesian needs to learn English. It can be said that by learning English, we can compete with other parties in this increasingly sophisticated era. In that era, everyone was required to be able to master science and technology in a fully competitive atmosphere in various fields. The Indonesian government included English as the first foreign language used in Indonesia.

The core learning of English in Indonesia includes four skills, namely writing, listening, reading, and speaking. These four skills have an important role in mastering English. To master these four skills, increasing vocabulary is essential to make learning more accessible for students. Having a good and sizeable English vocabulary will undoubtedly help students communicate when learning English. Therefore, vocabulary learning is considered important both from the point of view of the process of learning a language and from the point of view the acquired language skills. The quality of a person's language skills is determined by the quantity and quality of the vocabulary he has. The richer the student's vocabulary, the greater the possibility of the student mastering the language. It's just that because learning English is a foreign language, there are still many students who are not used to it and feel they don't like learning it. Students are also less interested in learning English because there is too much unknown vocabulary. This makes students have difficulty understanding other people's ways or expressing their ideas. David Wilkins said, "Without grammar, very little can be conveyed; without vocabulary, nothing can be conveyed Hakim, (2018) This means that mastering vocabulary is necessary for students because it will be challenging to say something. Without mastering grammar and vocabulary, there is nothing to say. To increase learning effectiveness, Writer know how important it is for students to master vocabulary. Then obey Adipramono (2013) states that several factors make words difficult, such as pronunciation, spelling, length, complexity, grammar, meaning, range, connotation, and idiomaticity. Good mastery of vocabulary terms supports the dominance of each language skill, both receptive (Listening and reading) and productive (Speaking and writing). To make it easier for students interested in memorizing and mastering vocabulary, the research intends to use an intermediary medium.

Media is something that can convey information and support teaching and learning activities. Therefore, this research adopts an innovative approach using word wall media. The use of Wordwall is intended to provide an interactive and fun learning experience while effectively increasing students' vocabulary understanding. By integrating this technology, it is hoped that students will participate more actively in the learning process, strengthen relationships between words, and effective their language skills organically. Based on experience during the internship period at school, Writer found significant

challenges related to students' lack of enthusiasm for conventional learning methods that rely on printed books. This experience created a deep understanding of the gap between teaching methods and student interests, especially at the lower secondary education level. In facing the reality that students tend to be more interested in gaming experiences, Writer feel compelled to incorporate game-based technology in the learning process. By utilizing game elements, this research aims to create a more dynamic and exciting atmosphere, motivating students to be actively involved in learning. It is hoped that this effort can stimulate students' curiosity, provide more effective learning, and present more exciting alternatives in junior secondary education. Therefore, this research is not just a conceptual exploration but also a natural step toward the quality of vocabulary learning in the context of modern education. Wordwall media, according to Salsabila et al., (2023), is an innovative browser application as a learning resource, media, and evaluation tool that is interesting and fun for students. According to Hartatiningsih (2022), Wordwall media is a learning media that can effective students' abilities to master the material. Meanwhile, according to Arrosyad et al., (2023), Wordwall is a website-based platform that is used as an interactive and fun learning medium by presenting various template variations such as quizzes, matching, anagrams, random words, grouping, word searches, and various other templates.

