

Improving Students' Vocabulary on Descriptive Text by Using Word Wall Media on Seventh Grade of Junior High School

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ABSTRAK

Penelitian ini bertujuan untuk mengetahui apakah penggunaan media *WordWall* dapat meningkatkan penguasaan kosakata peserta didik pada teks deskriptif. Subyek penelitian ini adalah 34 peserta didik kelas VII E di SMP Negeri 6 Semarang tahun pelajaran 2022/2023. Penelitian ini merupakan Penelitian Tindakan Kelas yang terdiri dari dua siklus. Data yang diperoleh dari penelitian ini sebagian besar merupakan data kuantitatif berupa nilai peserta didik. Data pre-test dan post-test dikumpulkan dengan menggunakan 20 butir soal pilihan ganda. Hasil siklus I menunjukkan bahwa penggunaan media *WordWall* secara signifikan meningkat dengan nilai rata-rata siswa mulanya dari 56 menjadi 69. Namun, hasil siklus I tidak memenuhi semua kriteria keberhasilan. Oleh karena itu, siklus II diterapkan dengan metode diskusi kelompok dan menambahkan gambar pada tindakan disiklus II. Hasil siklus II berhasil meningkatkan rata-rata peserta didik menjadi 80, dan lebih dari 75% peserta didik mendapat nilai di atas standar minimal yaitu 74. Dengan demikian dapat dikatakan bahwa penggunaan *WordWall* efektif dalam meningkatkan kemampuan belajar kosakata peserta didik. Guru bahasa Inggris dapat mencoba mengajarkan kosa kata bahasa Inggris sederhana dengan menggunakan *WordWall* pada teks deskriptif dan tidak selalu menggunakan teks atau buku pegangan yang monoton untuk membantu peserta didik mengingat kata-kata dengan lebih mudah. Bagi peserta didik, sebaiknya peserta didik dapat mengoptimalkan penggunaan gadget untuk meningkatkan penguasaan kosa kata. Dan bagi peneliti lain, diharapkan dilakukan penelitian yang lebih komprehensif untuk mengetahui cara lain untuk meningkatkan kosa kata peserta didik.

Kata kunci: Peningkatan, Kosa Kata, Media *WordWall*, Teks Deskripsi, Penelitian Tindakan Kelas

ABSTRACT

The study aims to find out whether or not using Word Wall media can improve students' vocabulary mastery on descriptive text. The subject of this research was the 34 students of VII E at SMP Negeri 6 Semarang in the academic year 2022/2023. This research was Class Action Research involved two cycles. The data obtained from the study was mainly the quantitative data in a form of students' score. The data pre-test and post-test was collected using a 20 item multiple choices test. The result of cycle 1 showed that the use of wordwall media significantly improved students' mean from 56 to 69. However, the result of cycle 1 did not meet all the criterion of success. Therefore, cycle 2 was applied by discussion on group and adding a picture to the treatment. The result of cycle 2 successfully improved the students' mean to 80, and more than 75% of the students scored above the minimum standard, which were 74. Therefore, it can be said that the use of the Wordwall was effective in improving students' vocabulary. English teacher should teach Vocabulary by using Wordwall with descriptive text by using simple English' and not always using monotonous text or handbook to help students remember words more easily. For the students, it is better if the students can optimize the use of their gadget to improve their vocabulary mastery. And for the other researcher, it is expected that more comprehensive research should be carried to find out the other way to improve students' vocabulary.

Keywords: Improving, Vocabulary, Wordwall Media, Descriptive text, Classroom Action Research

1. INTRODUCTION

In English there are four skills that should be mastered by the students such as listening, reading, speaking, and writing. Based on the Merdeka's Curriculum there are six skills that be mastered by the student such as listening, reading, viewing, writing, speaking and listening (Kemendikbudristek, 2022). There are also some language components such as pronunciation, spelling, vocabulary, and grammar that should be taught to support the language skill development. It is almost impossible to learn a language without words, because communication between human beings is based on words. One of the components that supports the six language skills listening, reading, viewing, writing, speaking and listening is vocabulary. It's difficult to master one without first mastering the others language (Hampp et al, 2021).

Vocabulary is one of the important languages, because vocabulary is the central of language teaching and learning. By mastering the vocabulary, the learners will be able to produce so many sentences in spoken and written. Therefore, vocabulary mastery must be on the first priority in English language teaching and learning. Vocabulary is the collection of words that an individual knows (Linse, 2005). Teaching vocabulary is not simply introducing a new word only to the student. Related to this matter, actually the expert has constructed or designed technique and principles in language teaching; one of them is how to teach vocabulary.

