

**THE USE OF “WORDWALL” IN TEACHING VOCABULARY
FOR EIGHTH-GRADERS JUNIOR HIGH SCHOOL IN
PEKALONGAN**

A THESIS

**Submitted in Partial Fulfillment of the Requirements for the Degree of
Sarjana Pendidikan in English Education**



By:

ARINA SHOFWATA QOLBINA

2521082

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
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KH. ABDURRAHMAN WAHID PEKALONGAN**

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2025

SURAT PERNYATAAN KEASLIAN SKRIPSI

Yang bertanda tangan dibawah ini,

Nama : Arina Shofwata Qolbina

NIM : 2521082

Program Studi : Tadris Bahasa Inggris

Dengan ini menyatakan bahwa skripsi yang berjudul **“THE USE OF WORDWALL IN TEACHING VOCABULARY FOR EIGHTH – GRADERS JUNIOR HIGH SCHOOL IN PEKALONGAN”** adalah benar-benar hasil karya penulis, kecuali dalam bentuk kutipan yang telah penulis sebutkan sumbernya.

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Arina Shofwata Qolbina

NIM. 2521082

Eros Meilina Sofa, M. Pd.
Pesona Griya Karanganyar, Blok T No. 14, Kab Pekalongan

NOTA PEMBIMBING

Lamp : 3 (Tiga) Eksemplar
Hal : Naskah Skripsi
Sdr. Arina Shofwata Qolbina

Kepada
Yth. Dekan FTIK UIN K. H. Abdurrahman Wahid Pekalongan
c.q. Ketua Program Studi TBIG
di
PEKALONGAN

Assalamu 'alaikum Wr.Wb.

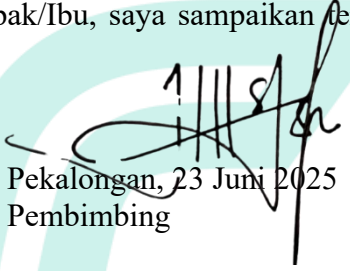
Setelah diadakan penelitian dan perbaikan, maka bersama ini saya kirimkan naskah Skripsi:

Nama : Arina Shofwata Qolbina
NIM : 2521082
Jurusan : FTIK/ Tadris Bahasa Inggris
Judul : The Use of Wordwall in Teaching Vocabulary for Eighth-Graders Junior High School in Pekalongan

Dengan ini mohon agar skripsi tersebut segera dimunaqosahkan.

Demikian nota pembimbing ini dibuat untuk digunakan sebagaimana mestinya. Atas perhatian bapak/Ibu, saya sampaikan terima kasih.

Wassalamu'alaikum Wr.Wb.


Pekalongan, 23 Juni 2025
Pembimbing

Eros Meilina Sofa, M. Pd.
NIP. 19860509 202321 2 043



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
K.H ABDURRAHMAN WAHID PEKALONGAN
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jl. Pahlawan Km. 5 Rowolaku, Kajen, Kabupaten Pekalongan 51161
Website : www.ftik.uingusdur.ac.id | Email : ftik@uin-pekalongan.ac.id

APPROVAL SHEET

The Dean of Faculty of Education and Teacher Training, Universitas Islam Negeri (UIN) K.H. Abdurrahman Wahid Pekalongan, confirms that the undergraduated thesis by:

Nama : **ARINA SHOFWATA QOLBINA**
NIM : **2521082**
Judul : **THE USE OF "WORDWALL" IN TEACHING VOCABULARY FOR EIGHTH-GRADERS JUNIOR HIGH SCHOOL IN PEKALONGAN**

Has been examined and approved by the panel of examiners on 8th July 2025 as a partial fulfillment of the requirements for the Degree of Sarjana Pendidikan (S.Pd.) in English Education.

Examiners,

Examiners I

Isriani Hardini, S. S., M. A., Ph. D.
NIP. 19810530 200901 2 007

Examiners II

H. Mutammam, M. Ed.
NIP. 19650610 199903 1 003

Pekalongan, 10th July 2025

Assigned by
The Dean of FTIK UIN K.H. Abdurrahman Wahid Pekalongan



Prof. Dr. H. Muhlisin, M.Ag.
NIP. 19700706 199803 1 001

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MOTTO

“Never be afraid to take a step as long as you always involve Allah in every process.”