Based on the results of Fushshilat (2019) entitled "The Influence of Using Word Wall Media towards Students' Vocabulary Mastery at the First Semester of the Eight Grade at SMP Negeri 1 Katibung South Lampung in the Academic Year of 2018/2019" This study aims to explore the influence of using Wordwall media on students' vocabulary mastery in the first semester of eighth grade at SMP Negeri 1 Katibung South Lampung in the 2018/2019 academic year, by using quasi-experimental methods. The study integrates audiovisual approaches as support, while also maintaining the use of conventional media. The experimental pretest results showed an average score of 50.46, which increased significantly to 71.93 in the experimental post-test. Meanwhile, the control group showed an average pretest score of 46.40, which also increased significantly to 62.93 in the control post-test. These findings highlight Wordwall's potential in improving students' vocabulary mastery, but also emphasize the importance of considering various factors in the use of learning media for optimal outcomes. The difference between Fushlihat's (2019) research and the research that writers will conduct on Word Wall media lies in the use of different Word Wall platforms: the conventional Word Wall in previous studies and the Word Wall.net in future research. In addition, the research methods used will likely differ, as well as differences in the characteristics of respondents involved in the two studies. Meanwhile, according to the results of Nadhiroh (2010) entitled "The Effectiveness of Word Wall Media in Improving the Fifth Year Students' Mastery on Vocabulary At Sdn 04 Sumberbendo Pucanglaban Tulungagung" Although Nadhiro's 2010 research and the research to be conducted have similarities in the use of pre-experimental methods, there are significant differences related to the target respondents and the level studied. Nadhiroh (2010) research may target respondents from specific age groups or backgrounds, as well as focus on specific levels of education. Meanwhile, future research may lead to different respondents or broader age groups, as well as different levels of education. Therefore, even if both studies use the same method, differences in target respondents and education levels can produce different research results.

Finally, based on the results of Abdul Rahman et al. (2023) entitled "Using Word Wall Website As A Strategy To Effective Students' Vocabulary Mastery" The purpose of this study is to determine the significant effect of using the Word Wall website in increasing vocabulary mastery of second grade students at SMPN 2 Majene. This study aims to provide insight into the impact of Word Wall website integration in language learning practices in the school environment. Based on the output, the Asymp value is known. Sig. (2-tailed) at $0.000 < 0.05$, then as the basis for decision that h_0 is rejected and h_1 is accepted. Thus, it can be concluded that the use of the Word wall Website is effective in students' vocabulary mastery. Then the difference between this study and future research

has similarities in the use of Word Wall.net as a tool, but significant differences lie in the respondents studied, the location of the study, and the test methods used. Although both use Word Wall.net, differences in these variables can produce different findings. Based on the results obtained from previous studies, the writer chose Wordwall Media to determine the effectiveness of using Wordwall Media in enhancing students' vocabulary mastery. This research was conducted specifically at MTS Al Hadari An Nawawi. The study aims to address the primary question of whether there is a significant difference in vocabulary mastery among students who use Wordwall Media. In the context of education, vocabulary mastery is a crucial aspect related to students' ability to understand and use language effectively. Therefore, this study seeks to identify whether the use of Wordwall Media can make a meaningful contribution to students' vocabulary mastery. Consequently, the findings of this research are expected to provide further insights into the effectiveness of Wordwall Media in the language learning process, particularly in vocabulary mastery. Wordwall Media offers a variety of learning activities designed to reinforce the understanding and use of vocabulary in different contexts. By using activities such as word matching, word games, and quizzes, Wordwall Media can help students expand their vocabulary in interactive and enjoyable ways. These activities are designed to actively engage students in learning and retaining new vocabulary. Furthermore, Wordwall Media allows teachers to create learning resources tailored to students' needs. With user-friendly features, teachers can create activities relevant to the material being studied and adjust the difficulty level according to students' abilities. This enables students to learn vocabulary in a more targeted and personalized manner. The use of Wordwall Media in this study is expected to make a positive contribution to students' vocabulary mastery. By leveraging the interactivity and flexibility of this platform, the writer hopes to create effective and enjoyable learning experiences for students to develop their vocabulary mastery.

