

AN UNDERGRADUATE THESIS
THE EFFECTIVENESS OF USING WEB WORD WALL
MEDIA ON VOCABULARY MASTERY OF ELEVENTH
GRADE STUDENTS AT SMK MUHAMMADIYAH 2 METRO



By:

SINDI OSELASARI

Student ID. 2101051037

Tarbiyah And Teacher Training Faculty
English Education Study Program

STATE ISLAMIC INSTITUTE OF METRO

1446 H / 2024 M

**THE EFFECTIVENESS OF USING WEB WORD WALL MEDIA ON
VOCABULARY MASTERY OF ELEVENTH GRADE STUDENTS AT
SMK MUHAMMADIYAH 2 METRO**

Presented as a Partial Fulfilment of the Requirements

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BY :

SINDI OSELASARI

Student ID. 2101051037

Tarbiyah and Teacher Training Faculty

English Education Study Program

Sponsor : Rika Dartiara M.Pd

STATE ISLAMIC INSTITUTE OF METRO

1446 H / 2024 M



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBİYAH DAN ILMU KEGURUAN

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.ain@metrouniv.ac.id

NOTA DINAS

Nomor :
Lampiran : -
Perihal : **Mohon Dimunaqsyahkan Skripsi
Sindi Oselasari**

Kepada Yth.,
Dekan Fakultas Tarbiyah dan Ilmu Keguruan
Institut Agama Islam Negeri (IAIN)
di-Tempat

Assalamu'alaikum Wr.Wb.

Setelah kami adakan pemeriksaan dan pertimbangan seperlunya maka skripsi yang disusun oleh:

Nama : Sindi Oselasari
NPM : 2101051037
Program Studi : Tadris Bahasa Inggris (TBI)
Fakultas : Tarbiyah dan Ilmu Keguruan
Judul Skripsi : THE EFFECTIVENESS OF WEB WORD WALL MEDIA TO
TEACH VOCABULARY MASTERY AMONG THE ELEVENTH
GRADE AT SMK MUHAMMADIYAH 2 METRO


Sudah kami setuju dan dapat dimunaqsyahkan. Demikian harapan kami dan atas penerimaannya kami ucapkan terimakasih.

Wassalamu 'alaikumWr.Wb.

Mengetahui,
Ketua Program Studi TBI


Dr. Much Deiniatur, M.Pd.B.I.
NIP. 19880308 201503 1 006

Metro, 5 Desember 2024
Pembimbing


Rika Dartiara, M.Pd.
NIDN. 201509910



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INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimil (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

APPROVAL PAGE

Title : THE EFFECTIVENESS OF WEB WORD WALL MEDIA TO
TEACH VOCABULARY MASTERY AMONG THE
ELEVENTH GRADE AT SMK MUHAMMADIYAH 2
METRO
Name : Sindi Oselasari
Student Number : 2101051037
Department : English Education
Faculty : Tarbiyah and Teacher Training

APPROVED BY:

To be examined in Munaqosyah in Tarbiyah Faculty of State Islamic Institute of
Metro.

Head of English Education
Departement



Metro, 5 Desember 2024
Sponsor

Rika Dartiara, M.Pd.
NIDN. 201509910



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INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki Hajar Dewantara Kampus 15 A Inggimulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507, Faksimili (0725) 47296, Website: www.tarbiyah.metrouniv.ac.id, e-mail: tarbiyah.ain@metrouniv.ac.id

NOTIFICATION LETTER

Number :
Appendix :
Matter : **In order to hold the munaqosyah
of Sindi Oselasari**

To :
The Honorable of the Head of Faculty of
Tarbiyah and Teacher Training
State Islamic Institute of (IAIN) Metro

Assalamu'alaikum, Wr. Wb

We have given guidance and enough improvement to research thesis script which is written by:

Name : Sindi Oselasari
Student Number : 2101051037
Department : English Education
Faculty : Tarbiyah and Teaching Training
Title : THE EFFECTIVENESS OF WEB WORD WALL MEDIA TO
TEACH VOCABULARY MASTERY AMONG THE
ELEVENTH GRADE AT SMK MUHAMMADIYAH 2
METRO

It has been agreed so it can be continued to the Tarbiyah Faculty in order to be discussed on the Munaqosyah. Thank you very much.

Wassalamu'alaikum Wr. Wb

Head of English Education
Departement


Dr. Much' Deiniatur, M.Pd.B.I.
NIP. 19880308 201503 1 006

Metro, 5 Desember 2024
Sponsor


Rika Dartiara, M.Pd.
NIDN. 201509910



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Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

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BOARD OF EXAMINERS:

Chairperson : Rika Dartiara, M.Pd

Examiner I : Dr. Ahmad Subhan Roza, M.Pd

Examiner II : Aisyah Sunarwan, M.Pd

Secretary : Yeni Suprihatin, M.Pd



The Dean of Tarbiyah and Teaching Training Faculty



Dr. Zuhairi M.Pd.

NIP. 19620612 1989903 1 006

**THE EFFECTIVENESS OF USING WEB WORD WALL MEDIA ON
VOCABULARY MASTERY OF ELEVENTH GRADE STUDENTS AT
SMK MUHAMMADIYAH 2 METRO**

ABSTRACT

By :

SINDI OSELASARI

Word Wall is a website-based interactive learning media that can help in teaching students vocabulary mastery. This study aims to determine whether web word wall media can be significantly effective in teaching vocabulary mastery to eleventh-grade students at SMK Muhammadiyah 2 Metro. In this study, the researcher used a quantitative method with a pre-experimental research type that applied a one-group pre-test and post-test design. The study population included all eleventh-grade students at SMK Muhammadiyah 2 Metro, with a total 321 students. In addition, the sample selected was eleventh-grade Computer and Network Engineering (TKJ) 2 with a total 32 students.

Furthermore, in collecting data the researcher conducted several instruments, namely observation, tests (pre-test and post-test), and documentation. Based on the results of research data analyzed by comparing pre-test and post-test scores using the SPSS version 22, namely the paired sample t-test method. The results of the analysis show that the significance value (Sig. (2-tailed) is (.000). Therefore, the value is smaller than 0.05, so the Alternative Hypothesis (H_a) is accepted, while the Null Hypothesis (H_0) is rejected. It can be concluded that the

use of Word Wall media has a positive and significant effect in teaching vocabulary mastery of eleventh-grade Computer and Network Engineering (TKJ) 2 students at SMK Muhammadiyah 2 Metro.

Keywords : *Web Word Wall Media, Vocabulary Mastery, Quantitative Research.*

**KEEFEKTIFAN PENGGUNAAN MEDIA WEB WORD WALL
TERHADAP PENGUASAAN KOSAKATA SISWA KELAS SEBELAS DI
SMK MUHAMMADIYAH 2 METRO**

ABSTRAK

By :

SINDI OSELASARI

Word Wall merupakan media pembelajaran interaktif berbasis website yang dapat membantu dalam mengajarkan penguasaan kosakata kepada siswa. Penelitian ini bertujuan untuk mengetahui apakah media web word wall efektif secara signifikan dalam mengajarkan penguasaan kosakata kepada siswa kelas sebelas di SMK Muhammadiyah 2 Metro. Dalam penelitian ini, peneliti menggunakan metode kuantitatif dengan jenis penelitian pra-eksperimen yang menerapkan desain one-group pretest-posttest design. Populasi penelitian ini meliputi seluruh siswa kelas XI di SMK Muhammadiyah 2 Metro yang berjumlah 321 siswa. Selain itu, sampel yang dipilih adalah siswa kelas sebelas Teknik Komputer dan Jaringan (TKJ) 2 dengan jumlah siswa 32 siswa.

Selanjutnya, dalam mengumpulkan data, peneliti melakukan beberapa instrumen, yaitu observasi, tes (pre-test dan post-test), dan dokumentasi. Berdasarkan hasil penelitian data dianalisis dengan membandingkan nilai pretest dan posttest dengan menggunakan program SPSS versi 22 yaitu metode paired sample t-test. Hasil analisis menunjukkan bahwa nilai signifikansi (Sig. (2-tailed) sebesar (0,000). Oleh karena itu, nilai tersebut lebih kecil dari 0,05, maka Hipotesis

Alternatif (H_a) diterima, sedangkan Hipotesis Nihil (H_0) ditolak. Dapat disimpulkan bahwa penggunaan media Word Wall berpengaruh positif dan signifikan dalam pembelajaran penguasaan kosakata siswa kelas XI Teknik Komputer dan Jaringan (TKJ) 2 SMK Muhammadiyah 2 Metro.

Kata Kunci : *Media Web Word Wall, Penguasaan Kosakata, Penelitian Kuantitatif.*

STATEMENT OF RESEARCH ORIGINALITY

The Undersigned :

Name : Sindi Oselasari
Student Number : 2101051037
Study Program : English Education Study Program (TBI)
Faculty : Tarbiyah and Teacher Training (FTIK)

I declare that the thesis is entirely the result of my research, except for certain parts that use references from other sources mentioned in the bibliography.

Metro, December 13, 2024

The Researcher


SINDI OSELASARI
2101051037

ORISINALITAS PENELITIAN

Yang bertanda tangan dibawah ini :

Nama : Sindi Oselasari

NPM : 2101051037

Jurusan : Tadris Bahasa Inggris (TBI)

Fakultas : Fakultas Tarbiyah dan Ilmu Keguruan (FTIK)

Saya menyatakan bahwa skripsi sepenuhnya merupakan hasil penelitian saya, kecuali bagian-bagian tertentu yang mengambil rujukan dari sumber lain dan sudah disebutkan dalam daftar pustaka.

Metro, 13 Desember, 2024

Peneliti



SINDI OSELASARI
2101051037

MOTTO

“Other people can't understand our struggles and hard times, all they want to know are success stories. Fight for yourself even if no one praises you. Someday our future selves will be very proud of what we strive for today, keep fighting!”.

-Fardiyandi-

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا

“Allah does not promise that life is easy.

But Allah does promise that with hardship there is ease.”

(Surah Al-Insyirah:5-6)

DEDICATION PAGE

I dedicate this thesis with love and gratitude to :

1. My beloved and dearest parents. To my first love, Mr. *Dicky Supriyanto*, and my door to heaven, Mrs. *Yulia Ningsih*. Even though your life paths have been different, your determination to try to give the best for your children is very extraordinary, I am proud of you. Thank you for your prayers, upbringing, and moral and material support. Thanks to that, I can complete this study until I get a bachelor's degree. Thank you for all your sacrifices and love. This is the most precious legacy you have given me.
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5. My colleagues in the 'Partner Thesis' group and my best friend, a special person who has been like a brother to me, thank you for your presence in my life story. The support, motivation, help both mind and energy and enthusiasm that you provide really help me to reach this point.

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Alhamdulillah Rabbil 'Alamin first of all, the researcher expresses all praise and gratitude to Allah SWT, because thanks to His grace, guidance, and blessings, the researcher can complete the thesis with the title "*The Effectiveness of Web Word Wall Media to Teach Vocaulary Mastery Among the Eleventh Grade at Smk Muhammadiyah 2 Metro*". Shalawat and salam remain at the great prophet Muhammad Saw. Who has always been a source of inspiration and the best example for mankind. The researcher realizes that many parties provide support, assistance, and useful suggestions in completing this thesis. Therefore, the researcher would like to express his sincere gratitude to :

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2. Dr. Zuhairi, M.Pd, the Dean of Tarbiyah and Teacher Training Faculty.
3. Dr. Much Deiniatur, M.Pd.B.I, the head of the English Education Study Program of Faculty of Tarbiyah and Teacher Traning IAIN Metro.
4. Aisyah Sunarwan, M.Pd, the secretary of English Education Study Program of Faculty of Tarbiyah and Teacher Traning IAIN Metro.
5. Rika Dartiara, M.Pd, my supervisor, has spent much time giving guidance, suggestions, and advice in accomplishing their research.
6. All lectures of the English Education Study Program who have taught and educated the researcher during her study at the State Islamic Institute of Metro.
7. All teacher, staff and students at SMK Muhammadiyah 2 Metro.