(Myself)



ABSTRAK

Kosakata merupakan inti dalam pembelajaran Bahasa. Terdapat 3 aspek penting yang harus dikuasai oleh siswa dalam pembelajaran kosakata bahasa inggris, yaitu form, meaning, and use. Salah satu cara yang dapat dilakukan oleh guru untuk membantu siswa agar dapat menguasai ketiga aspek tersebut secara menyeluruh adalah dengan memanfaatkan media wordwall dalam pengajaran kosakata bahasa inggris. Penelitian ini bertujuan untuk mengeksplore penggunaan wordwall dalam pengajaran kosakata serta kelebihan dan kekurangan yang didapatkan oleh siswa selama guru mengajarkan kosakata dengan menggunakan wordwall. Penelitian yang melibatkan satu guru dan tiga siswa kelas delapan SMP ini menggunakan metode kualitatif dengan pendekatan studi kasus. Hasil penelitian menunjukkan bahwa Wordwall dapat digunakan sebagai media untuk mengajarkan form, meaning, and use dalam pengajaran kosakata bahasa inggris kepada siswa kelas delapan SMP. Penggunaan Wordwall memberikan beberapa kelebihan, yaitu Memudahkan siswa dalam mengingat dan memahami kosakata, siswa dapat melafalkan kosakata dengan lancar, menciptakan pembelajaran yang interaktif, mendorong motivasi belajar siswa, dan mendorong siswa untuk berpikir kritis. Namun demikian, penelitian ini juga menemukan beberapa kekurangan, di antaranya kondisi lingkungan belajar yang kurang kondusif saat permainan berlangsung serta keterbatasan perangkat teknologi yang menjadi hambatan teknis dan dapat mengganggu efektivitas pembelajaran.

Kata Kunci: *Pengajaran Kosakata, Wordwall, Kelebihan, dan Kekurangan*

ABSTRACT

Vocabulary is the core of language learning. There are 3 important aspects that must be mastered by students in learning English vocabulary, namely form, meaning, and use. One of the ways that teachers can help students master these three aspects thoroughly is by utilizing Wordwall media in teaching English vocabulary. This study aims to explore the use of Wordwall in teaching vocabulary as well as the advantages and disadvantages obtained by students when teachers teach vocabulary using Wordwall. The research involving a teacher and three eighth-grade junior high school students used qualitative methods with a case study approach. The results showed that Wordwall can be used as a medium to teach form, meaning, and use in teaching English vocabulary to eighth-grade students. The use of Wordwall provides several advantages, namely making it easier for students to remember and understand vocabulary, Students can pronounce the vocabulary fluently, creating interactive learning, encouraging students' learning motivation, and encouraging students to think critically. However, this study also found some shortcomings, including the condition of the learning environment, which is less conducive when the game takes place, and the limitations of technological devices that become technical obstacles and can interfere with the effectiveness of learning.

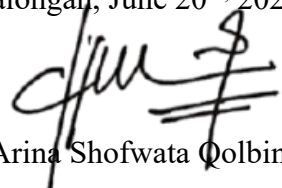
Keyword: Teaching Vocabulary, Wordwall, Advantages, and Disadvantages

PREFACE

All praise be to Allah SWT. for all his blessings and mercy that have given me health, convenience, and guidance so that the process of writing my research proposal entitled **“The Use of ‘Wordwall’ in Teaching Vocabulary for Eighth-Graders Junior High School in Pekalongan”** can be completed. It is submitted to English Education Department, Universitas Islam Negeri K.H. Abdurrahman Wahid Pekalongan to fulfill one of the requirements of Research Seminar Proposal Course. This proposed study can be achieved because of the support and motivation of some extraordinary people. Therefore, on this occasion, I sincerely want to express my gratitude to:

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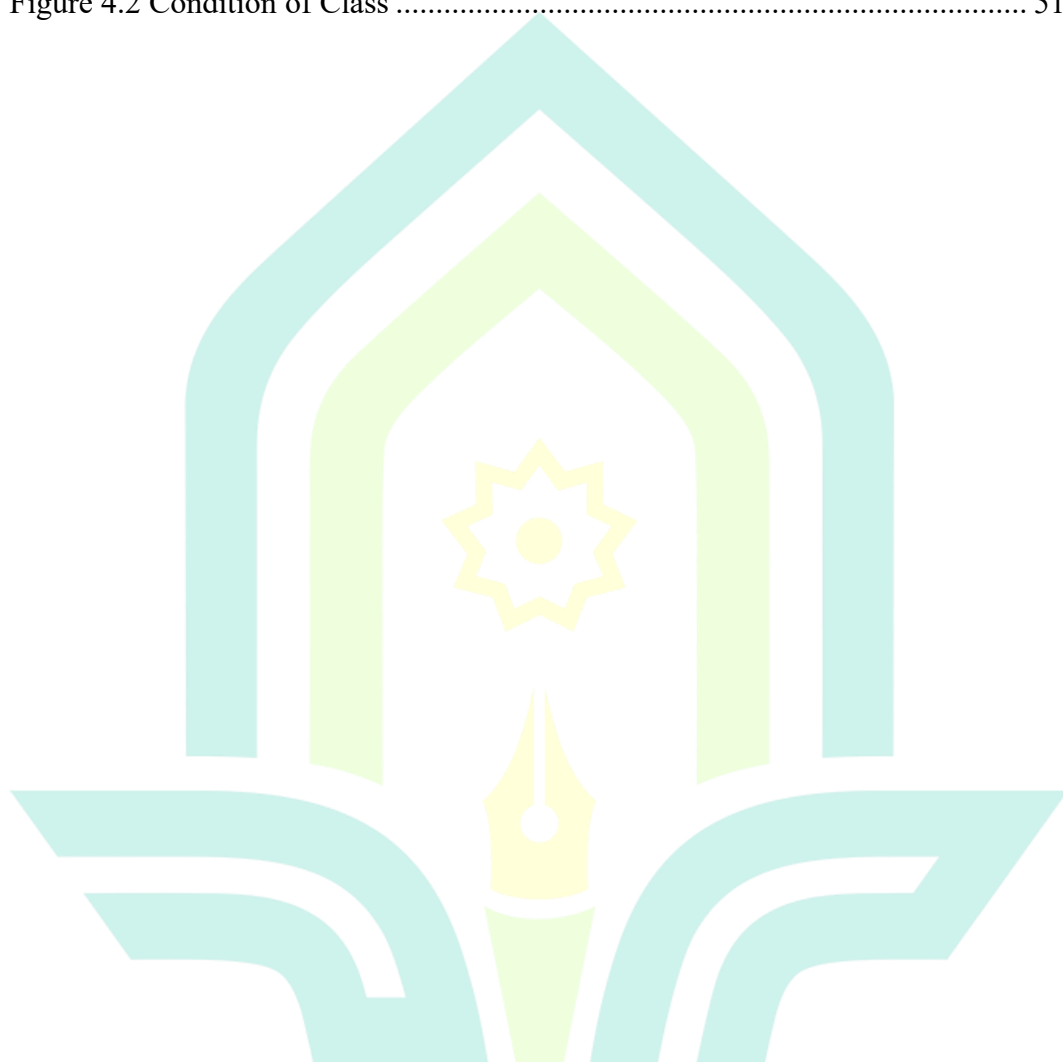
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CHAPTER I

INTRODUCTION

1.1 Background of the Study

In the era of globalization, English language skills are essential skills for students, especially at the junior high school level. There are four skills that students must master, including listening, speaking, reading, and writing (Julanos et al., 2020). To master these four skills, vocabulary is needed as a fundamental aspect of language learning.

Nation (2001) reveals three important aspects that must be considered in teaching English vocabulary: form, meaning, and use. The form aspect refers to teaching related to written form, spoken form, and word parts. Meanwhile, the meaning aspect involves understanding the concept and referent of a vocabulary word, which helps students understand the meaning of words in various contexts. Meanwhile, the use aspect includes understanding the grammatical function, which is related to how and when the word is used in real communication. Thus, these three aspects are very crucial in teaching vocabulary. Where the three complement each other and become the foundation so that students can recognize a word, understand its meaning, and be able to use it appropriately in English. So that this can help students in mastering English skills as a whole.

However, vocabulary teaching is often boring for students at the junior high school level. According to Mangare (2021), vocabulary teaching in junior high

school still uses the old method by only listening to lectures from teachers, then writing on the blackboard, and asking students to memorize the words. So that in practice, students have difficulty memorizing it. This results in decreased learning motivation and low student understanding of the vocabulary taught by the teacher.

Therefore, teachers need to upgrade their teaching strategies to create meaningful and comprehensive teaching by utilizing innovative and interesting learning media for students in learning vocabulary. Learning media is a tool or something used as an intermediary that can convey learning material to students and be able to motivate students in the learning process (Dewi & Budia, 2018). The use of this media can also help teachers in interestingly delivering learning materials so that the material is easily accepted and understood by students (Hikmah, 2019). Therefore, teachers need to pay attention to the suitability between learning materials and media to improve the quality of students' understanding of the subject matter delivered by the teacher. Along with technological developments, learning media are now increasingly diverse and can be integrated with digital devices. One of the technology-based learning media innovations is Wordwall.

Wordwall is an online website that provides interactive educational games with a combination of color, moving images, and sound (Rohmatin, 2023). Wordwall offers many quiz templates and educational game features that can be used by teachers in teaching English vocabulary, such as Random Card Game, Crossword Game, True or False Task, Translation Task, and Word

Composing Task (Pradini & Adnyayanti, 2022). However, not all templates provided can be accessed for free. Even so, teachers still have the flexibility to choose and use templates that suit the needs of vocabulary learning in the classroom.

Through Wordwall, teachers can provide a more interesting and fun learning experience to motivate students in learning English vocabulary (Umar Hasibullah, 2023). This is because wordwall-based vocabulary learning allows students to be active and directly involved in the learning process. Thus, Wordwall can be said to be a tool that can help teachers in improving students' ability to master vocabulary well.

Based on pre-research observations, this problem also occurs in junior high schools in Pekalongan. To create an interesting and meaningful vocabulary teaching, the teacher in the junior high school used Wordwall as a solution. Vocabulary teaching using Wordwall has been applied to eighth-grade students in English learning. However, the implementation is not easy. Therefore, the researcher is interested in exploring the use of Wordwall in teaching vocabulary for eighth-grade students, as well as the advantages and disadvantages that students experience when teachers apply the use of Wordwall in teaching vocabulary in class.

1.2 Research Questions

Based on that statement, the researcher formulates several research questions, as follows:

1. How is the use of Wordwall in teaching vocabulary for the eighth-grade junior high school?
2. What are the advantages and disadvantages of using Wordwall in teaching vocabulary for the eighth-grade junior high school?

1.3 Aims of the Research

1. To explore the use of Wordwall in teaching vocabulary for the eighth-grade junior high school.
2. To know about the advantages and disadvantages of using Wordwall in teaching vocabulary for the eighth-grade junior high school.

1.4 Operational Definition

To avoid misunderstanding the terms in this research, the researcher provides some definitions related to the research as follows:

1. **Vocabulary** : Vocabulary is the words of the language that discuss single lexical items, phrases, and chunks that convey a certain message or meaning, so it is more than just a single-word discussion (Lessard-Clouston, 2013).

- 2. Teaching Vocabulary** : The activity of transferring knowledge in the form of vocabulary from a teacher to students (Sirait et al., 2022).
- 3. Wordwall** : Wordwall is an online website that provides interactive educational games combining color, moving images, and sound (Rohmatin, 2023).

1.5 Significance of the Research

- 1. Theoretical Use** : This research is expected to contribute to the theory of Nation (2001) related to teaching vocabulary and can be supported by several sources that are still associated with this research.
- 2. Empirical Use** : The results of this study are expected to provide empirical insight and become a reference for other researchers who want to conduct research in the same field of study.
- 3. Practical Use** : This research is expected to contribute by providing ideas and considerations for English teachers in teaching English vocabulary using interactive Wordwall media.

CHAPTER V

CONCLUSION

5.1 Summary of the Findings

Based on the discussion and analysis on the use of Wordwall in vocabulary teaching for eighth-grade junior high school students, it can be concluded that this Wordwall learning media can be effectively utilized to teach three important aspects of vocabulary acquisition, namely form, meaning, and use. These three aspects are essential components that must be considered by teachers in designing and delivering vocabulary materials.

The findings also show that the use of Wordwall in teaching form, meaning, and use of vocabulary provides various benefits for students. Through the interactive features offered by Wordwall, students are helped in understanding and remembering vocabulary more easily. In addition, the use of audio and pronunciation exercises helps students to pronounce the vocabulary more fluently and precisely. It creates a more interactive and interesting learning experience and can encourage students' learning motivation. Not only that, the application of Wordwall-based games such as Open the Box also encourages students to think critically, especially when they are challenged to create sentences using the target vocabulary contextually with their groups. However, this study also found some shortcomings in the application of Wordwall, including the condition of the learning environment, which was not conducive during the game. In addition, device limitations were

also a significant technical obstacle, which in turn could potentially hinder the effectiveness of learning.

5.2 Recommendations

The researcher provides several recommendations for readers and future researchers, including the following:

1. In using Wordwall media in teaching vocabulary, teachers need to consider the advantages and disadvantages, so that Wordwall media can help teachers in achieving learning objectives optimally, especially in teaching aspects of form, meaning, and use.
2. Future researchers are advised to conduct further research with a wider scope, for example, at different levels of education, or by comparing the effectiveness of Wordwall with other digital media in teaching vocabulary.
3. Further researchers need to use more than one method, not only interviews, observation, and documentation, but also need to use questionnaires to get more valid and accurate data.

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