METHODOLOGY

This study used a quantitative approach with a pre-experimental design to evaluate the effectiveness of Wordwall media in students' vocabulary mastery. The study adopted a one-group pre-test-post-test design, where one group of participants was assessed before and after the intervention. The study was conducted over four meetings, each with specific activities aimed at introducing, teaching, and strengthening vocabulary using Wordwall media. The research design was a pre-experimental study without a control group, which focused on the performance of one group before and after the intervention. This design allows the observation of changes in vocabulary acquisition due to the use of Wordwall media. The research procedures included introduction of the research objectives and conducting a pre-test in the first meeting (May 27, 2024), teaching the material "Stating the existence of people, objects, and animals" and interactive exercises using Wordwall game in the second meeting (May 28, 2024), reviewing the material and interactive discussion with quiz features and Wordwall game in the third meeting (May 29, 2024), and conducting a post-test after the game session in the fourth meeting (May 30, 2024).

The study was conducted at Madrasah Tsanawiyah (MTS) Al Hadari An-Nawawi, focusing on 8th grade students. There are two eighth grade classes, one for male students and one for female students. This study focused on the female class consisting of 30 students, in the hope of obtaining more focused and relevant results according to the research objectives. MTS Al Hadari An Nawawi is a Madrasah Tsanawiyah under the Nurul Jadid Islamic Boarding School located in West Kalimantan Province, Sungai Ambangah, Kuburaya, Gg. Karanganyar. The main instrument for data collection was a series of pre-test and post-test questions consisting of 20 questions divided into multiple-choice, fill-in-the-blank, and true-false, with guaranteed validity of the instrument to measure changes in vocabulary knowledge. Data were analyzed using SPSS 25 with two types of analysis: descriptive statistical analysis that provided an overview of the pre-test and post-test

scores, including frequency, mean, median, mode, range, and standard deviation, and inferential statistical analysis that included normality and homogeneity tests as prerequisites, followed by a paired t-test to determine the significance of differences. The significance of the results was determined by checking the p-value, where a p-value of less than 0.05 indicates a statistically significant difference in vocabulary acquisition before and after the intervention. The results of this study are expected to show whether the use of Wordwall media significantly students' vocabulary acquisition, as well as providing a more effective and engaging learning experience.

RESULTS

In this study, the score of 30 student data was analyzed to evaluate English vocabulary mastery through the results of the pretest-posttest Vocabulary Test and the Cognitive Test. The test was carried out for 2 days which was carried out sequentially as follows; starting from May 27, 2024 and May 30, 2024. Before further analysis, a normality test is carried out to ensure the distribution of data, homogeneity test to check the similarity of variance between groups, descriptive analysis is used to describe the data in general. The Paired Sample Test was applied to compare pre-test post-test data to determine the effectiveness of Wordwall media in students' English vocabulary mastery. The following table shows the results of all participants in this subject:

Tabel 1. Descriptive Statistic

	N	Range	Min	Max	Sum	Mean	Std Deviance	Variance
Pretest	30	67	28	95	1693	56.43	13.130	172.392
Posttest	30	48	50	98	2240	74.67	10.672	113.885
Valid N	30							

Based on the descriptive statistical analysis of the pretest and posttest scores of 30 students, it was found that there was a significant increase in English vocabulary mastery after the learning intervention using Wordwall games. The average pretest score was 56.43 with a standard deviation of 13,130, while the average posttest score increased to 74.67 with a standard deviation of 10,672. This shows that the learning intervention has succeeded in increasing the average student score. In addition, the variance of student scores also decreased from 172,392 in the pretest to 113,885 in the posttest, indicating that the distribution of student scores became more homogeneous after the intervention. The difference in minimum and maximum scores between pretest and posttest also indicates an effectiveness in individual student performance, with the minimum score increasing from 28 to 50 and the maximum score from 95 to 98.