Hopefully, this research can benefit readers and parties who contribute to the world of education. Therefore, the researcher are happy to receive criticism and suggestions for improvement for the sake of perfection of this research.

Metro, December 13, 2024

The Researcher

A handwritten signature in black ink, appearing to read 'Sindi Oselasari', written in a cursive style.

SINDI OSELASARI
2101050137

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CHAPTER I

INTRODUCTION

A. Background of Study

Vocabulary is defined as an important basic component in the English learning process. Nation argues that vocabulary learning is a process that not only involves memorizing words, but also involves understanding the meaning, form, and use of words in different contexts¹. In addition, Alqahtani states that vocabulary mastery is believed to be an important instrument in learning a foreign language, because without sufficient vocabulary mastery, it will be difficult to communicate both orally and in writing. Thus, without sufficient vocabulary mastery, students will find it difficult to improve their English language skills². In this case, the researcher can conclude that vocabulary is an important component in English learning. Vocabulary learning is not only learning about memorizing words, but also involves understanding the meaning, form, and use of words in various contexts. Having a good command of vocabulary is essential to communicate effectively in English, both orally and in writing. Without sufficient vocabulary mastery, students will have difficulty in improving their English language skills.

After understanding the importance of vocabulary mastery. Furthermore, one of the most important sources of information in the English

¹ I.S.P Nation, *Learning Vocabulary in Another Language*, Cambridge University Press (United Kingdom, 2001).

² Mofareh Alqahtani, "The Importance of Vocabulary in Language Learning and How to Be Taught," *International Journal of Teaching and Education* III, no. 3 (2015): 21–34.

language learning process is the media. Media is one of the important tools in language teaching. There are many types of media used to teach English such as print media, electronic media, audio-visual media and others. Besides that, media in teaching is used to assist teachers in improving student achievement. As technology develops, there are many innovations in learning media that are adapted to the times, and every teacher must have learning media as a component of learning activities³. So, there is no reason for teachers if learning media is not important in the classroom learning process. Therefore, in today's digital era teachers must create innovative and creative learning media to streamline classes in the learning process. If a teacher is unable to explain well and lacks understanding of the material presented, it will have an impact on the lack of student motivation during the classroom learning process⁴.

Moreover, especially in teaching vocabulary is not easy, the teacher must pay attention to the media used in teaching vocabulary, whether the media is effective or not. In this case, one of the suitable media to use in teaching English vocabulary is the wordwall web media, because wordwall media is an interactive learning media so that learning becomes more interesting and fun. Thus, students do not feel bored in the learning process⁵. This is because the media in the form of the wordwall.net website can attract students' interest in learning English, besides that wordwall web media also has a variety of features

³ Fitri Marhamah, et al., "An Investigation on Using Teaching Media in Teaching Speaking Skill," *English Education Journal* 13, no. 1 (2022): 32.

⁴ Akrim, "Media Learning in Digital Era," *Atlantis Press* 231 (2018): 458.

⁵ Umar et al., "Using Word Wall Website As A Strategy To Improve Students' Vocabulary Mastery," *Journal on Education* 05, no. 03 (2023): 9655.

that allow students to learn while playing, so that learning becomes more fun and can increase student motivation in the learning process⁶. In this case, the researcher can conclude that the importance of using media in the learning process in today's era is to assist teachers in delivering class material and increasing student interest and motivation in learning.

Related to the description of the statement above, the researcher conducted a pre-survey on July 29, 2024, at SMK Muhammadiyah 2 Metro. The researcher conducted interviews with English teachers and conducted written tests on eleventh-grade students at SMK Muhammadiyah 2 Metro. From the results of interviews with teachers in the learning process in class, teachers utilize learning media in the form of Blogspot and chain word games, but these media have not had a significant impact on the effectiveness of student interest and understanding. This is in line with the problems found that they have difficulty in remembering and understanding the meaning of the vocabulary learned so mastery of vocabulary and interest in learning in students need to be improved, especially in English subjects. This is based on the results of the pre-survey which showed that when the researcher gave a written test in the form of 10 multiple-choice questions relevant to the vocabulary mastery indicators, the results were still not satisfactory.

⁶ Lu'ul Mar'ati, Yuvita, and Sanday Jamaludin, "*The Effectiveness Of Wordwall.Net On Students' Speaking Ability In Descriptive Text*" (Universitas Pancasakti Tegal, 2020), 62.

By considering the problem, the researcher plans to explore the effectiveness of vocabulary mastery through Wordwall web media which is expected to provide a more effective, interesting and interactive solution for students. Wordwall is a media that utilizes website-based technology, equipped with various educational game features that can be adjusted to the learning needs. With a more interactive and fun approach, it is expected that students will be more motivated and easier to understand and remember the vocabulary taught. It's essential to create a conducive learning environment to increase overall student learning outcomes⁷. Based on the results of the written test assessment there were only 13% of students passed and 87% of students did not pass the vocabulary test, with the highest score of 70 and the lowest score of 10 with the minimum completeness criteria (KKM) in English subjects at SMK Muhammadiyah 2 Metro is 65. The data can be seen in the table, as follows;

Table 1
Score Student's Based on Pre Survey

No	Student Name	Vocabulary Result	
		Score	Category
1	AA	10	Incomplete
2	AAJ	20	Incomplete
3	AGA	60	Incomplete
4	ADV	40	Incomplete
5	CKAP	50	Incomplete
6	DS	60	Incomplete
7	DWR	70	complete
8	EGP	60	Incomplete

⁷ Putri Fajri Ma'wa and Panca Dewi Purwati, "Application of Wordwall Quiz Wordsearch Media to Increase Learning Interest and Student Activeness in Solar System Material for Grade VI Students," *Jurnal Pendidikan Indonesia* 2, no. 2 (2024): 204.

9	ES	40	Incomplete
10	FMI	10	Incomplete
11	FA	20	Incomplete
12	FA	30	Incomplete
13	GAAN	40	Incomplete
14	HAF	30	Incomplete
15	LS	30	Incomplete
16	MAKP	60	Incomplete
17	MFAF	70	complete
18	MDM	70	complete
19	MDAS	20	Incomplete
20	MS	50	Incomplete
21	MDF	20	Incomplete
22	MDAS	20	Incomplete
23	MRA	50	Incomplete
24	MRA	40	Incomplete
25	NAS	40	Incomplete
26	PAK	70	complete
27	RNS	20	Incomplete
28	RYP	30	Incomplete
29	RS	10	Incomplete
30	SM	10	Incomplete
31	TPH	20	Incomplete
32	VV	40	Incomplete
TOTAL		1.210	

In addition, the vocabulary results of eleventh-grade students at SMK Muhammadiyah 2 Metro were categorized into two categories of vocabulary assessment, as follows :

Table 2

**The Data Of Pre Survey Result Categorization of Vocabulary Among
The Eleventh-Graders at State SMK Muhammadiyah 2 Metro**

No	Grade	Frequency	Precentage	Criteria
1	> 65	4	13%	Complate
2	< 65	28	87%	Incomplate
Total		32	100%	

Based on the data above, many students failed the vocabulary test. There were 4 students out of 32 students who passed the written test. It can be said that 87% of students have not met the minimum requirement. This is due to the weak mastery of English vocabulary and interest in learning English in students. In this case, the role of using media is very important for the teacher to convey material to students, so that the meaning to be conveyed can be received well by students and make a positive contribution in increasing students' motivation to learn English, especially in vocabulary mastery.

Based on the explanation above, the researcher uses Web Word Wall media as an alternative tool to increase students' vocabulary mastery. This media helps students to acquire new vocabulary. In addition, students are also more interested in learning while playing in English, especially in learning vocabulary. Therefore, based on the description the researcher intends to apply web word wall learning media with the conduct of a quantitative study. In this case, the researcher took the research title “*The Effectiveness of Using Web*

Word Wall Media on Vocabulary Mastery of Eleventh Grade Students at SMK Muhammadiyah 2 Metro”.

B. Identification of the Problems

Based on the research background above, the researcher can identify several problems, namely as follows:

1. Students' interest in learning, especially in English subjects needs to be increased.
2. Students' vocabulary mastery needs to be improved.
3. Students have difficulty in remembering and understanding the meanings of vocabulary.

C. Problem Limitation

Based on the problems that have been identified, the researcher limits the research problem to the effectiveness of web word wall media in teaching vocabulary mastery. In this case, the researcher overcomes the problem by planning to conduct quantitative research using of experimental research through Web Word Wall media.

D. Problem Formulation

The problem formulation of this research focuses on : whether the use of Web Word Wall media is effective in increasing vocabulary mastery among eleventh-grade students at SMK Muhammadiyah 2 Metro.?

E. Objective and Benefit of Research

1. Objective of the Research

This study aims to determine whether the use of web word wall media is significantly effective in increasing the vocabulary mastery of eleventh-grade students at SMK Muhammadiyah 2 Metro.

2. Benefits of the Research

Hopefully, this research can be of benefit for the students, teachers, and other researchers. Meanwhile, the explanation of the benefits of this research is as follows :

a. For the Student

It is hoped that this research can help students' mastery of English vocabulary through Wordwall web media, students will be motivated and enthusiastic in the learning process. This is because students are instructed to learn and play so that students don't feel bored. This also encourages students to be more active in remembering, pronouncing, and interpreting. Therefore, the process of mastering student vocabulary can develop well. So that learning through word wall web media, students not only learn individually but also collaborate in discussions during the learning process of mastering vocabulary through word wall web media.

b. For the Teacher

This study is expected to be beneficial not only for students but also for teachers, especially English teachers, by providing information on students' English skills, especially in vocabulary mastery. This is because the researchers use Pre-test and Post-test results to provide information about student outcomes in vocabulary mastery. Teachers are provided with information on the use of web word wall media.

c. For the Other Researchers

This research is expected to benefit other researchers by providing information about the effectiveness of web word wall media applications on students' vocabulary mastery. In addition, this study not only provides information about the theory of the impact of the application of web word wall media on students' vocabulary mastery but also presents examples and concrete evidence from research data regarding the application of web word wall media on vocabulary mastery. This study can help other researchers by providing alternatives or references for them. Therefore, it is expected that other researchers can develop this research further in other forms of research.

F. Prior Research

This research was conducted based on consideration of several relevant previous journal studies. The first relevant journal research was conducted by Nike Fadilah Putri, Tanzila Huda, and Yeni Mardiyana Devanti with the title “The Effect of Wordwall on the Quality of EFL Students' Writing Skills”. In 2024, at the University of Muhammadiyah Jember⁸. The purpose of this study was to determine the impact of using the wordwall web on EFL writing skills. Meanwhile, the similarities and differences in the research. The similarity of the study with the researcher research lies in the use of word wall media and the method used is quantitative, while the difference lies in the focus of the discussion in the study focusing on writing skills, while in the researcher study focusing on students' vocabulary mastery.

Furthermore, the second study was conducted by Enny Rahayu, Nurdila, and Sri Ramadhani with the title “The Effect of Using Word Wall Media on Reading Skills and Comprehension of Narrative Text”. In 2024, at Muhammadiyah University of North Sumatra⁹. The purpose of the study was to describe the use of word wall media and find out whether there is an effect of word wall media on reading skills and comprehension of narrative. Meanwhile, the similarities and differences in research. The researcher research equation lies in the use of wordwall media and the research method used is quantitative.