Students in the seventh grade of junior high school study descriptive text according to the Merdeka Curriculum with the Learning Outcomes contained in the Independent Curriculum. A descriptive text is one that discusses the characteristics of a person or item. The

goal of descriptive prose is to reveal and describe a certain person, place, or thing. Identification and Description are the generic structures.

Based on observations made at SMP Negeri 6 Semarang, the researcher

discovered that the majority of students struggle to remember word meanings and that it is inappropriate to use the word in a sentence. When a teacher asks students to define a term, such as memorize, they frequently consult dictionaries to learn the definition, only to forget it a few minutes later. Another issue was the teacher's employment of an inadequate (Lengkoan et al, 2019) methodology or method to teach the information, which made the students, bored during the learning process and caused them to misunderstand the material. The teacher has been challenged to enhance students' motivation in learning English, particularly vocabulary, in order to discover answers to the concerns listed (Andries et al, 2019). Furthermore, there are numerous approaches and techniques for teaching and learning language. Every method and technique, however, has some advantages and disadvantages.

Therefore, it would be better if the teacher apply a more effective technique to improve the student's vocabulary by using games in teaching. Games can make the students are interested and enjoy to learn English; especially vocabulary. One of the games that can be applied by the teacher for teaching vocabulary is Wordwalls media. It is one of the approaches that can aid students in improving their vocabulary mastery and increasing their enthusiasm in acquiring vocabulary. In general, most students prefer to play rather than learn, thus the author combined the two into learning to play. Students are also encouraged to interact and communicate

through games (Darmawan et al, 2022). Students can have a lot of fun and get rid of their boredom during the session by playing games.

Previous research findings state that wordwall is one alternative technology games that can be used by teachers to be integrated in PdPC activities in order to increase motivation and achievement of History in schools (Joon Woei et al., 2021). Other research findings state that the use of learning media wordwall can improve vocabulary mastery in elementary school students (Azizah, 2018). Other research states that the media of picture word cards in wordwall media can develop early childhood vocabulary skills (Amini & Suyadi, 2020)

Based on the explanation above, teaching vocabulary is challenging in SMP Negeri 6 Semarang due to lack of effective strategies in teaching vocabulary. While there is a convenient condition in classroom, there is a gap in this problem which was derived from pre-observation activity. The research has similarity with these research is using word wall as a research material while the difference between the three journals with the research are vocabulary subject material. The three journals above using in elementary school and the other one using word wall on History subject at senior high school as a research material. So, the researcher has motivation to do the research improving the Students' Vocabulary through Word Wall media. The researchers intend conduct a classroom action research for the seventh grade students of SMP Negeri 6 Semarang in the academic year of 2022/2023.

Vocabulary

A vocabulary is the basic unit of language form. Without sufficient vocabulary, someone can not communicate effectively or express ideas. If a learner doesn't know how to expand

their vocabulary, they gradually lose interest in learning. Besides, the words come into two forms like oral and print. Oral vocabulary includes those words that we recognize and use in listening and speaking. Print vocabulary includes those words that we recognize and use in reading and writing (Nasution, 2014).

In addition, vocabulary mastery refers to the great skill in processing words of a language. The success in widening the vocabulary mastery requires their own motivation and interest on the words of a language. From the definition above, we can conclude that vocabulary mastery is an individual's great skill in using words of a language, which is acquired based on their own interests needs and motivation. Vocabulary mastery plays an important role in the four language skills and it has to be considered that vocabulary mastery is one of the needed components of language (Alqahtani, 2015).

Descriptive Text

Descriptive text is a kind of text which is aimed to describe or give an account of imagined or factual events (Hyland, 2004). He also said the purpose of descriptive text is to describe a people, things, place and animal. It means that descriptive text wants to give the description of something.

Teching Media

To learn vocabulary usually using media, according to Arsyad (2009) said that the media (plural of the word medium), a word derived from the Latin medium, which literally means 'middle,' 'intermediate'. Therefore, the media can be interpreted as an intermediary or an introductory message from the sender to the receiver. Media also used to learning process to be successful and add interested students to study English in classroom. Besides that, media help student to remember vocabulary with

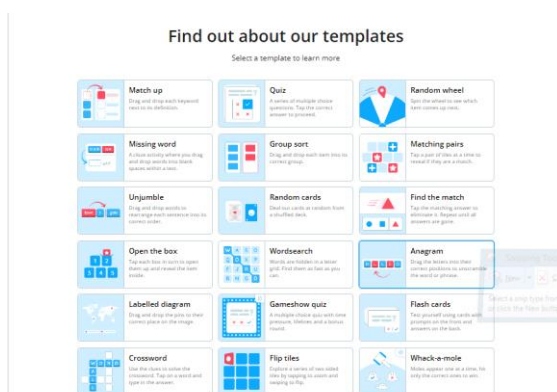
easily. At least, the teacher is able to use cheap and efficient media although simple and simply because it is a duty in the effort to get what the process of teaching wants.

