



Prosiding

Seminar Nasional Inovasi pendidikan dan Pembelajaran
Fakultas Pendidikan Bahasa dan Seni
IKIP PGRI Bojonegoro

Tema "Inovasi pendidikan dan Pembelajaran di era digital untuk Pengalaman Belajar
Imersif"



Enhancing Fourth-Grade Students' Vocabulary Mastery through Wordwall Activities Assisted by Smart Tv (IFP): A Classroom Action Research

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abstrak – Penelitian ini bertujuan untuk meningkatkan penguasaan kosakata bahasa Inggris siswa kelas IV melalui penggunaan aktivitas Wordwall berbantuan Smart TV berbasis Interactive Flat Panel (IFP) di SDN Kenep 2. Penelitian ini menggunakan metode Classroom Action Research (CAR) yang dilaksanakan dalam dua siklus dengan melibatkan sembilan siswa. Data dikumpulkan melalui observasi, tes kosakata, dan dokumentasi. Hasil penelitian menunjukkan peningkatan yang konsisten pada penguasaan kosakata siswa di setiap siklus. Nilai rata-rata siswa meningkat dari 62 pada tahap pra-siklus menjadi 74 pada Siklus I dan mencapai 86 pada Siklus II. Persentase siswa yang mencapai Kriteria Ketuntasan Minimum (KKM) meningkat dari 33.3% pada pra-siklus menjadi 77.78% pada Siklus I dan mencapai 100% pada Siklus II. Selain meningkatkan hasil belajar, penggunaan Wordwall berbantuan Smart TV (IFP) mendorong partisipasi, antusiasme, dan kepercayaan diri siswa selama proses pembelajaran. Dengan demikian, penggunaan Wordwall berbantuan Smart TV (IFP) terbukti efektif dalam meningkatkan penguasaan kosakata serta menciptakan lingkungan belajar yang lebih interaktif dan menyenangkan.

Kata Kunci- Penguasaan Kosakata, Wordwall, Smart TV (IFP), Penelitian Tindakan Kelas, Sekolah Dasar

Abstract- This study aimed to improve fourth-grade students' English vocabulary mastery through the use of Wordwall activities assisted by a Smart TV based on an Interactive Flat Panel (IFP) at SDN Kenep 2. The study employed Classroom Action Research (CAR) conducted in two cycles involving nine students. Data were collected through observation, vocabulary tests, and documentation. The findings revealed a consistent improvement in students' vocabulary mastery across the cycles. The students' mean score increased from 62 in the pre-cycle stage to 74 in Cycle I and reached 86 in Cycle II. The percentage of students achieving the Minimum Mastery Criterion (MMC) also improved from 33.33% in the pre-cycle stage to 77.78% in Cycle I and reached 100% in Cycle II. In addition to improving learning outcomes, the use of Wordwall supported by Smart TV (IFP) enhanced students' participation, enthusiasm, and confidence during the learning process. Therefore, it can be concluded that the use of Wordwall assisted by Smart TV (IFP) is effective in improving vocabulary mastery and creating a more interactive and enjoyable learning environment for elementary school students.

Keywords- Vocabulary Mastery, Wordwall, Smart TV (IFP), Classroom Action Research, Elementary School

INTRODUCTION

Vocabulary mastery is an essential component of English language learning, particularly for elementary school students who are still in the early stages of language acquisition. A strong vocabulary foundation helps students understand classroom instructions, express their ideas, and actively participate in communication activities. In addition, vocabulary also supports the development of other language skills, including listening, speaking, reading, and writing. Therefore, vocabulary is widely recognized as a key factor in successful English language learning (Nation, 2013).

However, many elementary school students still experience difficulties in learning vocabulary. In classroom practice, students often struggle to understand, memorize, and retain new English words. This issue is commonly caused by learning activities that are still dominated by teacher explanations and textbook-based exercises, which provide limited opportunities for active student engagement. As a result, students tend to show low motivation and lack active participation in English lessons. Harmer (2007) states that learning activities that involve interaction and enjoyment can significantly improve students' motivation and engagement in language learning.

In response to these challenges, various studies have explored the use of digital learning media to improve vocabulary mastery. Wordwall, a web-based learning platform, has been widely used in English language teaching. It allows teachers to create interactive activities such as quizzes, matching tasks, word games, and puzzles. Previous studies have shown that Wordwall can enhance students' motivation and participation in vocabulary learning (Aeni et al., 2022). Similarly et al. (2025) found that Wordwall has a positive impact on improving elementary students' vocabulary mastery due to its interactive and game-based features.

However, although Wordwall has been widely used in English language learning, most previous studies have focused on its use as a standalone learning medium. Research examining its integration with classroom display technology such as Smart TV based on an Interactive Flat Panel (IFP) is still limited, particularly in elementary school contexts. In addition, studies specifically investigating the

combined use of Wordwall and Smart TV (IFP) in fourth-grade vocabulary learning at SDN Kenep 2 are still rare. This indicates that the integration of interactive game-based learning with large-screen display technology in Classroom Action Research has not been widely explored at the elementary level.

To address this research gap, this study investigates the effectiveness of Wordwall activities supported by Smart TV (IFP) in improving fourth-grade students' English vocabulary mastery. This integration is expected to create a more immersive and visually supported learning environment that helps students learn vocabulary more effectively.

METHOD

This study employed Classroom Action Research (CAR) to improve the English vocabulary mastery of fourth-grade students through Wordwall activities assisted by a Smart TV based on an Interactive Flat Panel (IFP). The research was conducted at SDN Kenep 2 during the second semester of the 2025/2026 academic year and involved nine fourth-grade students.

The study followed the Classroom Action Research model proposed by Arikunto et al. (2021), which consists of four stages: planning, action, observation, and reflection. The research was carried out in two cycles. During the planning stage, the researcher prepared lesson plans, Wordwall-based activities, learning media, and research instruments. In the action stage, students participated in vocabulary learning activities using Wordwall displayed on the Smart TV (IFP). The observation stage focused on students' participation, engagement, confidence, and collaboration during the learning process. Finally, reflection was conducted to evaluate the results of each cycle and determine improvements for the following cycle.

Data were collected through vocabulary tests, observation sheets, and documentation. The vocabulary test consisted of 20 multiple-choice questions designed to measure students' vocabulary mastery. Observation sheets were used to record students' learning behaviors, while photographs and field notes served as supporting documentation.

The collected data were analyzed using quantitative and qualitative descriptive methods. Quantitative data were analyzed by calculating the mean score and the percentage of students who achieved the Minimum Mastery Criterion (MMC) of 75. Qualitative data were analyzed descriptively to describe students' responses and participation during the learning process. The action was considered successful when at least 80% of the students achieved the MMC.

The vocabulary test items were developed based on the fourth-grade English learning objectives and were reviewed by an English teacher and research supervisors to ensure content validity.

RESULT AND DISCUSSION

A. Results

This study aimed to improve fourth-grade students' English vocabulary mastery through Wordwall activities supported by Smart TV (IFP). The data were obtained from vocabulary tests and classroom observations conducted in two cycles of Classroom Action Research.

1. Students' Vocabulary Achievement

The improvement of students' vocabulary mastery is presented in Table 1.

Tabel 1. Students' Vocabulary Achievement

Stage	Total Students	Mean Score	Students Achieving MMC	% Achieving MMC	Students Below MMC	% Below MMC
Pre-Cycle	9	62	3	33.33%	6	66.67%
Cycle I	9	74	7	77.78%	2	22.22%
Cycle II	9	86	9	100%	0	0%

MMC: 75

Based on Table 1, students' vocabulary mastery increased gradually in each cycle. The improvement in mean scores and percentage of students achieving MMC

indicates that the integration of Wordwall and Smart TV (IFP) positively affected students' learning outcomes.

Tabel 2. Students' Learning Behavior Observation

Aspect	Cycle I (%)	Cycle II (%)
Participation	75%	95%
Engagement	75%	92%
Enthusiasm	75%	94%
Confidence	65%	85%
Collaboration	75%	93%

Table 2 shows that students' learning behavior improved significantly from Cycle I to Cycle II. In Cycle I, some students were still hesitant to participate actively, especially in answering questions and completing tasks. However, after continuous exposure to Wordwall-based activities, students became more engaged, enthusiastic, and confident.

In Cycle II, almost all aspects of student behavior showed high improvement. Participation increased to 95%, enthusiasm reached 94%, and collaboration improved to 93%. This indicates that the use of interactive digital learning media successfully created a more active and supportive learning environment.

The observation data indicate that students became more actively involved in learning activities. Participation increased by 20 percentage points, while confidence showed the largest improvement, increasing from 65% to 85%. These findings suggest that repeated exposure to Wordwall activities supported by Smart TV helped students become more comfortable and confident in using English vocabulary.

B. Discussion

The results of this study indicate that the use of Wordwall activities assisted by Smart TV (IFP) was effective in improving fourth-grade students' English vocabulary mastery. This improvement can be seen from the increase in students' mean scores throughout the research process. The average score increased from 62 in the pre-cycle stage to 74 in Cycle I and reached 86 in Cycle II. Likewise, the percentage of students

who achieved the Minimum Mastery Criterion (MMC) showed a positive trend, rising from 33.33% in the pre-cycle stage to 77.78% in Cycle I and finally reaching 100% in Cycle II. These findings suggest that the integration of Wordwall and Smart TV (IFP) contributed positively to students' vocabulary learning outcomes.

The improvement achieved in Cycle I shows that students responded positively to the implementation of interactive learning activities. Through Wordwall, students were given opportunities to learn vocabulary through games, quizzes, and other engaging activities. These activities helped students become more familiar with English words and encouraged them to participate actively in the learning process. According to Nation (2013), repeated exposure to vocabulary in different learning situations plays an important role in helping learners acquire and retain new words. This concept was reflected in the gradual improvement of students' vocabulary achievement during the study.

Further improvement was observed in Cycle II. At this stage, students appeared more confident and more comfortable with the learning activities. They were able to complete vocabulary tasks more independently and demonstrated a better understanding of the target vocabulary. The increase in learning outcomes suggests that continuous practice supported by interactive digital media can help students strengthen their vocabulary knowledge and improve their academic performance.

The observation results also revealed positive changes in students' classroom behavior. Students showed higher levels of participation, engagement, enthusiasm, and confidence during learning activities. The use of Smart TV (IFP) provided visual support that made learning materials easier to understand and more attractive to students. As a result, students were more focused and actively involved in classroom interactions. This finding is in line with Harmer (2007), who emphasizes that enjoyable and engaging learning environments can enhance students' motivation and participation in language learning.

The findings of this study are consistent with previous studies on the use of Wordwall in English language learning. Aeni et al. (2022) reported that Wordwall increased students' motivation and participation during classroom activities. Similarly, Triadik (2023) found that digital game-based learning contributed to better

vocabulary retention among students. In addition, Pratiwi and Nugroho (2025) concluded that Wordwall effectively improved elementary school students' vocabulary mastery through its interactive features. The results of the present study support these findings and further demonstrate the benefits of integrating technology into vocabulary instruction.

Unlike many previous studies that focused solely on the use of Wordwall as an independent learning platform, this study integrated Wordwall with Smart TV (IFP) to create a more interactive and immersive learning environment. The combination of these technologies enabled students to interact more actively with learning materials and participate collaboratively during classroom activities. Therefore, this study contributes to the existing literature by providing evidence that the integration of Wordwall and Smart TV (IFP) can effectively support vocabulary learning in elementary school classrooms.

Overall, the findings suggest that the integration of Wordwall activities and Smart TV (IFP) not only improves students' vocabulary mastery but also encourages greater classroom participation and engagement. Therefore, this approach can be considered an effective and innovative strategy for teaching English vocabulary to elementary school students.

CONCLUSION

The findings of this study indicate that the implementation of Wordwall activities assisted by Smart TV (IFP) successfully improved the English vocabulary mastery of fourth-grade students at SDN Kenep 2. The improvement was reflected in the students' mean scores, which increased from 62 in the pre-cycle stage to 74 in Cycle I and further improved to 86 in Cycle II. Likewise, the percentage of students who achieved the Minimum Mastery Criterion (MMC) showed continuous progress, increasing from 33.3% in the pre-cycle stage to 66.7% in Cycle I and reaching 100% in Cycle II.

In addition to improving vocabulary achievement, the use of Wordwall supported by Smart TV (IFP) also had a positive impact on students' learning behavior. Throughout the research process, students became more active,

enthusiastic, confident, and engaged in classroom activities. The combination of interactive game-based learning and visual technology created a more enjoyable learning atmosphere that encouraged students to participate actively in vocabulary learning.

Based on these findings, it can be concluded that the integration of Wordwall activities and Smart TV (IFP) is an effective strategy for improving vocabulary mastery and enhancing student participation in English learning. Furthermore, this approach offers an interactive and meaningful learning experience that can support better learning outcomes for elementary school students.

ACKNOWLEDGEMENTS

The author would like to express sincere gratitude to:

1. Allah SWT for His blessings, guidance, and strength throughout the completion of this study.
2. The Rector of IKIP PGRI Bojonegoro and the Head of the English Education Department for providing academic support and learning opportunities.
3. Dr. Moh. Fuadul Matin, S.S., M.Pd. and Chyntia Heru Woro Prastiwi, M.Pd. as the research supervisors for their valuable guidance, suggestions, and encouragement throughout the research process.
4. The Principal of SDN Kenep 2 for granting permission and providing support during the implementation of this research.
5. The fourth-grade students of SDN Kenep 2 for their active participation and cooperation throughout the study.
6. The teachers and staff of SDN Kenep 2 for their assistance and support during the research activities.
7. The author's family and friends for their continuous support, motivation, and encouragement during the completion of this study.

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