⁸ Nike Fadilah Putri, Tanzil Huda, and Yeni Mardiyana Devanti, “*The Effect of Wordwall on the Quality of EFL Students ' Writing Skill,*” *Acuity: Journal of English Language Pedagogy, Literature, and Culture* 9, no. 2 (2024).

⁹ Enny Rahayu, Nurdilla, and Sri Ramadhani, “*The Effect of Using Wordwall Media on Reading Skills and Comprehension of Narrative Text,*” *Educational Journal of History and Humanities* 7, no. 2 (2024).

Meanwhile, the difference lies in the focus of the discussion in the study focusing on reading skills and comprehension of narrative texts, while another difference lies in the researcher study focusing on vocabulary mastery.

In addition, the third relevant research conducted by Zhenith Surya Pamungkas, Alingga Randriwibowo, Latifa Nur Ayu Wulansari, Nendra Gita Melina, and Atik Purwasih with the title "Development of Word Wall Interactive Learning Media in Increasing Learning Motivation of Seventh-grade Students SMPN 4 Gunung Sugih". In 2021, at the University of General Sudirman and IAIN Metro¹⁰. With the aim of the study is to determine how effective the development of wordwall interactive learning media is in increasing the learning motivation of seventh-grade students of SMPN 4 Gunung Sugih. Meanwhile, the similarities and differences in research. The researcher research equation lies in the use of word wall media. In addition, the difference lies in the method used in the study using the ADDIE development method, while the researcher's research uses quantitative methods. Another difference lies in the focus of the discussion in the study focused on increasing student learning motivation, while in the researcher study focused on vocabulary mastery.

¹⁰ Zhenith Surya Pamungkas et al., "Development of Interactive Learning Media Wordwall in Increasing Student Learning Motivation to Class VII SMPN 4 Gunung Sugih," *Social Pedagogy: Journal of Social Science Education* 2, no. 2 (2021).

The novelty of this study lies in the use of Web Wordwall media as a tool in determining the effectiveness of students' vocabulary mastery at the vocational level. Another difference lies in the focus of the discussion from previous studies which focused more on writing skills, reading ability, and student learning motivation. In addition, this study also contributes by providing new insights into the effectiveness of using Web Wordwall in the context of vocational education which is still rarely researched, as well as providing concrete evidence that the application of this technological media can increase vocabulary mastery in students.

CHAPTER II

THEORITICAL REVIEW

A. Concept of Vocabulary Mastery

1. Definition of Vocabulary

In the Oxford Student's Pocket Dictionary, vocabulary is a list of terms that have meaning, especially in foreign language literature. Vocabulary is an effective conveyer of meaning. This makes vocabulary very important in learning a foreign language, especially English¹. Richard and Renandya argue that vocabulary is an important part of English proficiency. Vocabulary is also needed for the fundamentals of learning English skills, which include (speaking, writing, reading, and listening). Without vocabulary, students would struggle to achieve satisfactory results².

In addition, Hornbury points out that vocabulary is a component of language that comprises information about the meaning and use of words in the language, or the wealth of words owned by speakers or writers as well as a list of terms organized like a book with a concise and clear explanation. According to the statement above, vocabulary is the quantity of words in a foreign language that pupils or English learners have mastered. Furthermore, vocabulary is an essential component of language ability, consisting of a collection of lexemes such as single words, compound

¹ "Oxfords Learning Pocket Dictionary," in *Oxford Dictionary* (New York: Oxford University Press, 2008), 495.

² Jack C Richards and Willy A Renandya, "*Methodology in Language Teaching*" (Cambridge: Cambridge University Press, 2002), 255.

words, and idioms. It is connected to the terms lexical and lexicon of the fundamentals of how well pupils are in English skills. So, to learn English effectively, we must have a strong.

In other hand, Hammer states that teaching vocabulary is not just about introducing and memorizing words. However, students must understand the meaning of the word, there are many ways to expand vocabulary one of which is by memorizing students must pronounce or write the memorized word and that it can also use interesting media to increase learning motivation in students³.

Furthermore, Kamil and Hiebert stated that vocabulary contains a variety of meanings. In this case, students must understand the various meanings of a word about other words both in a sentence and in a paragraph of text. This can affect how meaning is used based on the linguistic context. Students' understanding of the main idea will naturally vary, just as when they listen to a teacher explain a topic in English. As a result, vocabulary can have multiple meanings depending on how the context is used⁴.

Based on the explanation above, the researcher can conclude that vocabulary is one of the important aspects of foreign language learning, especially English. Vocabulary includes information about the meaning and use of words in context, in learning vocabulary not only introduces and

³ Jeremy Harmer, *The Practice of English Language Teaching* (England: Pearson Education, 2007), 229.

⁴ Elfrieda H Hiebert and Michael L Kamil, "*Teaching and Learning Vocabulary Perspective and Persistent Issues*" (USA: Lawrence Elbaum Associates, 2005), 3.

memorizes words but also must be able to understand the meaning of words. Without sufficient mastery of vocabulary, students will experience difficulties in the learning process.

2. Indicator of Vocabulary

Vocabulary has four main indicators : pronunciation, spelling, grammar, and meaning. The explanation of each indicator is as follows⁵;

- a. Pronunciation is an aspects that greatly affects how a person pronounces words in a language properly and correctly. In this case, errors in pronunciation can interfere with one's communication and understanding, so students need to be trained to recognize and pay attention to language sounds appropriately. Therefore, this aspect is closely related to the pronunciation criteria in the assessment rubric.
- b. Spelling is the ability to arrange letters to form words correctly. It requires students to recognize letters and syllables well so that they can form a word correctly. In addition, mastering spelling is crucial in improving students vocabulary skills.
- c. Grammar is the structural rules or guidelines used to learn a language. Thus, an understanding of grammar helps students use vocabulary according to its context, both orally and in writing. This strengthens their ability to constuct correct and effective sentences.

⁵ Lynne Cameron, *Teaching Languages to Young Learners*, Cambride University Press, 2001.

d. Meaning is the meaning or understanding that refers to the precise understanding of the meaning of a particular word or phrase. This indicators is usually used to measure the extent to which a person can understand and use vocabulary according to its context.

Based on the explanation above, Brown states that vocabulary has a close relationship with four indicators, namely pronunciation, spelling, grammar, and meaning. In addition, the vocabulary mastery assessment rubric table is used to measure students' ability to understand and adjust words based on their context. The following is a vocabulary mastery assessment rubric table with a four-category scale on each vocabulary mastery indicator⁶.

Table 3

Vocabulary Rubric Score

Score	Scala (1-4)	Indicator Of Vocabulary Mastery			
		Pronunciation	Spelling	Grammar	Meaning Or Context
91 -100	4 (Excellent)	All words are pronounced clearly and correctly.	All words are spelled correctly.	There are no grammatical errors.	All answers are in context and meaningful.
71 - 90	3 (Good)	Almost all words are pronounced correctly, with	Some minor errors, but they do not affect the meaning.	Minor grammar errors, but the meaning remains clear.	Almost all answers are in context, with few problems.

⁶ *H Douglas Brown, "Language Assessment: Principles and Classroom Practices."* (Pearson Education, 2004).

		only a few minor errors.			
41 - 70	2 (Average)	Some errors in pronunciation, but still understandable.	Many spelling mistakes, but meaning is still understandable.	Grammatical errors are frequent, affecting the meaning partially.	Some answers are out of context.
10 - 40	1 (Poor)	Many errors in pronunciation interfere with understanding.	Spelling mistakes are frequent, meaning is unclear.	Many grammatical errors are difficult to understand.	Most answers are out of context.

Source : *H Douglas Brown, "Language Assessment: Principles and Classroom Practices."*
(Pearson Education, 2004).

3. Types of Vocabulary

Harmer states that there are two types of vocabulary that can be classified, as follows⁷ :

- a. Active vocabulary refers to terms that have been learned and used by students in daily interactions with others. Students can use this vocabulary appropriately when (speaking or writing), it is also known as productive vocabulary. To use vocabulary productively, students must know the correct pronunciation, use proper grammar, and also understand the meaning of the word according to the context. Sometimes active vocabulary is more difficult to practice.

⁷ Jeremy Harmer, *The Practice of English Language Teaching* (New York: Longman Publishing, 1991), 159.

- b. Passive vocabulary, also known as receptive vocabulary, is something that students can use effectively when (listening or reading). That is, passive vocabulary includes all the words that students hear or read. Listening to the word being used will help students to remember the meaning.

4. Teaching Vocabulary

One of the most common aspects of teaching English as a foreign language is vocabulary teaching⁸. In Indonesia, English is a foreign language, not a mother tongue. Thus, when the process of the teaching and learning activities takes place, challenges will arise for teachers. Teachers must be able to prepare the right steps to teach students so that students can achieve satisfactory results. Teachers must be able to design and research relevant approaches to be applied to students during the classroom learning process.

In addition, the teacher must also master the material to be delivered so that students can understand and be enthusiastic in the learning process in class. Therefore, the teacher need an understand of their students characteristics. So, the teacher must prepare the right techniques and materials to achieve language teaching targets. Because, teaching vocabulary is a new thing for students because it is different from students' native language.

24. ⁸ Alqahtani, "The Importance of Vocabulary in Language Learning and How to Be Taught,"

5. Vocabulary Mastery

Vocabulary mastery is defined the ability to recognize, understand, and use a words or its meanings according to their context. This is supported by two expert opinions, namely Yuniasih and Nurgiantoro⁹. In this case, Nurgiantoro argues that the ability to understand vocabulary is a receptive mastery that can be seen when the students perform activities (reading and listening), and the ability to use vocabulary is the productive mastery that can be seen when the students perform activities (speaking and writing). The conclusion is that receptive and productive vocabulary mastery are two interrelated aspects of language learning, both forms of mastery are crucial in the overall process of language learning.

Meanwhile, Yuniasih points out that vocabulary mastery is a student's understanding of vocabulary in one language and can use the vocabulary according to its context, both orally and in written texts. The conclusion is that vocabulary mastery is not only about understanding or recognizing words (receptive) but also the ability to use them effectively in speaking and writing (productive) based on the context.

Based on the description of the expert opinion above, the researcher can conclude that vocabulary mastery is an important component of overall language proficiency. Vocabulary mastery includes receptive mastery which is understanding vocabulary through skills (reading and listening) and

⁹ Bradhiansyah Tri Suryanto, et al., "Correlation Vocabulary Mastery and Speaking Skill," *IJoEEL* 3, no. 1 (2021): 13.

productive mastery which is using vocabulary in skills (speaking and writing). Thus, vocabulary mastery not only demonstrates a person's understanding of a language but also significantly increases their ability to communicate effectively.

6. Problems of Vocabulary Mastery

There are several problems when students learn vocabulary, including the following¹⁰:

- a. Students have problems understanding the structure of vocabulary. In this case, students do not understand how to use the vocabulary structure. This is similar to the three parts of vocabulary: prefix, suffix and root.
- b. Students have difficulty in understanding vocabulary. They cannot learn English words well. On the other hand, they do not have much time to read other English literature.
- c. Little speaking and writing causes students to forget vocabulary quickly. Because they are not familiar with new words and are not used to practicing the vocabulary they get, they forget it quickly.
- d. Students cannot learn vocabulary well, because they have bad habits in learning vocabulary. They only understand one meaning of a word. When they see the same term in a new context, they have no idea what it means.

¹⁰ Anita Yuliana Siregar, "The Improving Students Vocabulary Mastery Through Crassword Puzzle" (State Institute for Islamic Study North Sumatera, 2013), 11.