Wordwall

Wordwall is a multiplayer application. Wordwall is accessed via a website link that students can use in class or at home. Wordwall can also be played together, can also be used for assignments at home. Wordwall is very suitable for use in building interactive learning because students can work on quizzes simultaneously with friends so that the ranking they get in answering the quiz can be known (Kasa et al, 2021).

Siti Lathifatus Sun'iyah (2020) said that wordwalls are oriented towards learning evaluations that can be adapted to student classes and provide alternative variations in the teacher's teaching style. This platform can create interactive learning activities with the help of technology that is connected to the internet network.

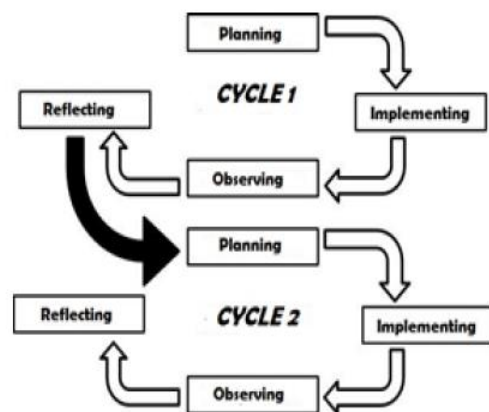
Based on picture 1 below, there are several forms of games that can be used on a wordwall, namely in the form *quiz, true or false, crossword, random wheel, missing word, ballon pop, open the box, random cards, find the match, match up, whack-a-mole, group short, anagram, wordsearch, unjumble, hangman, dan labelled diagram*.



Picture 1. Various activities in *WordWall*

2. METHODOLOGY

This research is a classroom action research using the model of the Kemmis and Mc Taggart models as cited in Wijaya Kusumah's book (Lumban Raja, 2021). Based on picture 2 below, The Kemmis and Mc Taggart models have two cycles each cycle has 4 stages namely planning, implementation of action, observation or observation and do reflection.



Picture 2. Classroom Action Research Design

This class action research was conducted at SMPN 6 Semarang which is located at Jl. Patimura No. 24, Dr. Cipto Semarang, 50123. The researcher chose this school as a place for practical field experience (PPL) 2 for PPG Prajabatan Gelombang 1. Based on the results of observations and interviews with the English teacher at the school, the researcher knows what problems might occur.

This research was conducted in semester 2 of the 2022/2023 school year, namely in March until May 2023. The research time refers to the 2nd semester academic calendar and learning materials adapted to the schedule of lessons at the school, because CAR requires two cycles that require an effective learning process in the classroom.

The Class Action Research (CAR) subjects were class VIIIE students of SMPN

6 Semarang consisting of 34 students. The reason for being appointed as a research subject is because there are problems in learning, namely low learning outcomes that have not reached objective. Methods of data collection is done by observation and test methods. analytical method research data using quantitative descriptive analysis.

Data on student vocabulary learning outcomes obtained using a wordwall media-based test. Success criteria were established in this study, namely the minimum class average value is equivalent to KKM = 74.

3. RESULTS AND DISCUSSION

Results

This research was conducted with the aim of knowing the results of research methods on class VII E students of SMP Negeri 6 Semarang on English vocabulary mastery using wordwall media. According to Hapsari and Pamungkas (in Arimbawa, 2021) learning media are media used in learning, which include teacher aids in teaching as well as messenger facilities from learning sources to recipients of messages (students), but currently many students feel bored with routine activities that monotonous and burdensome. Wordwall media is a type of learning media that can improve students' ability to master the material (Sartika, 2017). Therefore, the research aims to apply and present learning media visually.