Table 2. Test of Normality

Class	Kolmogorof- Smirov		Shapiro- Wilk	
	Statistic	Df.	Sig	Statistic Df. Sig.
Pretest	.085	30	.200	.964 30 .400
	.092	30	.200	.987 30 .961
Posttest				

The results of the normality test conducted showed that the data from the 8th grade score of 30 students had a normal distribution. This is evidenced by the results of the Kolmogorov-Smirnov and Shapiro-Wilk tests. to check if the distribution of Pretest-Posttest values is normally distributed. The results of the Kolmogorov-Smirnov test show that the statistics for the Pretest score are 0.085 with a significance value (Sig.) of 0.200, while for the posttest value the statistics are 0.092 with a Sig. value of 0.200. The results of the Shapiro-Wilk test show that the statistics for the pretest score are 0.964 with a Sig. value of 0.400, while for the posttest the statistics are 0.987 with a Sig. value of 0.961. In this study, the writer used Shapiro wilk because it is more recommended in detecting deviations from normality in small to medium sample sizes (less than 50 or about 30) Sugiyono (2014). sample Thus, student score data from pretest and posttest results can be considered normally distributed, Because Sig. values are greater than 0.05 so that it can be used for Paired Sample test analysis.

Table 3. Test of Homogeneity

		Levene Statistic	Df1	Df2	Sig.
Results	Based on Mean	.430	1	58	.514
	Based on Media	.388	1	58	.536
	Based on Median and with adjusted df	.338	1	53.112	.536
	Based on trimmed mean	.456	1	58	.502

The variance homogeneity test in the table shows the results of Levene's Test for the variable "outcome". Based on the analysis, the average Levene statistical value is 0.430 with a df1 (degree of freedom) of 1 and a df2 of 58, and a significance value (Sig.) of 0.514. For the median, the statistical value of Levene is 0.388 with df1 of 1 and df2 of 58, and a significance value of 0.536. When using the median with adjusted df, the Levene statistical value remains 0.388 with a df1 of 1 and an adjusted df2 of 53.112, and a significance value of 0.536. Finally, for the trimmed mean, the statistical value of Levene is 0.456 with df1 of 1 and df2 of 58, as well as a significance value of 0.502. A significance value greater than 0.05 in all tests showed that there was no significant difference in variance between groups, so the assumption of variance homogeneity was met.

Table 4. *Paired Sample Test*

95% Confidence interval of the Differences								Sig 2 tailed
Pair	Mean	Std. Deviation	Std. Error	Lower Mean	Upper	T	DF	Sig 2 Tailed
Pretest	-							
1								
Posttest	18.233	8.803	1.607	-21.520	14.946	-11.345	29	.000

The average difference between the pretest and posttest scores was 18,233 with a Std.Deviation of 8,803. The 95% confidence interval for this difference is between -21,520 and -14,946, suggesting that this difference is statistically significant. The t-value obtained is -11.345 with a df of 29 and a significance of 0.000. Based on the t-table for a significance level of 0.05 with a degree of freedom (df) of 29. The critical value of the t-table is around 1.699. Since the obtained t-value (-11,345) is much greater than the critical value of t (1,699), the null hypothesis (H0) states that there is no difference between the pretest and posttest scores rejected. Thus, the alternative hypothesis (H1) states that there is a significant difference between the pretest and posttest scores. Overall, the results of this analysis showed that there was a significant effectiveness in students' grades after being given the intervention or additional learning.

DISCUSSION

Vocabulary has an important role in life, especially in learning and communication. In learning English, a large vocabulary is very helpful in understanding the material, participating in discussions, and completing assignments. Sufficient vocabulary makes it easier for us to choose the right words according to the context, enriches the way we convey ideas, and supports the development of four main language skills: listening, speaking, reading, and writing. Therefore, expanding vocabulary is an important step to improve language skills and understand information.

This is supported by Herdiyana and Nurfatimah (2023), Vocabulary is an important aspect of language because it influences all language skills, including listening, speaking, reading, and writing skills. Based on the problems found, the authors identified significant challenges related to the lack of enthusiasm of students for traditional learning methods based on printed books. Students often become bored and unmotivated when it comes to learning from thick and non-interactive textbooks. This makes it difficult for teachers to maintain students' attention and interest in the content presented in printed books, which ultimately affects students' understanding of the subject matter and affects their learning. To overcome these challenges, more innovative and adaptive learning approaches are needed that combine the use of technology with traditional learning methods. The use of Wordwall as a learning tool has been widely adopted Wordwalls not only provide students with easy access to learn vocabulary in an interactive and fun way, but also allow teachers to create a variety of interesting learning activities such as Quiz, Match, Open the Box, Find the Match, Group Sorting, Missing Word, Gameshow Quiz Thesis & Zen, (2023). Thus, Wordwall becomes a solution to the problems faced by writers.

However, according to Artama ,(2023), word wall media has a weakness because it requires a stable and fast internet connection to function properly. If the internet connection is unstable, the app may not work optimally. This means that word wall media cannot be used in areas that do not have good network access or are difficult to get a

smooth network. This problem is a significant obstacle for the authors, especially because the research location is in an area with slow and inconsistent network access. With the limited network in the location, the author faces challenges in ensuring the smooth use of the application and the author manages to overcome this problem by preparing a network from several providers that have high speed, so that the research can be carried out smoothly without significant interruptions.

This research was carried out in four meetings that took place from May 27 to May 30, 2024. The research process began with the implementation of the Pretest on May 27, 2024, which aimed to measure the initial condition of participants before the intervention. Furthermore, the treatment was carried out for two days, namely on May 28 and 29, 2024, where participants received the treatment or intervention that had been designed. The study ended with a Posttest on May 30, 2024 to evaluate the results after the treatment was given. After all stages of research are completed, the writer processes the data obtained using SPSS software.

The data analysis process involves several important steps, namely a normality test to ensure data distribution, a homogeneity test to check the similarity of variance between groups, descriptive statistics to provide an overview of the data, and a t-dependent test to determine the presence of significant differences before and after treatment. Based on the descriptive statistical analysis of pretest and posttest scores from 30 students, it was found that there was a significant increase in English vocabulary mastery after the learning intervention using Wordwall games, with the average score increasing from 56.43 in the pretest to 74.67 in the posttest and the standard deviation decreasing from 13.130 to 10.672, indicating an increase in the homogeneity of students' scores. The normality and homogeneity tests of the variance showed that the data was normally distributed and there was no significant difference in variance between the groups, allowing the use of a paired sample test analysis that showed a statistically significant mean difference of 18.233 ($t = -11.345$, $p < 0.05$). The obtained t-value (-11.345) is much greater than the t-critical value of the table (1.699), so the null hypothesis stating that there is no difference between the pretest and posttest scores is rejected, and the alternative hypothesis (H1) stating that there is a significant difference between the pretest and posttest scores is accepted. Thus, learning interventions have proven to be effective in student grades

CONCLUSION

Based on the results of the analysis presented, it can be concluded that the use of Wordwall games significantly effective the mastery of English vocabulary of eighth grade students. This study showed a noticeable increase in the average score from pretest to posttest, with the score increasing from 56.43 to 74.67. These results illustrate that the intervention using Wordwall as a learning medium is effective in strengthening students' English skills. In addition, the normality test conducted on the pretest and posttest data showed that both data groups had a normal distribution. Further analysis with paired t-test confirmed that the increase in posttest scores was significantly higher than that of the pretest, with $T\text{-Table} (1,699) < T\text{-Count} (-11,345)$ It can be concluded that learning using game media, especially Wordwall games, significantly the English vocabulary mastery of eighth grade students. Thus, the main conclusion of this study is that the use of Wordwall games is effective as a learning strategy to effective the English vocabulary mastery of eighth grade students. These findings confirm that the intervention using Wordwall significantly the average score of students from pretest to posttest, which is statistically evidenced by the rejection of the null hypothesis (H0) and the acceptance of the alternative hypothesis (H1). The results of the research make an important contribution in enriching our understanding of how technology can be applied creatively in an educational context to strengthen students' overall language competencies. The

implications of this study also support the view that game-based approaches, such as Wordwall, have great potential in English language learning.

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BRIEF PROFILE

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