7. The Effectiveness of Vocabulary Learning

John states that there are six effectiveness in vocabulary learning, the following is an explanation¹¹ ;

- a. Multiple exposures. This makes it easier for students to discover new words in various language contexts over time.
- b. Meaningful context. The words used in the learning process should use vocabulary that is as relevant as possible to students' lives or experiences. Moreover, try to present new words in the context of the story, theme or curriculum content area being studied.
- c. Prior knowledge. New words should always be introduced in the context of existing words and concepts. Before introducing a new word, ask students to first identify what they already know about the topic being studied.
- d. Relationship or connection. a connection between the new word and a word or topic that is already known.
- e. Context and dictionary clues. Students use the context of sentences or paragraphs to identify missing or unknown words. Thus, students must be taught how to look up words in the dictionary.
- f. See, say, and use. in this case, when the teacher introduces a new term, make sure students see it in the context of a sentence, say it, and then use it in a written or spoken context.

¹¹ Andrew Paul Johnson, *Teaching Reading and Writing : A Guidebook for Tutoring and Remediating Students* (New York: Rowman and Liilefield Education, 2008), 95–98.

8. Vocabulary Mastery Assessment

Vocabulary assessment is part of the language proficiency test. Thus tests will be used to assess or collect information about the language learning outcomes achieved by students, as well as indirectly providing information about various aspects of teaching. The vocabulary test will be used to assess students receptive and productive skills. Thus, in a vocabulary test, receptive and productive skills must be interconnected.

Moreover, Nurgiyantoro point out that in vocabulary testing two factors need to be considered in vocabulary testing, including choosing the right vocabulary to be tested and determining the appropriate form or method in preparing tests based on certain levels of cognitive aspects¹².

B. Concept of Web Wordwall Media

1. Definition of Media

In the current industrial era, 4.0 prioritizes technology in the learning process, this determines the right media so that it can have an impact on the ease of the learning process effectively¹³. Hakim argues that technological advances can help students obtain information widely, so teachers must be able to master, utilize, innovate, and be creative in using technology in the learning process¹⁴. In addition, Mahyudi points out that media is a tool that

¹² Bradhiansyah Tri Suryanto, et al., *Correlation Vocabulary Mastery*,.14.

¹³ Septariawan Prasetya Permana and Kasriman, "The Effect of Wordwall Learning Media on Learning Motivation," *Jurnal Basicedu* 6, no. 5 (2022): 7832.

¹⁴ Ali Sadikin and Nasrul Hakim, "Interactive Media Development of E-Learning in Welcoming 4.0 Industrial Revolution On Ecosystem Material for High School Students," *Biodik* 5, no. 2 (2019): 132.

can be used to convey messages in achieving learning objectives, while learning is a process that motivates someone to learn¹⁵. In line with this opinion, Nurfadhillah stated that interactive learning media and involving students will increase interest and make it easier for teachers to convey material¹⁶.

Therefore, learning media plays an important role in the learning process. Because the use of learning media in the learning process can arouse new desires or interests, arouse learning motivation, and even bring psychological influences on students. The use of appropriate and varied learning media according to needs can optimize the acquisition of student learning outcomes. Meanwhile, another determining factor in the success of learning is the accuracy of the application of learning models and media¹⁷. In learning media has several forms including visual, audio, multimedia, and audio-visual media. This, in the use of multimedia-based learning media in the English learning process, can be an alternative for teachers to provide knowledge to students. multimedia-based learning is the most widely used learning by teachers so that they can still carry out learning even though they are far apart¹⁸.

¹⁵ Arni Mahyudi, "The Use of Wordwall Media in Improving Students' Mastery of Standard Language," *Ulil Albab: Jurnal Ilmiah Multidisplin* 1, no. 6 (2022): 1688.

¹⁶ Septy Nurfadhillah, et al., "Analysis of Interactive Media Development Based on Power Point in Distance Learning at Mi Darussaman," *PENSA : Jurnal Pendidikan Dan Ilmu Sosial* 3, no. 2 (2021): 276.

¹⁷ Alfina Hidayaty, et al., "The Influence of Wordwall on Students Interests and Learning Outcomes," *Jurnal Penelitian Ilmu Pendidikan* 15, no. 2 (2022): 212.

¹⁸ Arni Mahyudi, *The Use of Wordwall Media.*, 1689.

Based on the explanation above, researcher can conclude that learning media is a tool used in the learning process to convey messages between teachers and students, besides learning media is also used to assist teachers in delivering learning materials to students, so that they can understand the material presented properly so that learning objectives are achieved. In this case, learning media is one component in learning resources in an educational environment that can encourage students in teaching and learning activities.

2. Definition of Web Wordwall

One of the most popular and growing technology-based learning media is Wordwall. Wordwall is an internet-based educational application that can be accessed through its official website. It is used as an interesting learning tool, learning resource, and assessment media for students¹⁹. Many experts support the effectiveness of Wordwall. Pradini argues that Wordwall is an effective learning media that can be used by teachers to create fun and interesting learning activities, especially in English language learning²⁰. In line with that, Marhamah states that the use of Wordwall in English learning helps students increase vocabulary understanding without having to always rely on dictionaries or explanations from the teacher²¹.

¹⁹ Milhatun Zannah, et al., "The Effectiveness of Using Wordwall Application," *Jurnal Inovasi Pendidikan Dan Pembelajaran Sekolah Dasar* 8, no. 1 (2024): 56.

²⁰ Putu Cening Pradini and Ni Luh Putu Era Adnyayanti, "Teaching English Vocabulary to Young Learners with Wordwall Application," *Journal of Educational Study* 2, no. 2 (2022): 189.

²¹ Marhamah and Mulyadi, "The Effect of Using Word Wall Picture Media and Linguistic Intelligence to Enhance Learning Outcomes of English Vocabularies," *Journal of Educational and Social Research* 10, no. 2 (2020): 135.

In addition, Khairunisa argues that word wall media is a network-based digital gamification application that provides various game and quiz features that can be utilized by teachers in delivering material²². Similarly, Sartika stated that wordwall learning media can improve students' ability to master the material²³. Furthermore, Sari stated that wordwall is one type of interactive learning media in the form of games that can be accessed easily through the wordwall.net web with an attractive and varied appearance, so that it can motivate students in the learning process²⁴.

In addition, Wordwall provides various interactive games to practice vocabulary and different types of games that can be used by the teacher to make learning more interesting. By actively involving students, the learning process becomes more fun. The app makes it easy for educators to assess students and increase their motivation during learning.

Based on the above statement, the researcher can conclude that Wordwall is an effective and popular technology-based learning media in supporting the learning process, especially in mastering English vocabulary. With digital gamification features, interactive games, and attractive appearance, Wordwall can motivate students and make the learning process more fun and interesting. In addition, this application provides convenience

²² Yuyun Khairunisa, "Utilization of Maze Chase-Wordwall Online Gamification Features as Digital Learning Media for Statistics and Probability Courses.," *Mediasi* 2, no. 1 (2021): 42.

²³ Ratu Sartika, "Implementing Word Wall Strategy in Teaching Writing Descriptive Text for Junior High School Students," *Journal of English and Education* 5, no. 2 (2017): 180.

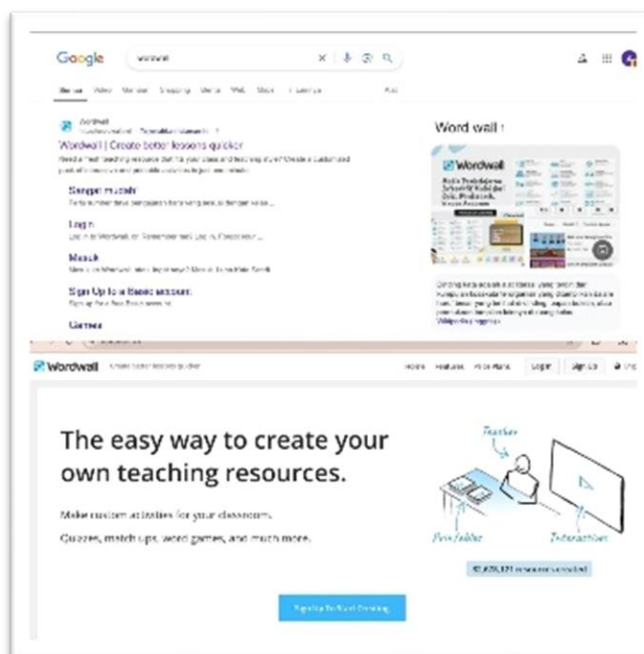
²⁴ Prima Mutia Sari and Husnin Nahry Yarza, "Training on the Use of Quizizz and Wordwall Applications in Science Learning," *SELAPARANG* 4, no. 2 (2021): 192.

for the teacher in delivering materials and assessing students. One of the features of the web word wall, namely crossword puzzles and spelling the word, can be proven effective in increasing vocabulary comprehension and sharpening students' thinking skills and memory.

3. Steps to Use Web Word Wall Media

Here are the steps of using web wordwall in the learning process, as follows²⁵:

a. Step 1: Creating a Wordwall Account

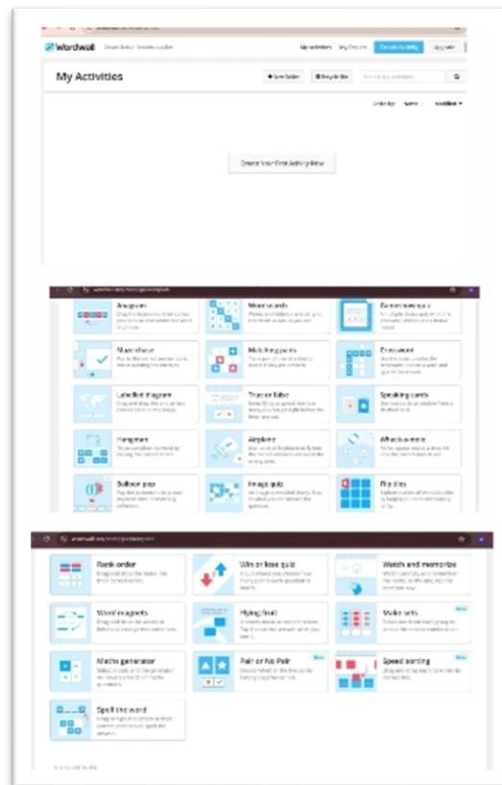


- 1) Open the official Wordwall media website at <https://wordwall.net/> on your device.
- 2) Click the “Sign up” for create a new account.

²⁵ Nurinda Herta et al., “Utilization of Wordwall Game Application in Learning to Grow Students’ Interest in Learning,” *Jurnal Seminar Nasional Paedagoria* 3 (2023): 529.