Pre Cycle

In preliminary of this research, the researcher was intended to find out he students' vocabulary on descriptive text before conducting the first cycle. In this step, the researcher used vocabulary test consist of 20 items to know result of the score students' vocabulary on descriptive text before using Word Wall Media. The

total score of pre-test was 1910 and the mean of students score 56.17. The quantitative data above indicates that the students' vocabulary on descriptive text was low. It was shown from the result the students' score of pre cycle:

Table1. The students' score of Pre Cycle

Mark	Amount	Percentage	KKM score
Students' scored < 74	24	70,58%	74
Students' scored ≥ 74	10	29,41%	74
Highest score	90		
Lowest score	20		
Mean	56		

Based on the analysis of the initial observation of material related to the vocabulary of verbs, nouns, adverb and adjectives about school building, the data is obtained as shown in Table 1. The results of the analysis show that students who have achieved the criteria according to the KKM score, namely ≥ 74 , are still very low. There are only 10 students or about 29, 41% of the total. Students who do achieve the criteria are 24 people or 70, 58%. Assessment of learning outcomes shows that the highest score obtained by students at this stage is 90 and the lowest score is 20. When viewed classically, the mean value of student learning outcomes in vocabulary mastery in verbs, nouns, adverb and adjectives about school building was obtained 56. The average score of students' learning outcomes in the mastery of vocabulary of verbs, nouns, adverb and adjectives about school building classically has not reached achievement.

This shows that students who achieve KKM scores are still lacking. Therefore, it is necessary to make efforts to improve student learning outcomes. Based on the literature study that has been done, the researcher tries to use a learning media that will help improve student learning outcomes in learning English vocabulary. As stated by Susilana and Cepi (2009), that learning media can function to accelerate the learning process. This function implies that with learning media students can capture learning objectives and materials more easily and more quickly.

Cycle I

After obtaining the learning outcomes in the pre-cycle, then identification of problems related to mastery of English vocabulary was carried out. Researchers collaborate with teacher to determine the steps to be taken in cycle I, starting from lesson planning, implementation, to the learning evaluation process. Based on the results of problem identification, steps are obtained to carry out actions, namely learning vocabulary using wordwall media. Below is table 2 which displays the learning outcomes in cycle 1 after the teacher carried out the action by applying wordwall media.

Table 2. The students' score of Cycle I

Mark	Amount	Percentage	KKM score
Students' scored < 74	18	52,94%	74
Students' scored \geq 74	16	47,05%	74
Highest score	90		
Lowest score	30		
Mean	69		

Based on data of student learning outcomes in cycle I, vocabulary mastery related to verbs, nouns, adverb and adjectives about extracurricular activities as in Table 2. The table shows that 16 students (47, 05%) have achieved completeness and 16 students who have not achieved completeness people (52,94%). As for this cycle, students get the highest score of 90 and the lowest score is 30. The class average score obtained is 69

Vocabulary mastery related to descriptive text material about extracurricular activities has experienced an increase in the number of students who complete according to the KKM score \geq 74 and the average classical value. However, in this cycle the criteria for classical student completeness have not been achieved. Learning outcomes in cycle I experienced an increase of 17.64%. This shows that the use of wordwall media can improve students' mastery of English vocabulary. But this is still less than expected by researchers. Researchers together with teachers/observers make improvements to be made in cycle II by motivating students in learning, increasing student activity by studying groups/discussions and adding pictures.

Cycle II

The learning process in cycle II made many improvements by researchers and collaborator. One of them is to increase student activity; the actions taken in cycle II are using the discussion method in making and using wordwall media.

In cycle II, the teacher tries to group students in learning English vocabulary consisting of 4-5 students, and then the teacher guides students to read repeatedly (Drilling) and guessing pictures to interpret vocabulary. The following are the results of student learning in cycle II.

Table 3. The students' score of Cycle II

Mark	Amount	Percentage	KKM score
Students' scored < 74	7	20,58%	74
Students' scored ≥ 74	27	79,41%	74
Highest score	100		
Lowest score	50		
Mean	80		

Based on the data on student learning outcomes in cycle II on vocabulary mastery related to descriptive text on the topic of school building with the application of wordwall learning media, data were obtained as shown in Table 3. The results showed that 27 students (79, 41%) had achieved completeness and those who had not achieve completeness amounted to 7 people (20, 58%). In this cycle the highest score obtained by the participants was 100 and the lowest score was 50 while the classical average score was 80. The average score of learning outcomes in vocabulary mastery related to descriptive text on the topic of school bulding was 80 and it had achieved the classical completeness criteria, namely the average score ≥ 74 according to the KKM score and in this cycle students who complete according to the KKM score have reached 79.41%. In cycle II, the implementation of the learning process again experienced a significant increase. Comparison of the percentage of students' vocabulary mastery in cycle I with data in cycle II showed an increase in students' vocabulary mastery of 32.36%. The percentage increase was observed to be significant because there was a continuous increase from cycle I to cycle II.

Discussion

The following is the result of research related to the use of wordwalls for learning English, especially vocabulary mastery. The results of observing the first meeting can be concluded that the average success of students understanding vocabulary reached 52.94% most of the students still did not understand and most of them still did not remember the vocabulary that had been taught. And the vocabulary captured by students is also still very low, it is proven that there are still obstacles when working on evaluation questions, most students still has difficulty answering the questions that have been given. However, at this second meeting there was an increase in learning outcomes and enthusiasm for learning.

The use of wordwall media can make students more creative and absorb fast comprehension because it is easy to learn vocabulary with the help of wordwall media. This is evidenced by the student evaluation sheet which shows that students' mastery of English vocabulary has increased to 79.41%. Based on the learning outcomes data, the researcher can say that students' vocabulary mastery related to descriptive text on school building material in class VIIIE students of SMP Negeri 6 Semarang from cycle I to cycle II showed an increase. This happens because it utilizes wordwall learning media.

The application of wordwall media is expected to be able to motivate students to recognize more vocabulary and its types in this case along with the obstacles students face in descriptive text material about school building. The increase was marked by the ability of students to work on the problems of mentioning, showing and writing vocabulary. The end of the analysis proves that the use of wordwall media is effective in increasing students' vocabulary repertoire (Idrus et al., 2021). According to Susanti & Wedawati (2021) the use of

wordwall media can make students more creative and absorb quick comprehension because it is easy to learn vocabulary with the help of wordwall media.

In line with this, Silvia, Widiana & Wirabrata (2021) in a study said that wordwall media developed to improve early childhood vocabulary skills are appropriate for use in the learning process. The implication of this research is that the media developed in the form of wordwall media can be used by teachers to improve vocabulary skills in children. Furthermore, according to Azizah (2018) based on the results of data processing it can be seen that students' Arabic vocabulary learning using wordwall media is considered effective. This proves that the learning process is said to be successful if there is a positive change from all of the students or at least a portion of 75%. Therefore, it can be believed that the use of wordwall media can improve students' Arabic vocabulary mastery. Based on some of these findings it can be concluded that wordwall learning media can improve vocabulary mastery.

Other research findings state that the use of wordwall learning media can increase vocabulary mastery in the closing activities of learning mathematics on whole number material and student achievement results have exceeded the KKM standard (Fanni, 2020). In line with this, Rahmawati & Yuliati (2018) showed that the wordwall media learning model has a significant effect on the vocabulary comprehension of deaf children. Based on these results it is proven that there is an influence of the wordwall-media direct learning model on the vocabulary understanding of deaf children.

From this discussion, it can be concluded that wordwall media is feasible to apply in the learning process, this is caused by several factors, namely as follows. First, wordwall media is feasible to apply in the learning process; this is

because it can increase student motivation in learning. The developed media is attractive by presenting images that make students motivated in learning. The advantage that students get from using wordwall-based media is that students who were initially lazy, tired and slow to follow the learning process in class, will now look active when learning takes place (Farhaniah, 2021)

Second, wordwalls are feasible to apply in the learning process because this makes it easier for students to understand the subject matter. The media developed is in accordance with the content of the subject matter so that it will make it easier for students to understand the learning material. Visual repetition on wordwalls aims to make students exposed to learning material more often than if wordwalls do not exist. When students look for material references, wordwall media helps them remember and understand the material being studied (Maghfiroh, 2018).

4. CONCLUSION

Vocabulary mastery of students experienced a significant increase with the help of wordwall learning media. Students who are the subject of further research can enrich their vocabulary mastery by using wordwall media. English teachers can use wordwall media to improve vocabulary mastery related to descriptive texts, especially verbs, nouns, adverbs, and adjectives about school buildings

Based on the results of data processing, it can be seen that students' English vocabulary learning using wordwall media is considered effective. This is evident in the learning outcomes, that from the results of the learning process it is said to be successful if there is a positive change from all of the students or at least part of it by 75%. Therefore, it can be concluded that the use of wordwall media can improve the English vocabulary

mastery of class VIIIE students of SMP Negeri 6 Semarang.

English teacher should teach Vocabulary by using Wordwall with descriptive text by using simple English' and not always using monotonous text or handbook to help students remember words more easily. For the students, it is better if the students can optimize the use of their gadget to improve their vocabulary mastery. And for the other researcher, it is expected that more comprehensive research should be carried to find out the other way to improve students' vocabulary.

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