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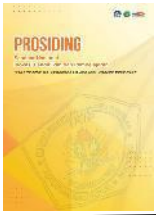

Implementing Wordwall to Enhance Vocabulary Acquisition at the Tenth Grades of SMKN Dander

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Abstrak— Penelitian ini dilatarbelakangi permasalahan rendahnya penguasaan kosakata bahasa Inggris peserta didik kelas X SMKN Dander, terutama pada kosakata vokasional yang berkaitan dengan bidang Fashion Production Design. Penelitian ini bertujuan untuk mendeskripsikan penerapan Wordwall sebagai media pembelajaran dalam meningkatkan pemerolehan kosakata bahasa Inggris. Metode yang digunakan adalah Penelitian Tindakan Kelas (PTK) yang dilaksanakan dalam dua siklus. Setiap siklus mencakup tahap perencanaan, pelaksanaan tindakan, observasi, dan refleksi. Subjek penelitian ini adalah 25 peserta didik perempuan kelas X SMKN Dander. Data dikumpulkan melalui tes dan observasi. Tes digunakan untuk mengetahui peningkatan hasil belajar kosakata, sedangkan observasi digunakan untuk mengamati keaktifan dan keterlibatan peserta didik selama proses pembelajaran. Hasil penelitian menunjukkan adanya peningkatan setelah penggunaan Wordwall. Pada siklus I, ketuntasan belajar mencapai 56% dengan nilai rata-rata 76,6. Setelah dilakukan perbaikan pada siklus II, ketuntasan meningkat menjadi 88% dengan nilai rata-rata 84,4. Berdasarkan hasil tersebut, Wordwall dapat dinyatakan efektif dalam meningkatkan pemerolehan kosakata bahasa Inggris serta partisipasi peserta didik dalam pembelajaran.
Kata kunci— wordwall, kosakata, gamifikasi, Penelitian Tindakan Kelas (PTK), Pembelajaran bahasa Inggris.

Abstract— This study was motivated by the problem of low English vocabulary mastery among tenth-grade students at SMKN Dander, particularly in vocational vocabulary related to the field of Fashion Production Design. This study aimed to describe the implementation of Wordwall as a learning medium to improve students' English vocabulary acquisition. The method used in this study was Classroom Action Research (CAR), which was conducted in two cycles. Each cycle consisted of planning, action implementation, observation, and reflection. The subjects of this study were 25 female tenth-grade students at SMKN Dander. The data were collected through tests and observation. The tests were used to determine the improvement in students' vocabulary learning outcomes, while observation was used to examine students' activeness and engagement during the learning process. The results showed an improvement after the implementation of Wordwall. In Cycle I, students' learning mastery reached 56%, with an average score of 76.6. After improvements were made in Cycle II, the learning mastery increased to 88%, with an average score of 84.4. Based on these results, Wordwall can be considered effective in improving students' English vocabulary acquisition and participation in the learning process.

Keywords — Wordwall, vocabulary, gamification, English Learning, Classroom Action Research (CAR)

INTRODUCTION

Vocabulary acquisition has long been recognized as a critical component of language learning. Vocabulary serves as the foundation of communication, as learners rely on words to comprehend information and express meaning. Without adequate vocabulary knowledge, students often struggle to develop other language skills, including listening, speaking, reading, and writing. Nation (2015) emphasizes that vocabulary knowledge significantly affects language proficiency and communication effectiveness. Therefore, vocabulary learning deserves considerable emphasis in English language instruction. Matin (2023) notes that the implementation of English teaching in vocational high schools predominantly follows a General English approach rather than ESP-oriented instruction that reflects students' vocational needs, thereby reducing the contextual relevance of the learning process.

In the context of English for Specific Purpose (ESP), vocabulary learning presents various challenges. Vocabulary acquisition is a multifaceted process that requires students to master not merely word definitions, but also their pronunciation, orthography, grammatical roles, and contextual applications. These challenges become even more complex when students need to master vocabulary related to specific fields of study. Prastiwi et al. (2021) stated that the design of ESP instruction, including material selection, classroom activities, learning strategies, language skills, and syllabus development, must be carried out carefully to ensure that learners' needs are effectively accommodated. Consequently, teachers must employ effective instructional strategies that facilitate vocabulary retention and encourage active student participation.

Vocational high schools differ from general education institutions in unique ways. Students are prepared to enter the workforce and therefore need language skills relevant to their future professions. English learning

in vocational schools should support students' ability to communicate in professional settings. For students in the Fashion Production Design program, English vocabulary related to fabrics, sewing tools, garment production, fashion trends, and design concepts is particularly essential. Mastering these terms enables students to access information from international sources and enhance their professional competitiveness.

However, preliminary observations at SMKN Dander revealed several problems concerning vocabulary learning. Many students demonstrated limited vocabulary knowledge and struggled to understand English texts related to their vocational field. Students frequently forgot newly introduced words and were reluctant to participate actively in classroom activities. Traditional teaching approaches, which often rely on memorization and translation, failed to maintain student motivation and engagement. As a result, students' vocabulary acquisition remained below expectations.

The rapid advancement of educational technology has created opportunities for teachers to integrate digital media into instruction. Digital educational technologies offer interactive environments that foster active student engagement within the instructional process. One platform that has gained popularity among educators is Wordwall. Wordwall is a web-based educational platform that allows educators to design interactive instructional materials, including gamified assessments, quizzes, and various engaging exercises. Through these activities, students can learn vocabulary in a more enjoyable and meaningful way.

Wordwall incorporates gamification principles into the learning process. Gamification refers to applying game elements, including points, rewards, competition, and challenges, in non-game contexts. According to Deci and Ryan (1985), motivational elements can encourage learners to engage more actively in learning activities. By integrating gamification into vocabulary instruction, teachers can increase student motivation and facilitate repeated exposure to vocabulary items. Repeated exposure is essential for

vocabulary acquisition, as learners need multiple encounters with words before they can fully understand and use them accurately.

Several previous studies have reported positive outcomes regarding the use of Wordwall in English language learning. Hasram et al. (2021) found that Wordwall improved students' vocabulary mastery and learning motivation. Hidayati and Santoso (2021) observed that the implementation of Wordwall significantly enhanced student engagement and enthusiasm during vocabulary instruction. Similarly, Almadani et al. (2024) found that Wordwall contributed significantly to vocabulary mastery in narrative text learning.

METHOD

This research employed Classroom Action Research (CAR) grounded in the framework developed by Kemmis, McTaggart, and Nixon. The investigation unfolded across two full cycles, encompassing planning, implementation, observation, and reflection phases. CAR was deemed appropriate as it provides educators with a systematic approach to diagnosing classroom issues while simultaneously enhancing instructional practices.

The study involved 25 female students from the Fashion Production Design program at SMKN Dander. To determine the students' initial vocabulary mastery, a pre-test was conducted prior to the first cycle. Following each instructional intervention, post-tests were conducted at the conclusion of every cycle to assess gains in vocabulary acquisition.

Data were obtained through vocabulary assessments and classroom observations. The vocabulary tests comprised a pre-test followed by post-tests administered after each cycle. Classroom observations were conducted throughout the instructional sessions to capture student participation, engagement, peer interaction, and responses to the learning activities. Structured observation protocols guided the systematic collection of observational data during each session.

The designated Minimum Mastery Criterion (KKM) was established at 75. Quantitative data derived from the pre-test and post-tests were examined using mean scores and mastery percentages to track students' vocabulary achievement and progression across cycles. Qualitative data from classroom observations were analyzed through descriptive interpretation to identify shifts in student participation and engagement. The research was judged successful when a minimum of 75% of students attained the KKM and when notable enhancements in classroom participation and learning engagement were observed.

RESULT & DISCUSSION

Cycle 1

In the cycle I, the implementation of vocabulary instruction was conducted through the use of the Wordwall platform as an interactive learning medium. The learning activities were designed to introduce students to vocabulary items related to their vocational field while encouraging active engagement during the instructional process. Based on the classroom observations, it was noted that 14 students demonstrated active participation throughout the learning activities. Students were generally enthusiastic in responding to tasks, interacting with the learning media, and completing the exercises provided through Wordwall.

Despite these positive responses, several issues emerged during the implementation process. One of the primary challenges was the instability of internet access experienced by some students. Since the learning activities relied on an online platform, inadequate network connectivity hindered students' ability to access and complete the tasks efficiently. Consequently, the effectiveness of the learning process varied among students. Furthermore, the observation data revealed that many students were not yet familiar with a number of technical terms associated with Fashion Production Design. The limited understanding of these vocationally related vocabulary items affected students' performance when

completing the exercises and indicated the need for additional vocabulary reinforcement.

The results of the achievement test administered at the end of Cycle I showed that students obtained an average score of 76.6. This finding suggests that, overall, students were able to achieve the minimum standard established for the learning objectives. However, a more detailed examination of the results revealed that only 14 students attained the Minimum Mastery Criterion (KKM) of 75. As a result, the percentage of students who achieved learning mastery reached 56%. Although the mean score exceeded the required standard, the overall mastery level had not yet fulfilled the predetermined success indicator. Therefore, the outcomes of Cycle I indicated that further instructional improvement was necessary to enhance students' vocabulary acquisition and increase the proportion of students achieving mastery in the subsequent cycle.

Cycle 2

Following the reflection conducted after Cycle I, several adjustments were made to optimize the implementation of the learning activities in Cycle II. Students were instructed to ensure the availability of their devices and internet connection before the lesson began to minimize technical disruptions. In addition, the teacher provided more detailed explanations, supplementary examples, and guided practice sessions prior to the Wordwall activities. These modifications were intended to strengthen students' understanding of the target vocabulary and enhance their readiness to participate in the learning process.

The observational data collected during Cycle II indicated a noticeable improvement in students' classroom engagement. Compared to the previous cycle, students participated more actively and demonstrated greater confidence when completing the assigned tasks. Their familiarity with the procedures and features of Wordwall enabled them to focus more on the learning content rather than on technical aspects of the platform.

Moreover, the preparation undertaken before the lesson contributed to a reduction in internet-related difficulties, resulting in a smoother learning experience.

The quantitative findings also revealed considerable progress in students' vocabulary achievement. The average test score increased from 76.6 in Cycle I to 84.4 in Cycle II. Furthermore, the number of students who successfully met the Minimum Mastery Criterion (KKM) increased from 14 to 22 students. As a consequence, the percentage of learning mastery rose from 56% to 88%. These results suggest that the instructional improvements implemented in Cycle II positively affected students' vocabulary development and contributed to better overall learning outcomes.

Table 1. Students' Vocabulary Achievement Across Cycles

Indicator	Cycle I	Cycle II
Average Score	76.6	84.4
Student Achieving KKM	14	22
Learning Mastery (%)	56	88

The improvement observed throughout the study can be interpreted in light of Nation's theory of vocabulary learning, which emphasizes the importance of repeated encounters with lexical items to support vocabulary retention and acquisition. Through the various activities provided in Wordwall, students were exposed to the target vocabulary on multiple occasions and in different contexts. Such repeated exposure likely

facilitated the reinforcement of vocabulary knowledge and improved students' ability to recall and use the words accurately.

The findings of the present study also correspond with the perspective advanced by Schmitt et al. (2020), who argue that vocabulary learning becomes more effective when learners actively engage with lexical items rather than relying solely on rote memorization. In the current study, students were required to interact with vocabulary through quizzes, matching activities, and other task-based exercises. These activities encouraged learners to process word meanings actively, thereby promoting deeper vocabulary learning. In addition, the findings are in agreement with previous studies conducted by Hasram et al. (2021), Hidayati and Santoso (2021), and Zou et al. (2021), all of which reported that Wordwall and other forms of digital game-based learning contributed positively to students' vocabulary mastery and learning achievement.

Another noteworthy finding concerns the enhancement of student participation throughout the learning process. The increase in active engagement observed in Cycle II suggests that the gamified features embedded in Wordwall had a positive influence on students' motivation. Interactive elements such as instant feedback, game-like challenges, and competitive activities appeared to stimulate students' interest and encourage more active involvement in classroom tasks. This finding supports previous research indicating that gamification can foster greater learner motivation, participation, and engagement in educational settings.

From a vocational education perspective, the use of Wordwall offered additional advantages because the learning materials were directly related to the field of Fashion Production Design. The integration of vocationally relevant vocabulary into interactive learning activities enabled students to connect language learning with their area of specialization. As a result, the learning experience became more meaningful, contextualized, and relevant to the competencies required in their future professional environment.

CONCLUSION

The results of this study demonstrate that integrating Wordwall effectively enhanced the vocabulary mastery of tenth-grade students at SMKN Dander. The quantitative results demonstrated a notable increase in students' achievement, as reflected in the rise of the mean score from 76.6 in Cycle I to 84.4 in Cycle II. In addition, the percentage of students achieving the Minimum Mastery Criterion (KKM) improved substantially from 56% to 88%, indicating that the majority of students successfully met the expected learning outcomes by the end of the study.

The observational findings further revealed that students became more actively involved in the learning process. Higher levels of participation, confidence, and engagement were observed during the implementation of Wordwall-based activities, suggesting that the interactive nature of the platform helped create a more motivating and student-centered learning environment. These results demonstrate that integrating digital game-based learning media into vocabulary instruction can support both cognitive and affective aspects of language learning.

Based on these findings, Wordwall may be considered a practical and effective instructional medium for teaching English vocabulary, particularly in vocational education contexts where students are required to master terminology related to their field of specialization. The integration of subject-specific vocabulary with interactive learning activities can make language learning more relevant and meaningful for vocational students. Future research is recommended to explore the use of Wordwall in developing other language skills, such as reading, writing, listening, and speaking, as well as to examine its effectiveness across different educational levels and learning environments.

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