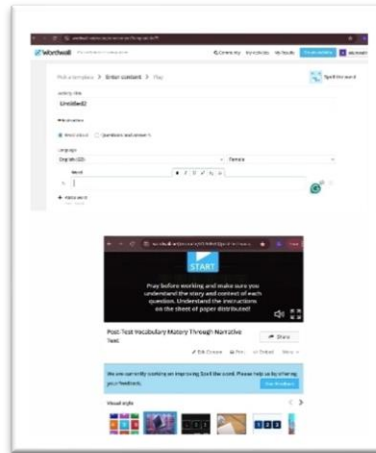
- 3) Create an account by filling out the relevant information, or log in using your Google or Microsoft account.

b. Step 2: Create an Activity



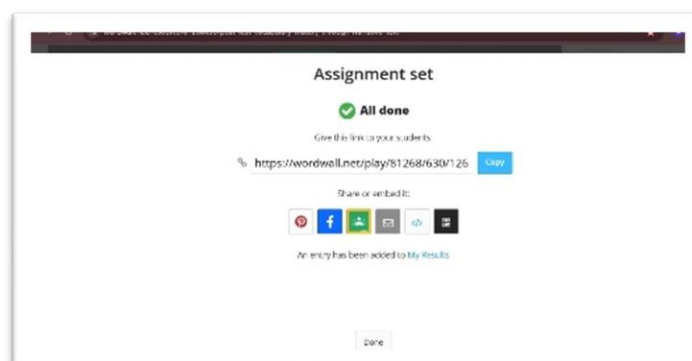
- 1) Log in and click the “Create” button to create a new activity.
- 2) Select an activity type, such as “Anagram,” “Crossword puzzles,” “Wordsearch,” “Gameshow Quiz” or another, based on learning objectives.
- 3) The researcher used the "Spell the Word" template for vocabulary mastery learning in this study.

c. Step 3: Filling in the Activity Content



- 1) Give students clear title and terms of instruction for the exercise.
- 2) Include questions or problems related to the relevant word for the specified activity.
- 3) Include visuals or videos to make the activity more interesting. This can increase students interest in learning and the educational value of the activity.
- 4) Customize other settings, including time, score, and answer key.

d. Step 4: Saving and Sharing the Activity



- 1) When you're done filling in the activity content, click the "Save" button to save it.
- 2) Finally, you will be given several options to share the activity, such as through a link to share directly, a barcode for students to scan, or embedding the activity into a website or other learning platform. Then, you share either the link or the barcode with the students.

4. Advantage and Disadvantage Web Wordwall Media

Web wordwall media has several forms of games that can be used in wordwall media, including Quizzes, True Or False, Crossword Puzzles, Wordsearch, Random Wheels, Lost Words, Ballon Pop, Open The Box, Random Cards, Find A Pair, Match, , Line Up, Group Short, Anagram, Guess The Word, Random, Executioner, And Labeled Diagrams²⁶. The advantages and disadvantages of using web word wall media are as follows;

- a. The advantages of web word wall, among others;
 - 1) Has more varied features.
 - 2) A more attractive appearance and of course makes students who play it will like the game presented more.
 - 3) Easy access to reach.
 - 4) Can be arranged for student work time, so that it can be assigned as a form of homework to students.

²⁶ Arni Mahyudi, *The Use of Wordwall Media.*, 1690.

- 5) The results of student answers are sent to the teacher automatically.
- 6) The format of student answers in wordwall can be downloaded in PDF form.

b. Disadvantages of wordwall web media, including:

- 1) Requires a good and strong internet network connection.
- 2) Wordwall is also paid, if you want to get more game features.

C. Theoretical Framework and Paradigm

1. Theoretical Framework

The theoretical framework is a concept used as a foundation and reference in research to connect the independent and dependent variables in obtaining an accurate solution to a problem. This study has two variables, namely the independent variable with the symbol (X) and the dependent variable with the symbol (Y). The independent variable (X) in this study is web wordwall media, while the dependent variable (Y) in this study is vocabulary mastery.

Vocabulary is a basic part that students in the language learning process must master. Because no one can speak, write, listen, and read well without having enough vocabulary. To make it easier for students to understand what is conveyed by the teacher, easily memorize new vocabulary, and motivate students, teachers must provide a positive classroom atmosphere and deliver material interestingly so that students do not feel bored in the learning process. The use of web word wall media is one of the audio-visual aids that can be useful in learning, especially vocabulary. By using audio-visual,

students are more effective in memorizing new vocabulary and can increase their motivation to learn vocabulary.

This is supported by using two theories namely constructivism theory and gamification theory. Constructivism theory is a constructive theory, in terms of ability and understanding in the learning process²⁷, Woolfolk points out that constructivism theory is learning that emphasizes the active role of students in building understanding and giving meaning to the information or events they experience²⁸. In addition, Donald states that constructivism theory is a way of teaching and learning that aims to maximize student understanding²⁹. Meanwhile, gamification theory is a learning approach that uses elements in games to motivate students in the learning process³⁰.

Based on the above statement, the researcher assumes that the use of web word wall media can be effective in mastering the vocabulary of students in eleventh-grade Computer and Network Engineering (TKJ) 2 at SMK Muhammadiyah 2 Metro.

²⁷ Suparlan, "Constructivism Theory in Learning," *Islamika* 1, no. 2 (2019): 82.

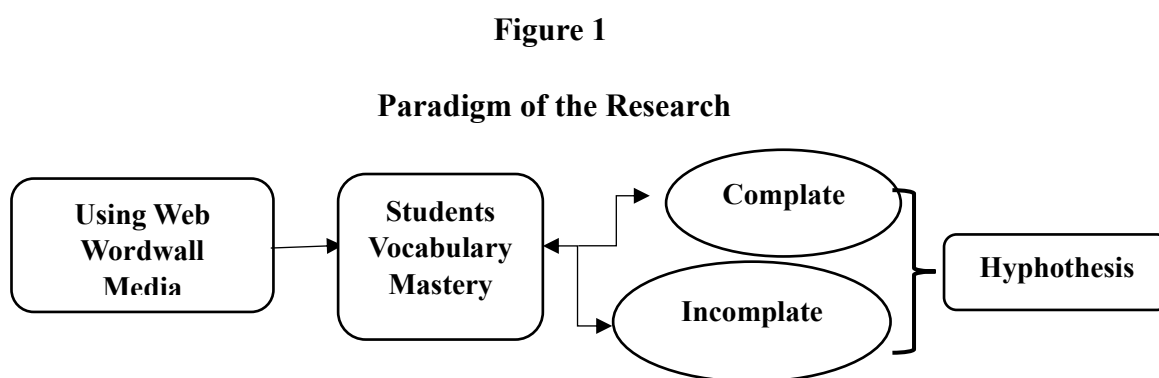
²⁸ A Woolfolk, "Educational Psychology" (New York: Pearson Education, 2004).

²⁹ Donald R.C, Jenkins D.B, and Metcalf K.K, "The Act of Teaching" (New York, 2006).

³⁰ Heni Jusuf, "The Use of Gamification in the Learning Process," *Jurnal TICOM* 5, no. 1 (2016): 2.

2. Paradigm

Based on the explanation of the theoretical framework above, the researcher describes the paradigm of combining using web word wall media on students vocabulary mastery in the following chart :



Based on the paradigm described above, the researcher assumes that with the effective use of web word wall media, students' vocabulary mastery is categorized as good, so there is a positive and significant influence. However, if the web word wall media is not used effectively, then students vocabulary mastery will decrease. Therefore, there is no positive and significant effect on students' vocabulary mastery.

D. Hypothesis

Based on the theoretical description above, the researcher can propose the following hypothesis :

1. Hypothesis Formulation

- a. Alternative Hypothesis (Ha): There is a significant effect of using Web Wordwall Media on Vocabulary Mastery in eleventh-grade students at SMK Muhammadiyah 2 Metro 2024.

- b. Null Hypothesis (Ho): There is no significant effect of using Web Wordwall Media on Vocabulary Mastery in eleventh-grade students at SMK Muhammadiyah 2 Metro 2024.

2. Statistical Hypothesis

In implementation, the statistical hypotheses can be formulated as follows:

- a. If the significance value (2-tailed) $< 0,05$ Null Hypothesis (Ho) is rejection and Alternative Hypothesis (Ha) is acceptance.
- b. If the significance value (2-tailed) $> 0,05$, Null Hypothesis (Ho) is accepted and Alternative Hypothesis (Ha) is rejection.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

In this study using quantitative research methods. Quantitative research examines the relationship factors between variables involving groups to measure the relationship between variables using numerical data¹. In addition, the description of the results of quantitative assessment is not only in the form of numbers but also in the form of text that follows statistical procedures.

In this case, the type of research used in this study is experimental research. Sugiyono states that, it's emphasized that experimental research is research conducted to determine the effect of independent variables by providing (treatment) on the dependent variable. The experimental design model used in this research is a pre-experiment. Pre-experimental is a form of experimental research design, where the researcher use pre-tests and post-tests in one group, where one group is given a pre-tests before treatment and post-tests after treatment, and then their results will be compared. This design can be illustrated as follows².

¹ Yusawinur Barella et al., "*Quantitative Methods in Scientific Research,*" *Jurnal Pendidikan Sosiologi Dan Humaniora* 15, no. 1 (2024): 283.

² Sidra Nur Zyra, Trian Pamungkas Alamsyah, and Rina Yuliana, "*The Use of Edmodo-Based E-Learning on Learning Outcomes,*" *Journal PGSD* 15, no. 2 (2022): 99.

Table 4
The True Experiment Design

Pre-Tests	Treatment	Post-Tests
S^1	X^1	S^1
	X^2	

B. Operational Definition of Variabel

1. Independent Variable

Independent variables are variables that affect or are affected by the results³. In this case, the independent variable in this study is web word wall media. The wordwall web media is used to make students master their vocabulary based on the context. to measure this variable, researcher used observation techniques in the use of web word wall media, as for the indicators of the success of using web word wall media, among others ;

- a. Students can understand vocabulary easily in the learning process by learning while playing so that students do not feel bored.
- b. Students can pronounce, spell, and understand the meaning of vocabulary through web word wall media.
- c. Students can participate in the learning process.

2. Dependent Variable

Variables that can be measured and observed are called dependent variables⁴. In general, dependent variables is influenced by more than one

³ Creswell. John W, *Educational Research* (America, 2012), 116.

⁴ *Ibid.*, 115.

variable. In this study, the dependent variable that the researcher observe is vocabulary mastery. In this case, Amirzai stated that vocabulary mastery is an important aspect in learning English language skills. When students have limitations in vocabulary mastery, they will face difficulties in understanding and communicating, both orally and in writing, in English. Therefore, vocabulary mastery is very important to learn in order to facilitate students in communicating well in English⁵.

C. Population, Sampel, and Sampling Technique

1. Population

Population is the overall object in research that meets certain characteristics. Sugiyono states that the population includes a generalization area consisting of objects or subjects with certain qualities and characteristics, which are the focus of research. This population describes subjects, events, or objects that will be observed by the researcher to study and draw conclusions⁶. Thus, the population that the researcher used in this study are all eleventh-grade students at SMK Muhammadiyah 2 Metro with a total of 321 students.

2. Sample

The sample is part of the population taken in certain ways and also has certain characteristics. Neolaka argues that the sample is an element of the

⁵ Gul Ahmad Amirzai, "Assessing the Effects of Teaching Vocabulary in Developing Receptive Skills," *JWEEP (Journal of World Englishes and Educational Practices)* 3, no. 3 (2021): 15–21.

⁶ Rosmala Dewi and Meslo Pardede, "The Effect of Work Ability, Motivation and Career Development on Employee Performance," *JEBI* 16, no. 1 (2021): 21,

part of the population that is used as the object of research⁷. This involves selecting objects from the population to be measured in research, and the sample must accurately reflect or represent the population as a whole. In this case, this study used eleventh-grade Computer and Network Engineering (TKJ) 2 students as a sample with a total of 32 students.

3. Sampling Technique

In the sampling techniques, the researcher use non-probability sampling techniques with the type of purposive sampling techniques in this study. This is supported by Sugiyono opinion which states that, purposive sampling is a sampling technique with certain considerations, in the sense that sampling is based on certain considerations or criteria that have been formulated in advance by the researcher⁸. In this case, the sampling technique taken refers to the eleventh-grade computer and network engineering (TKJ) department with a total of 2 classes, namely eleventh-grade TKJ 1 and 2 at SMK Muhammadiyah 2 Metro, which will then be taken as a research sample. In this case, the researcher chose one class, namely the eleventh-grade Computer and Network Engineering (TKJ) 2, which numbered to 32 students. This class meets the research criteria and is considered representative of measuring the effectiveness of web word wall media in vocabulary mastery.

⁷ *Ibid.*,22.

⁸ Sugiyono, “*Research Method: Quantitative, Qualitative, and RND*” (Bandung,Jawa Barat: Alfabeta, 2019).

D. Data Collecting Technique

In the data collection technique, three steps that must be taken in this research:

1. Observation

Observation is a data collection technique in which the researcher goes directly to the field to observe the symptoms or phenomena being studied⁹. In this study, observation was conducted by involving interviews and administering questionnaires to English subject the teacher. The questionnaire was designed to gather information about students' English language skills, especially in vocabulary mastery. Based on the results of the questionnaire, it was found that students' vocabulary mastery at SMK Muhammadiyah 2 Metro still needs to be increased, because vocabulary is one of the main skills in language learning.

Furthermore, the researcher gave a written test to the students in the form of 10 multiple-choice questions to measure their vocabulary skills. The test results showed that students' vocabulary mastery, especially in eleventh-grade TKJ 2, needed more attention to be increased. Thus, the data obtained through this observation was then analyzed and connected with theories and previous research to provide a deeper understanding and find relevant solutions.

⁹ Syafrida Hafni Sahir, *Research Metedeology* (Medan: KBM Indonesia, 2022), 30.

2. Test

A test is a method used to measure the ability or achievement of respondents in a particular field¹⁰. Test can also be defined as a form of evaluation that measures intelligence, knowledge, skills, abilities, or talents possessed by individuals or groups. In this study, the researcher used two types of tests, namely pre-test, and post-test, to assess the effectiveness of using web word wall media in increasing students' vocabulary mastery. In this case, the researcher used an objective test, which consisted of 10 objective test questions in the form of fill-in-the-blank, where students were asked to complete or fill in the blanks in the narrative text. Each correctly answered question received a score of 10, while incorrect answers received a score of 0. The following is an explanation of the 2 types of pre-test and post-test tests used by the researcher in this study.

a) Pre-Test

The pre-test was given to the experimental group before the treatment to measure students' vocabulary mastery. This test used narrative text with a fill-in-the-blank test format designed following the vocabulary mastery achievement indicators.

b) Post-Test

After the treatment was given, the researcher conducted a post-test on the experimental group to analyze the results of the treatment. This

¹⁰ Aditya Wardhana, "Research Instrument: *Quantitative and Qualitative*," in *Metodologi Penelitian Kesehatan* (Bandung, Jawa Barat: Media Sains Indonesia, 2023), 162.

test also used narrative text in the form of fill-in-the-blank format to evaluate whether the use of Wordwall web media was effective in increasing students' vocabulary mastery.

3. Documentation

Documentation is a technique used to obtain information in the form of books, archives, documents, written figures and images in the form of reports and information that can support research¹¹. Thus, in this study, the researcher used documentation to obtain data information about school history, school location, school vision and mission, student learning outcomes, flow of learning objective (ATP) and teaching modules used by subject the teacher, and the total number of students, especially eleventh-grade at SMK Muhammadiyah 2 Metro.

E. Research Instrument

Research instruments are research tools used to obtain the data information needed in a study accurately. In this case, the research instruments that researcher use in this study are as follows ;

1. Instrument Blueprint

To obtain data related to the research problem accurately, in this study used a test instrument consisting of pre-test and post-test on narrative text material. This test is conducted through a website-based interactive media, namely word wall, which is used to teach English vocabulary mastery to

¹¹ Syafrida Hafni Sahir, *Research Metedeology*,47.

students. The use of this media aims to motivate students in the teaching and learning process and facilitate students in remembering and understanding vocabulary optimally. In its implementation, the researcher gave 10 objective test questions in the form of fill-in-the-blank in the form of overlapping sentences.

2. Instrument Calibration

The researcher use an objective test form in the form of fill-in-the-blank consisting of 10 items, on each item if correct the score is 10 and if wrong the score is reduced by 0, in the assignment students are asked to fill in or complete the empty columns with the vocabulary that has been provided. This is supported by Brow states that fill-in-the-blank is part of the cloze test, which is a type of test used to measure language comprehension skills, where students are asked to complete the text in the empty column¹². The researcher use instruments using pre-test and post-test, this is used to determine the ability of vocabulary mastery in students.

F. Data Analysis Technique

Data analysis is a series of processes in research to assist researcher in interpreting data. Based on the data obtained, the researcher analyzed the test scores of the pre-experiment class consisting of one group by calculating the T-test formula. Before using the T-test formula, it is necessary to know the normality and homogeneity values of the data. Normality is needed to find out

¹² Brown, "Language Assessment: Principles and Classroom Practices."

whether the data is normally distributed or not. After that, conducting a homogeneity test is needed to find out whether the data is homogeneous or not.

1. Normality Test

Kolmogorov-Smirnov and Shapiro-Wilk tests are used to compare scores in a sample with a set of normally distributed scores with the same mean and standard deviation. Normality is calculating the probability that a sample is drawn from a normal population¹³. Thus, the hypothesis for the normality test are as follows:

- a. Alternative Hypothesis (Ha): The data was called with a normal distribution if sig is positive > 0.05 .
- b. Null Hypothesis (Ho): The data was called with a non-normal distribution if the value of sig < 0.05 .

2. Homogeneity Test

After conducting the normalization test, the researcher tested the data using a homogeneity test. The researcher conducted a homogeneity test using SPSS with the Levene test. Andy Field states that the Levene test is a null hypothesis test that the variants in different groups are the same¹⁴. The homogeneity test is a test conducted to determine two or more data samples that come from a population that has the same variation (homogeneity). The hypothesis for the homogeneity test is as follows;

¹³ Andy P. Field, "*Discovering Statistic Using SPSS: Third Edition*", (British Library, 2009).

¹⁴ *Ibid.*

- a. Alternative Hypothesis (H_a): the variants of the data is homogeneity if sig value >0.05 .
 - b. Null Hypothesis (H_0): the variants of the data is not homogeneity if sig value <0.05 .
3. Hypothesis Test

To answer the question "whether the use of web word wall media is effective on vocabulary mastery of eleventh-grade students at SMK Muhammadiyah 2 Metro?". Then the researcher analyzed the results by using a paired sample t-test from the SPSS version 22 application.

CHAPTER IV

RESEARCH RESULT AND DISCUSSION

A. Research Result

1. The Profile of SMK Muhammadiyah 2 Metro

SMK Muhammadiyah 2 Metro is located at Jalan Khaibras II No.12, Ganjarasri, West Metro, Metro City, Lampung Province, with the zip code 34114. The school was established in 1977 as an Intermediate Technical School (STM) with majors in mechanical engineering and agriculture. Over time, SMK Muhammadiyah 2 Metro developed by adding various expertise programs such as *Mechanical Engineering* (TP), *Automotive Engineering* (TKR), Electrical Engineering (TE), Electrical Power Installation (TITL), Computer and Network Engineering (TKJ), and Institutional Accounting and Finance (AKL). The school was established under the auspices of Muhammadiyah, which is committed to da'wah and education. In the early days, STM Muhammadiyah 2 Metro did not have its own building, so it temporarily shared facilities with SMA Muhammadiyah 1 Metro until it finally had its building in 2000.

On November 3, 2004, the school officially changed its name to SMK Muhammadiyah 2 Metro, based on the Decree of the Director of Vocational Secondary Education of the Ministry of National Education No.420/2114/III.11/DP.3/2004. The school is also recognized as a

national potential SMK. To strengthen its role in vocational education, SMK Muhammadiyah 2 Metro continues to improve management, enhance the quality of human resources, and update facilities and infrastructure. Through the Industrial Work Practices program, the school also establishes partnerships with various national and international companies. It is hoped that with this program, students can gain direct work experience in the industry, to support the school's mission of preparing graduates who are competent and ready to compete in the era of globalization.

a. Vision and Mission of SMK Muhammadiyah 2 Metro

1) Vision

Realizing a School of Excellence in IMTAQ, Competence, and BMW (Work, Continue study and Entrepreneurship).

2) Mission

a) Producing graduates who are faithful, devout, and have good character based on the Qur'an and the Bible.

b) Preparing SMK graduates with soft skills, hard skills, and character through learning that focusses on strengthening competencies according to industry needs, implementing work culture, and developing a character based on Pancasila values.

- c) Develop a teaching factory designed and run by standard work procedures to produce quality products.
- d) Improving the achievements of SMK Muhammadiyah 2 Metro as a center for technology-based vocational education and training characterized by Islamic values.
- e) Develop partnerships and cooperation with DUDIKA to expand employment opportunities for graduates.
- f) Building cooperative relationships with the business world, the industrial world, and the world of work to increase accessibility to employment for alumni.
- g) Preparing graduates who are ready for work or entrepreneurship through aligning the vocational education curriculum with the needs of the world of work as a whole.

b. Students Data SMK Muhammadiyah 2 Metro

Table 5
Recapitulation of Students in SMK Muhammadiyah
2 Metro

Number Class	Gender		Total	Presentage
	Female (p)	Male (L)		
X	62	416	478	43%
XI	55	266	321	29%
XII	53	253	306	28%
Total	170	935	1.105	100%

2. Description of Research Data

a. Pre-Test Result of Students of Eleventh Grade TKJ 2

The researcher conducted the pre-test on Friday, November 8, 2024, by giving an objective test in the form of filling in the blank sentences in the narrative text with the title '*Snow White*' to eleventh-grade students of Computer and Network Engineering (TKJ) 2 SMK Muhammadiyah 2 Metro. In the process of implementing the pre-test, the initial activity began with the researcher opening the learning in the classroom with greetings, followed by praying together led by the class leader. After that, the researcher asked how the students were doing to create a more familiar and pleasant atmosphere, then took attendance to ensure student attendance. Next, the researcher conveyed the purpose of the pre-test, which was to measure students' ability to vocabulary mastery in completing the blank sentences in the example narrative text.

Furthermore, after the purpose of the pre-test was conveyed, the researcher gave a brief explanation related to the material to be discussed that day, namely narrative text. The explanation included the definition, characteristics, and general structure of the narrative text, such as orientation, complication, resolution, and some word classes contained in the narrative text to give students an initial overview before working on pre-test questions. After explaining the material, the researcher distributed pre-test question sheets to each

student. Before students started working, the researcher gave detailed directions regarding the technicalities of working on the questions, including how to work on answers by completing the blank sentences choosing from some of the vocabulary that had been provided on the test sheet, and the rules that must be adhered to during the pre-test. The researcher also ensured that all students understood the instructions given by providing an opportunity to ask if there were unclear things.

Moreover, after ensuring that all students understood the instructions, the researcher invited students to start working on pre-test questions independently. During the pre-test, the researcher monitored the test to ensure that students were focused and working without assistance from other parties. After the processing time is complete, students collect the answer sheets from the researcher. After that, before the researcher closed the learning activities, the researcher thanked the students for their participation and motivated the students to remain enthusiastic about learning. Then, the results of the pre-test were used to determine the student's level of understanding of vocabulary mastery on the example of narrative text with the title '*Snow White*'.

Thus, the data will later become a basic reference in planning actions in the next stage. The following are results of students' pre-test data presented in a table, as follows:

Table 6
The Result of Pre-Test Students Vocabulary Mastery at the
Eleventh Grade of Computer and Network Engineering
(TKJ) 2

No	Student Name	Pre-Test Result	
		Score	Category
1	AA	50	Incomplete
2	AAJ	60	Incomplete
3	AGA	30	Incomplete
4	ADV	70	complete
5	CKAP	50	Incomplete
6	DS	40	Incomplete
7	DWR	70	complete
8	EGP	40	Incomplete
9	ES	30	Incomplete
10	FMI	60	Incomplete
11	FA	30	Incomplete
12	FA	70	complete
13	GAAN	60	Incomplete
14	HAF	40	Incomplete
15	LS	60	Incomplete
16	MAKP	60	Incomplete
17	MFAF	70	complete
18	MDM	40	complete
19	MDAS	60	Incomplete
20	MS	70	complete
21	MDF	70	complete
22	MDAS	60	Incomplete
23	MRA	70	complete
24	MRA	50	Incomplete

25	NAS	30	Incomplete
26	PAK	70	complete
27	RNS	60	Incomplete
28	RYP	30	Incomplete
29	RS	60	Incomplete
30	SM	40	Incomplete
31	TPH	60	Incomplete
32	VV	40	Incomplete
Average students score		53,12	

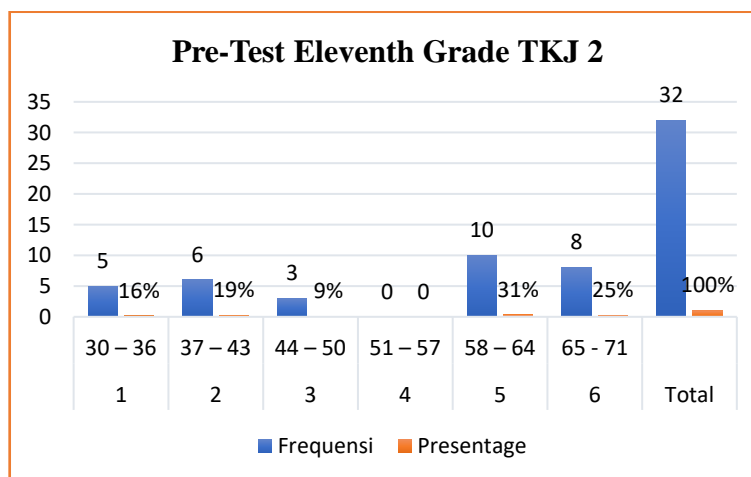
The table above presents the data from the pre-test results in vocabulary mastery of the eleventh-grade Computer and Network Engineering (TKJ) 2 students. The data includes all eleventh-grade TKJ 2 students totaling 32 students identified based on the initials of their names, along with their respective scores and performance categories classified as 'Complete' or 'Incomplete'. The pre-test results showed that out of a total of 32 students, only 8 students were found to have completed the KKM score of 65, while the remaining 24 students were found to be incomplete, with an overall mean score of 53.12. This finding shows that the majority of students have not reached the expected level of vocabulary mastery based on the results of pre-test date.

Table 7
Frequency distribution of students pre-test

No	Interval	Frequensi	Presentage
1	30 – 36	5	16%
2	37 – 43	6	19%
3	44 – 50	3	9%
4	51 – 57	0	0
5	58 – 64	10	31%
6	65 - 71	8	25%
Total		32	100%

The table above presents the frequency distribution of students' pre-test scores in six interval ranges: 30-36, 37-43, 44-50, 51-57, 58-64, and 65-71. The table shows the number of students in each interval, with details of 16% of students scoring between 30 and 36, 19% between 37 and 43, 9% between 44 and 50, 31% between 58 and 64, and 8% between 65 and 71. Meanwhile, no students scored in the 51 to 57 range out of a total of 32 students assessed.

Graph 1 Frequency Distribution of Students Pre-Test



The frequency distribution graph above shows the results of students' pre-test scores. A total of 5 students (16%) scored in the range of 30-36, 6 students (19%) scored 37-43, and 3 students (9%) scored 44-50. In addition, there were 10 students (31%) with scores of 58-64, 8 students (25%) scored 65-71, and no students scored in the range of 51-57. This data indicates that students' vocabulary mastery at the pre-test stage is still relatively low. Only 8 students managed to reach the Minimum Completion Criteria (KKM) of 65, while the other 24 students did not meet the passing standard.

b. The Description of Treatment by Using Web Wordwall Media

As a follow-up to the pre-test results which showed that the vocabulary mastery of eleventh-grade TKJ 2 students at SMK Muhammadiyah 2 Metro still needs to be increased, the researcher provided treatment by using web word wall media as a supporting tool for the learning process. This researcher was conducted in two treatment sessions, on November 8, 2024, for the first session and on November 11, 2024, for the second session. This activity was carried out directly in class, by adjusting the subject schedule in eleventh-grade Computer and Network Engineering (TKJ) 2. In its implementation, the researcher teach how to use web word wall media to support more effective and enjoyable learning. The process steps are as follows :

1) First Treatment (November 8, 2024)

In this session, the researcher introduced Wordwall web-based learning media to the eleventh-grade students of TKJ 2. The activity began with the researcher saying greetings and inviting students to pray together led by the class leader. Next, the researcher took attendance to record the student's attendance. After that, before the researcher introduced the web word wall media, the researcher gave a brief explanation of the structure and linguistic elements of the material to be learned that day, namely about the narrative text.

Moreover, the researcher then guided the students in learning and identifying the general structure of narrative text, which included, definition, social function, types of narrative text, and included various types of word classes contained in one of the narrative text examples. After the activity, the researcher introduced the use of Wordwall web-based learning media as a tool. The researcher explained that this media is designed to make the learning process more effective and fun so that students can learn enthusiastically without feeling bored during the learning activities.

2) Second Treatment (November 11, 2024)

In this session, the researcher continued the learning process from the previous session. The activity began with a routine as in the first treatment, namely the researcher opening with greetings, followed by reading prayers together and taking attendance to find out the presence of students on that day. Next, the researcher reviewed the material that had been delivered previously and explained the meaning and benefits of the learning media that would be used that day. Then, the researcher practiced the use of the Word Wall web by explaining the meaning, benefits, and various templates in the learning media. After the demonstration process was complete, the researcher distributed paper leaflets to each student containing instructions and examples of narrative text questions. The paper contained new vocabulary, correct pronunciation of words, and identification of several types of word classes.

Moreover, after students understood the instructions given, they were asked to practice using the Word Wall web independently. During the activity, the researcher also provided feedback to the students, both individually and in groups, to ensure their understanding of the given task. This activity aims to significantly strengthen students' vocabulary

mastery and deepen their understanding through active engagement with the web word wall learning media. Thus, it is expected that students' vocabulary mastery ability can be significantly increased, so that it can make a positive contribution to the overall and integrated learning outcomes.

c. Post-Test Result of Students of Eleventh-Grade TKJ 2

On Friday, November 15, 2024, the researcher conducted post-test activities on eleventh-grade Computer and Network Engineering (TKJ) 2 students at SMK Muhammadiyah 2 Metro. The activity began with greetings, reading prayers together led by the class leader, and taking attendance to ensure student attendance. Next, the researcher gave a brief review of the material that had been studied previously and the objectives of the day's learning activities. Furthermore, students were given a sheet of paper containing instructions, new vocabulary, correct pronunciation, and word classes relevant to the post-test questions. Then, the researcher explained how to do the post-test questions in the form of filling in the missing sentences in the example of a narrative text with the title *'The Fox and The Crow'*.

Moreover, before students work students are asked to understand the content of the questions first, then access the post-test questions through the QR code or link available on the Wordwall platform by logging in using their full name. On the platform,

students complete the missing sentences by arranging letters into appropriate words from the vocabulary choices provided. In addition, students are asked to ensure that they have submitted their answers to work on the next question. After all students had completed the post-test, the researcher viewed the results automatically from the Wordwall platform. The following are results of the post-test data attached in the table, as follows :

Table 8

The Result of Post-Test Students Vocabulary Mastery at the Eleventh-Grade of Computer and Network Engineering (TKJ)

2

No	Student Name	Pre-Test Result	
		Score	Category
1	AA	70	Complete
2	AAJ	80	Complete
3	AGA	70	Complete
4	ADV	80	Complete
5	CKAP	70	Complete
6	DS	70	Complete
7	DWR	90	Complete
8	EGP	70	Complete
9	ES	60	Incomplete
10	FMI	70	Complete
11	FA	60	Incomplete
12	FA	90	Complete
13	GAAN	80	Complete
14	HAF	80	Complete

15	LS	90	Complete
16	MAKP	80	Complete
17	MFAF	100	Complete
18	MDM	90	Complete
19	MDAS	80	Complete
20	MS	70	Complete
21	MDF	80	Complete
22	MDAS	70	Complete
23	MRA	80	Complete
24	MRA	70	Complete
25	NAS	80	Complete
26	PAK	90	Complete
27	RNS	80	Complete
28	RYP	70	Complete
29	RS	80	Complete
30	SM	70	Complete
31	TPH	80	Complete
32	VV	80	Complete
Average students score		77,5	

The table above shows the results of the post-test that evaluated the vocabulary mastery of eleventh-grade students in Computer and Network Engineering (TKJ) 2. Out of a total of 32 students, most obtained scores in the range of 70 to 100 and were categorized as “Completed”. Only two students scored 60, which was categorized as “Incomplete”. Overall, the student's average score increased to 77.5, showing a significant increase compared to the pre-test results. This shows that students' vocabulary mastery has

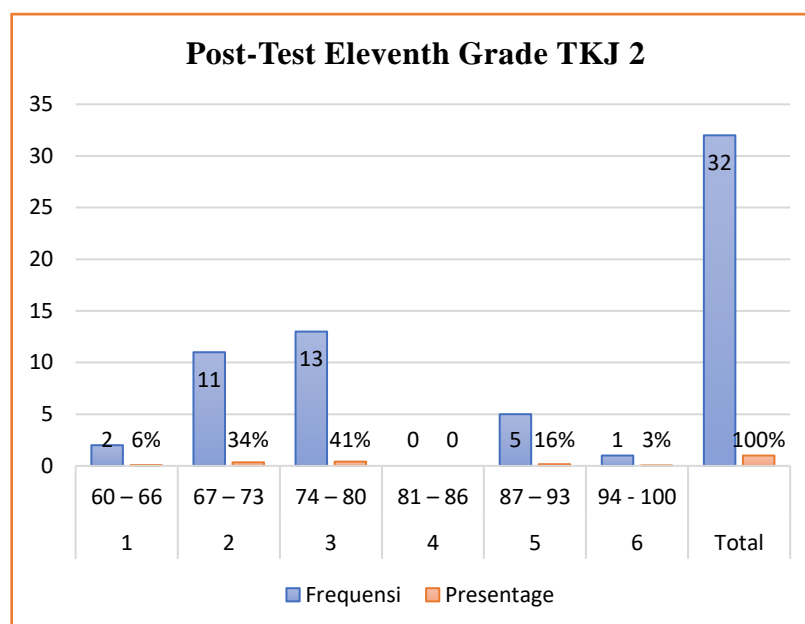
increased after the implementation of Word Wall web media as a supporting media in learning students' vocabulary mastery.

Table 9
Frequency Distribution of Students Post-Test

No	Interval	Frequensi	Presentage
1	60 – 66	2	6%
2	67 – 73	11	34%
3	74 – 80	13	41%
4	81 – 86	0	0
5	87 – 93	5	16%
6	94 - 100	1	3%
Total		32	100%

The table above shows the results of the frequency distribution of students' post-test scores group into six intervals. No students scored in the 81-86 range. Meanwhile, there were 2 students (6%) who scored in the 60-66 range, 11 students (34%) were in the 67-73 interval, and 5 students (16%) scored in the 87-93 interval. Furthermore, the majority of students, 13 out of 32 (41%), achieved scores within the range of 74-80, while only 1 student (3%) attained a score between 94-100. This reflects a significant increase compared to the pre-test scores. So, it can be concluded overall that, this distribution shows an increase in students' vocabulary mastery after the treatment.

Graph 2 Frequency Distribution of Students Post-Test



The frequency distribution graph above shows the results of students' post-test scores. A total of 1 student (3%) scored 94-100, 5 students (16%) scored 87-93, 13 students (41%) scored 74-80, 11 students (34%) scored 67-73, and 2 students (6%) scored 60-66. In addition, there were no students who scored in the 81-86 range. From this data, it can be concluded that students' vocabulary mastery is overall good. This can be seen from 93.75% of students who reached or exceeded the Minimum Completion Criteria (KKM) of 65. Thus, the use of *Word Wall* media proved to be effective in improving students' vocabulary mastery. Thus, it can be concluded that overall, the post-test results can be classified as successful, showing a positive impact in helping students to increase their vocabulary mastery.

3. Normality Test

The normality test is used to measure the probability that a sample comes from a population with a normal distribution. The results of the normality test conducted using SPSS 22 software, are as follows:

Table 10
Test of Normality

		Tests of Normality					
		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Media wordwall	Statistic	df	Sig.	Statistic	df	Sig.
Vocabulary_Mastery	pre-test	.139	32	.122	.916	32	.016
	post test	.165	32	.027	.943	32	.089

a. Lilliefors Significance Correction

Based on the results of the normality test displayed in the Shapiro-Wilk section table, it is known that the significance value (Sig.) in the pre-test is (0.016), while the Sig. value in the post-test is (0.089). Thus, the data is said to be normally distributed if the value of Sig. > 0,05. Therefore, from the results of the normality test, it can be concluded that the data from this study are normally distributed.

4. Homogeneity Test

The homogeneity test is a statistical test that aims to determine whether the distribution of categorical data is the same or whether categorical data is not the same. The following are the results of the homogeneity test obtained using SPSS 22 software, as follows:

Table 11
Test of Homogeneity

Test of Homogeneity of Variance				
	Levene Statistic	df1	df2	Sig.
Vocabulary_ Based on Mean	.067	1	62	.797
Mastery Based on Median	.053	1	62	.819
Based on Median and with adjusted df	.053	1	61.489	.819
Based on trimmed mean	.054	1	62	.818

Based on the data from the homogeneity test results, it is known that the significance value (Sig.) is (0.818), so the value of Sig. > 0.05 which indicates that the research data fulfills the assumption of homogeneity, Andy Field's opinion which states that if the value of Sig. > 0.05, then the data is considered homogeneous. In addition, in this study, the researcher also found that the data were normally distributed. Thus, the researcher decided to continue the analysis by using the parametric test, namely the *paired sample t-test*.

5. Testing of Hypothesis

In testing the hypothesis of this study, researchers formulated two hypotheses as follows:

- a. Alternative Hypothesis (Ha): There is a positive and significant effect of using Web Word Wall media on vocabulary mastery of eleventh-grade students at SMK Muhammadiyah 2 Metro.

- b. Null Hypothesis (Ho): There is no positive and significant effect of using Web Word Wall media on the vocabulary mastery of eleventh-grade students at SMK Muhammadiyah 2 Metro.

Furthermore, statistical hypothesis testing is carried out with the following provisions:

- a. If the significance value (sign. 2-tailed) is lower than $< (0.05)$ and the t-value is greater than the t-table value, then the null hypothesis (Ho) is rejected and the alternative hypothesis (Ha) is accepted.
- b. If the significance value (sign. 2-tailed) is higher than $> (0.05)$ and the t-value is smaller than the t-table value, then the null hypothesis (Ho) is accepted and the alternative hypothesis (Ha) is rejected.

Furthermore, after performing calculations using SPSS 22 to test the effect of the independent variable X (Word Wall web media) on the dependent variable Y (vocabulary mastery), The researcher obtained results that can be explained as follows:

Table 12

**SPSS Calculations Results on the Effectiveness of Web Word Wall
Media on Students' Vocabulary Mastery**

Paired Samples Test

	Paired Differences					t	df	Sig. (2- tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Vocabulary_ Mastery - Media_word wall	72.422	8.130	1.016	70.391	74.453	71.268	63	.000

Based on the results of the analysis using SPSS 22, the significance value (sig. 2-tailed) in this study is 0.00. Because the value of sig. 2-tailed is smaller than 0.05, the alternative hypothesis (Ha) is accepted. This shows that there is a positive and significant influence between variable X and variable Y. Thus, alternative hypothesis (Ha) is accepted, while the null hypothesis (Ho) is rejected. In conclusion, this study successfully proved that the use of Web Word Wall media has a positive and significant influence on students' vocabulary mastery.

In addition, the result of the analysis shows the t-observed value of 71.268 with the degree of freedom (df) 63 at a 95% confidence interval. Based on the t-test table with df 63, this can be illustrated in the table below :

Table 13
Critical Value of T-table

Level of Significant	5%	1%
Df = 63	1.998	2.656

- a. The critical value of the t-test (t-table) at the 5% significance level is 1.998.
- b. The critical value of the t-test (t-table) at the 1% significance level is 2.656.

Based on the data analysis, the result shows that the T-observed value is 71.268. By comparing this value with the t-table, it can be seen that the t-observed is greater than the t-table value at both significance levels ($1.998 < 71.268 > 2.656$). This shows a positive and significant effect of using word wall media on vocabulary mastery of eleventh-grade students at SMK Muhammadiyah 2 Metro. This result is based on comparing students' pre-test and pot-test scores.

- a. If $t\text{-observed} > t\text{-table}$, then the alternative hypothesis (H_a) is accepted and the null hypothesis (H_0) is rejected.

- b. If $t\text{-observed} < t\text{-table}$, then the alternative hypothesis (H_a) is rejected and the null hypothesis (H_o) is accepted.

The researcher has formulated an alternative hypothesis (H_a) that “There is a positive and significant effect of using web word wall media on vocabulary mastery of eleventh-grade students at SMK Muhammadiyah 2 Metro”. With the t -observed result of 71.268, which is greater than the t -table at the 5% (1.998) and 1% (2.656) significance levels, it can be concluded that alternative hypothesis (H_a) is accepted and null hypothesis (H_o) is rejected. In conclusion, the use of we word wall media has a significant and positive effect on the vocabulary mastery of eleventh-grade students at SMK Muhammadiyah 2 Metro.

B. Discussion

The results of this study were obtained by comparing the results of the pre-test and post-test values using SPSS version 22 through a pair sample t -test. Based on SPSS calculations, a 2-tailed significance value of 0.000 was obtained. This value is smaller than 0.05, which means that the Alternative Hypothesis (H_a) is accepted and the Null Hypothesis (H_o) is rejected. This shows that the use of Word Wall web media has a positive and significant effect on teaching vocabulary mastery to eleventh-grade TKJ 2 students. Furthermore, the results of the SPSS analysis show that the t -count (t -observe) value is 71.268. Meanwhile, the t -value on the t -table for degrees of freedom (df) 63 at the 5% significance level is 1.998, and at the 1% significance level is 2.656. Since the t -observe is greater than the t -value on

the t-table, it can be concluded that the Word Wall web media has a positive and significant effect on students' vocabulary mastery. Thus, the researcher can conclude that the use of Word Wall web media has a significant positive impact on vocabulary mastery in eleventh-grade Computer and Network Engineering (TKJ) 2 students at SMK Muhammadiyah 2 Metro.

Web-based *Word Wall* learning media is one of the tools used to improve students' vocabulary mastery. This research is in line with the research conducted by Nike Fadilah Putri, Tanzila Huda, and Yeni Mardiyana Devanti, entitled “*The Effect of Wordwall on the Quality of EFL Students' Writing Skills.*” They concluded that the web-based *Word Wall* proved effective in improving students' writing skills. Students who used this media showed a significant improvement in writing skills compared to students who only used printed English textbooks¹.

In addition, the results of this study are also consistent with the findings of Enny Rahayu, Nurdila, and Sri Ramadhani, who showed a positive effect of using a web-based *Word Wall* in improving students' reading skills and comprehension². This media provides an interesting and fun learning experience while helping students practice their mastery of English vocabulary. With its interactive and competitive nature, this media

¹ Putri, Huda, and Devanti, “*The Effect of Wordwall on the Quality of EFL Students ' Writing Skill,*” *Acuity : Journal of English Language Pedagogy, Literature, and Culture* 9, no.2 (2024).

² Rahayu, Nurdilla, and Ramadhani, “*The Effect of Using Wordwall Media on Reading Skills and Comprehension of Narrative Text,*” *Educational Journal of History and Humanities* 7, no.2 (2024)

can increase student motivation and participation, so that the learning process becomes more effective and vibrant.

Furthermore, this study is also relevant to the results of Zhenith Surya Pamungkas, Alingga Randriwibowo, Latifa Nur Ayu Wulansari, Nendra Gita Melina, and Atik Purwasih. They stated that web-based *Word Wall* media can effectively increase students' learning motivation³. It offers an engaging and fun way for students to recognize and use new vocabulary repeatedly, which in turn significantly improves vocabulary retention and acquisition. Its interactive, competitive, and game-based nature creates a dynamic learning atmosphere, where students are actively involved in expanding their vocabulary.

Thus, Web Word Wall can be concluded as an effective interactive learning media in supporting the English learning process, especially in increasing students' vocabulary mastery. This media serves to strengthen students' understanding as well as facilitate the exploration of new ideas by presenting interesting visualizations through various games and templates. This allows students to more easily understand the material and be more involved in the learning process⁴.

³ Pamungkas et al., "Development of Interactive Learning Media Wordwall in Increasing Student Learning Motivation to Class VII SMPN 4 Gunung Sugih," *Social Pedagogy: Journal Of Social Science Education* 2. No. 2 (2021).

⁴ Desi Ratnasari, Hasna Rahmah Dhiya, and Ani Susanti, "Utilization of Wordwall Application as a Fun English Learning Media," *SEMNAS*, 2022, 1243–50.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the results of data analysis obtained through the paired sample t-test, the significance value (Sig.) 2-tailed is 0.000. This shows that if the Sig. Value is smaller than the significance level α (0.05), then the alternative hypothesis (H_a) is accepted. Therefore, researchers can conclude that the results of this study indicate a positive and significant effect of variable X on variable Y. Thus, the basis for decision-making is that the alternative hypothesis (H_a) is accepted and the null hypothesis (H_0) is rejected.

Therefore, this result is reinforced by the results of the paired sample t-test analysis which shows that the t-count value is 71.268. Meanwhile, for the t-table value in the t distribution the 5% significance level with 63 degrees of freedom (df) is 1.998 and for the 1% significance level is 2.656. Thus, the t-count value is much greater than the t-table value ($71.268 > t$ -table (5% = 1.998, 1% = 2.656)). It can be concluded that the statistical hypothesis supports the statement that using Web Word Wall-based learning media has a positive and effective effect on vocabulary mastery of the eleventh-grade students at SMK Muhammadiyah 2 Metro.

B. Suggestion

The researcher suggests various steps to increase the effectiveness of English learning for students, teachers, principals, and agencies or schools, as follows:

1. For Students

Students are expected to be more active in the learning process in class. If there is material that has not been understood, students should proactively ask the teacher to facilitate understanding and optimize the learning process.

2. For Teachers

Teachers are expected to be more creative and innovative in increasing students' learning motivation, especially in English. One approach that can be applied is to utilize interactive media so that students do not feel bored during learning activities in the classroom, an example of interactive learning media such as word wall web media. This media is not only effective in increasing students' vocabulary mastery but can also encourage students to be more active in learning activities.

3. For the Principal

The principal of SMK Muhammadiyah 2 Metro is expected to give full support to teachers in implementing interactive learning media. