

THE EFFECT OF WORDWALL GAME ON THE STUDENTS' VOCABULARY MASTERY

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Abstract : Vocabulary is presented as the first element of language that students learn before the other elements. Learning new words is essential to learning all language abilities, including speaking, reading, listening, and writing. Based on the previous definition, the researcher concludes that vocabulary mastery is one component to master English as a foreign language in elementary, intermediate and advanced levels. Vocabulary is one fundamental skill that needs to be learned when acquiring the four language abilities of hearing, speaking, reading, and writing. The ability to grasp and use words is referred to as vocabulary mastery.

This study aimed to investigate the effectiveness of Wordwall game on the student's vocabulary mastery. This research used quantitative research with quasi-experimental design. The research subject were eighth grade student of Diponegoro Junior high school which is located in Sumbermanjing, Malang, East Java. Research Participant are 8B, which was as controlled class, and 8A, as experimental class. The data were obtained through pre-test and post-test.

The result of data analysis reveals there was any difference between the mean score of pre-test in experimental class (54.00) and controlled class (62.80). Meanwhile, in post-test mean result showed control class got 77.33 and experimental class got 86.45. This research calculated the effectiveness wordwall game used in experimental class by independent sample t-test of IBM SPSS software in version 26. It showed the effect of using wordwall.net in Sig. value 2-tailed was $0.020 < 0.050$. Alternative hypothesis (H_a) was accepted, while null hypothesis (H_0) was rejected. Therefore, there is an effect on student's vocabulary mastery after using wordwall game.

From those findings it can be concluded that wordwall game could stimulate student's motivation in learning new language with its features, such as game templates, theme, feedback section, and leaderboard. According to the conclusion, it is expected to the next researcher should investigate wordwall.net

in other vocabulary field or other English language fields that can be more comprehend than this research

Keywords: Wordwall, vocabulary mastery

INTRODUCTION

Effective English learning methods are still a topic that has been being studied for years. Quality learning is highly attributed to student motivation and teacher creativity. Learners who have high motivation supported by teachers who are able to facilitate this motivation will lead to the successful achievement of learning targets. Learning targets can be measured through changes in students' attitudes and abilities through the learning process. Good learning design, supported by adequate facilities, coupled with teacher creativity will make it easier for students to achieve learning targets which are included 4 skills in english.

Learning vocabulary is urgent for any foreign language learner. Mastering vocabulary is the basic need for them. Developing a better vocabulary surely help student understand the target language. Reading a lot is one approach to increase a student's vocabulary, as described in the book Step by Step to Read Skills. Your vocabulary will expand as you read more, which will expose you to additional words. It implies that children who read a lot will acquire a wide variety of vocabulary through reading.

The phenomenon that we are aware of is that we are dealing with current events. Another issue that students encounter is that teachers typically teach vocabulary using the old manner. They perceive it as a boring approach, which could cause pupils to become bored and inattentive during the teaching and learning process. In addition, vocabulary is typically taught by memorization of words and repetition of patterns. It suggests that their teacher instructed them to apply the stuff they had learned in this manner, which could also tire the students. Additionally, they frequently make learning language challenging.

A part of the challenge in language learning and vocabulary in particular inhabits the fun factor. As a matter of fact, it became the order of the day to bring novelty and liveliness into vocabulary learning especially because it is an endless journey. Learning vocabulary is most fruitful and pleasant when it engages with daily fun activities such as technology and games. Indeed, the writer is interested in investigating the effect of world wall game on the student's vocabulary.

METHOD

This research is quantitative research and it uses quasi-experimental design. The writer used quantitative research because he compared groups using statistical analysis and collected data from the sample using an instrument with preset questions and responses. Additionally, the research's design was chosen to be quasiexperimental. According to Cresswell (2012), a quasi-experimental design is one that is utilized when the author cannot artificially establish groups for the experiment. That is the design that was used by the writer because the writer used the existing class in the school without forming a new group of experiments. The participants in this research were eighth-grade students from Diponegoro Junior High School which is located in Sumbermanjing, Malang, East Java. It consists of seven classrooms, each with 30 students. In order to simplify and balance the number of students in each class, this research chose 60 students from two classes. The two classes are chosen by the researcher. For the study, sample 8B represents the controlled group and sample 8A represents the experimental group. In this research there was a methodology to gain the information. For getting numerical information, the researcher utilize pre-test and post-test about student's vocabulary acquisition especially for pronoun, noun, adjective and verb. Data collection started with pre-test, which was given to both groups; control class and experiment class. It purposes to measure how far student's vocabulary acquisition before using wordwall.net. Then, the researcher applied wordwall.net as a media in online classroom activity of experiment class. Meanwhile, the researcher applied text-file as a conventional media in online classroom activity of control class. During the treatment, students in the experimental class got some interactive games online to engage their vocabulary mastery. After got the treatment, the control class and experiment class did a posttest. It purposes to find out the effect of wordwall.net on student's vocabulary mastery

FINDINGS AND DISCUSSIONS

This study used pre- and post-tests in both classes to gather data on student vocabulary proficiency. The test results from the experimental and control classes.

Additionally, the test results will be discussed in the part that follows to determine whether using Wordwall.net had any impact on students' vocabulary mastery.

1. The Score of Pre-Test and Post-Test of Experimental Class

Table 1

No	Participants	Pretest Score	Post test score	Gained score
1	Student 1	75	92.5	17.5
2	Student 2	57.5	72.5	15
3	Student 3	25	72.5	47.5
4	Student 4	65	92.5	27.5
5	Student 5	30	87.5	57.5
6	Student 6	42.5	67.5	25
7	Student 7	50	77.5	27.5
8	Student 8	55	100	45
9	Student 9	45	85	40
10	Student 10	90	72.5	-17.5
11	Student 11	37.5	82.5	45
12	Student 12	77.5	92.5	15
13	Student 13	50	62.5	12.5
14	Student 14	47.5	100	52.5
15	Student 15	40	100	60
16	Student 16	90	100	10
17	Student 17	25	75	50
18	Student 18	87.5	97.5	10
19	Student 19	30	85	55
20	Student 20	85	90	5
21	Student 21	55	97.5	42.5
22	Student 22	52.5	97.5	45

23	Student 23	30	87.5	57.5
24	Student 24	77.5	95	17.5
25	Student 25	25	97.5	72.5
26	Student 26	60	82.5	22.5
27	Student 27	22.5	95	72.5
28	Student 28	80	57.5	-22.5
29	Student 29	70	97.5	27.5
30	Student 30	42.5	80	37.5
Total		1620.0	2592.5	
Minimum Score		22.5	57.5	
Maximum score		90.0	100	
		54.0	86.4	

From Table 1, it can be explained that the lowest score of pre-test in experimental class was 22.5 and the highest score of pre-test in experimental class was 90.0. while the lowest score of post-test in experimental class was 57.5 and the highest score of post-test in experimental class was 100. Looking to the average score of 32 experimental class for pre-test 54.0 and for post-test 86.4, it revealed that using the wordwall.net website had no discernible impact on students' vocabulary mastery.

2. The results of the control class's pre- and post-tests

Table 2

No	Participants	Pretest Score	Posttest Score	Gained Score
1	Student 1	65	67.5	2.5
2	Student 2	75	92.5	17.5
3	Student 3	32.5	75	42.5
4	Student 4	75	80	5
5	Student 5	60	72.5	12.5
6	Student 6	47.5	72.5	25

7	Student 7	42.5	97.5	55
8	Student 8	62.5	70	7.5
9	Student 9	52.5	72.5	20
10	Student 10	82.5	55	-27.5
11	Student 11	57.5	97.5	40
12	Student 12	60	80	20
13	Student 13	77.5	55	-22.5
14	Student 14	52.5	32.5	-20
15	Student 15	85	57.5	-27.5
16	Student 16	75	100	25
17	Student 17	72.5	100	27.5
18	Student 18	72.5	92.5	20
19	Student 19	47.5	57.5	10
20	Student 20	62.5	77.5	15
21	Student 21	75	70	-5
22	Student 22	65	67.5	2.5
23	Student 23	47.5	90	42.5
24	Student 24	62.5	92.5	30
25	Student 25	80	90	10
26	Student 26	42.5	80	37.5
27	Student 27	62.5	77.5	15
28	Student 28	65	100	35
29	Student 29	72.5	95	22.5
30	Student 30	52.5	52.5	0
Total		1882.5	2320	
Minimum Score		32.5	32.5	
Maximum Score		85	100	
Average		62.8	77.3	

According to Table 4.2, the control class's lowest pre-test score was 32.5 and its highest pre-test score was 85. The control class's lowest post-test score was 32.5 while its post test score varied from 32.5 to 100. The average pre-test score for the control class was 62.8, while their post-test score was 77.3, showing a significant influence on the pupils' vocabulary mastery.

DISCUSSION

From the data that have been calculated, it concluded that using wordwall.net had a significant effect to the student's vocabulary mastery. Wordwall.net as an online website platform facilitated students to enjoy learning by playing online games through their own devices. Looking to the age of participants included in experimental and controlled class, they were in the young teenager age, around 1 -14 years old. Students in those ages interested to the online video game easily, because technologies of digital environment have been evolved in their everyday lives since they came into the world (Tootell et al., 2014, p. 82). The participants were born around years 2008 to 2010, which based on Mark McCrindle theory; they belonged to member of Alpha Generation. This generation started from children who were born from 2010 to 2024 (McCrindle, 2021, p. 3). Therefore, students, as the participants of this research, interested to learning English through wordwall.net platform, because they were common with the digital environment and get used to it since they do online learning along covid-19 pandemic.

Moreover the student's significance in vocabulary mastery also produced from their effort by doing the exercises seriously. Students didn't have requirement to open the dictionary before playing the game, because they could learn some new vocabularies along the game. Even though the students looked the games were difficult at first, because their lack vocabularies acquisition, students kept motivating themselves to finish and win the game. One of the reasons why wordwall.net can improve their vocabulary mastery is student's motivation; it could develop the students' understanding deeper by playing games online (Malone & Lepper, 1987, p. 229). Malone and Lepper divided student's motivation into two factors; individual motivation (intrinsic) and interpersonal motivation (extrinsic). Individual motivation, as known as intrinsic motivation, came from the student's itself, whether interpersonal motivation, as known as extrinsic

motivation, came from the student's environment. These two factors included in wordwall.net platform to engage student's motivation in learning English.

Malone and Lepper categorized challenge, curiosity, control and fantasy into individual motivation. Almost the whole games in wordwall.net platform provided challenge, curiosity, control and fantasy in it. The first characteristic was challenge which the central key of games made. It consisted of goals and uncertain outcomes. Goals are the important thing that must be presence explicitly before finishing the computer games. Wordwall.net games also had goals, which got the high scores by finishing game as fast as the participant could. All games in wordwall.net purpose were getting higher score than other; therefore players should finish the game accurately by doing the game correctly based on the instruction and be quick to finish it. For the uncertain outcomes, it refers to difficulty levels and the hidden information in each game. In wordwall.net the researcher used the some templates to up the difficulty levels, such as in grouping template which used words (I, you, they, we, he, she, it) into groups (am, is, are) and matching template which matched the word with the appropriate picture. Also to engage the student's motivation to found out the hidden information from the game in wordwall.net, the researcher used template game pairing tiles, which students pairing the information behind the cards between picture and word, or template game word search, which students looking for the hidden words in a box of mixing letters.

The second characteristic of individual motivation was curiosity that the most direct intrinsic motivation for learning. It consisted of sensory curiosity which connected to the visualization attraction between light, sound, and other sensory stimuli environment. Wordwall.net platform could motivate students to learn through its visualization, because when the game-maker sets the game, there was a theme section to set the game appearance. There were some themes available, such as classic, clouds, jungle, space, primary, corkboard, wild west, spooky, wooden desk, whiteboard, newsroom, TV game show, black board, neon and midnight. For example clouds theme, the game would have some clouds as the background with the blue and white colors. Themes in wordwall.net could engage student's motivation to learn English because it would stimulate the student's sensory curiosity by using colorfully theme during the learning process.

Next, the third characteristic of individual motivation was control. Digital games gave the player sense of control the game process, for instance player could built their own avatar based on the player wants. The players could choose the color, shape and look for their avatar. But in wordwall.net there were no avatars; control existed in range of the player's outcome. Student could control the final game result because it was dependent upon responses along the game. Every student had probability to get the different result according each own feedback. Feedback feature showed the answer key by correcting automatically a second after the student finish the game. Through this feature, wordwall.net facilitated students to know their strength and weaknesses because feedback presented the student's capability in a material. Therefore, wordwall.net could stimulate student's motivation to gain more new vocabularies in which to control the final result would better in the next games.

Last, fantasy became the fourth factor of individual motivation. Fantasy was important to be discussed when talked about digital activity such as computer game, television and dramatic play. In wordwall.net fantasy played in the templates of game while the skill played in the game content. Fantasy referred to the endogenous and exogenous fantasy. Endogenous fantasy was the part of activity that skill learnt and the fantasy depended on each other. For instance used wordwall.net game template spider diagram. In this game, students were instruct to type text by tapping the add button. Every time student tapped the add button, the spider diagram would longer and longer followed the students responses, therefore the longer spider diagram showed the more responses from students.

While exogenous fantasy was the part of activity that fantasy moved depend on the skill being learnt. The feedback of this fantasy was right or wrong. Wordwall.net had many game templates for this kind of fantasies; one of the examples was maze chase. In this game, students had to run into the box consisted of the correct answer of the instruction, besides that students also had to avoid the enemies. When the student ran into the wrong box, the student lost the game. The collaboration of game templates and skills going to learn played important role to build student's fantasy that also benefited to increase student's motivation learning English using wordwall.net platform.

However the significance of student's vocabulary mastery improved not only influenced by intrinsic motivation, but also influenced by extrinsic motivation. Malone

and Lepper named the extrinsic motivation by interpersonal motivation, which included cooperation, competition and recognition. Cooperation was the activity that students could work together to help each other. On the other hand, competition was the activity that comparing the final result. It sounded worse than cooperation concept, because in competition there would be a winner and losers. Meanwhile, recognition was accomplishment from others. From those three factors of extrinsic motivation, competition became the only one that existed in wordwall.net platform. This research done when Diponegoro Junior High School still worked by online learning. Researcher also gave the students individual task in every meeting by using wordwall.net. Therefore cooperation and recognition were not necessary to be discussed.

For competition part, wordwall.net placed it to the feature leaderboard. At the end of the game, there would be leaderboard appearance which presented the rank of the whole students participated. Unfortunately, the rank listed in leaderboard according to the automatic decision of wordwall.net calculation between correct answer and time length. Student had to get the correct answer as many as possible and finish the game as fast as possible, so he had a bigger chance to place the first rank in the leaderboard. Leaderboard presented to show which students strongly capable and less capable about the material, because it compared result one's and others. This phenomenon had probability to stimulate student's motivation in learning new vocabularies. For instance, when the students got low score, they got motivation to memorize the whole new vocabularies from the feedback section. Then, they could re-played the game to test their new vocabularies and got better score then before. Comparing the student's capability had effort to eager the student's motivation from their learning environment, wordwall.net.

Furthermore, the use of wordwall.net as an online learning platform gave the students chance to solve their boredom during online learning. It applied the game-based learning, where students gained some new vocabularies in a new ways by playing game online. When the digital game-based learning used correctly, it would extremely effective (Prensky, 2003, p. 10). By associating the appropriate game templates in platform wordwall.net, the material from the content of the game would deliver nicely.

CONCLUSION

According to the study result, the mean score of experimental class improved from 54.0 to 86.4 after got treatment by using wordwall.net platform. Meanwhile, the mean score of controlled class also improved from 62.8 to 77.3 after got treatment by using text-file without wordwall.net platform. Furthermore, the value of Sig. 2 tailed that calculated in finding section showed 0.020 lower than alpha score 0.050. The alternative hypothesis (H_a) was accepted and the null hypothesis (H_0) was rejected. To emphasize the significance, Cohen's calculation showed values 0.61 in moderate level. This study found that using wordwall.net on student's vocabulary mastery at Diponegoro Junior High School students in academic year 2021/2022 had a significant effect compared to not using it.

SUGGESTION

Based on the conclusion, the researcher would deliver some suggestions as follows:

1. For teachers

This research can help teacher to develop student's vocabulary mastery through playing games in the teaching learning process. Every student has different capability and problems in mastering English vocabulary. The teachers should facilitate more media, either for offline or online learning, to engage student's interest in mastering English vocabulary. Wordwall.net platform has proved that it is worth being used to improve student's vocabulary mastery. It can overcome students perceptive about remembering a lot of vocabulary through memorizing to the fun ways by playing games.

2. For students

Through wordwall.net platform, students are expected to increase their interest to master English vocabulary when learning English either in class or outside class. If students access vocabulary games in wordwall.net platform often, they can indirectly have higher vocabulary mastery.

3. For future researcher

Last but not least, this study could serve as a reference for future researchers who want to evaluate the efficiency of using wordwall.net. The future researcher should investigate wordwall.net in other vocabulary field or other English language fields that can be more comprehend than this research. Because this research only explored the free templates, the researcher hopes that future researchers explore the unlimited feature which has many variation of fun learning. Besides that, the future researchers should motivate students to be more active doing the games in wordwall.net, even though wordwall.net was a fun game learning website, it will not successfully work if the students not have some motivation to do it.

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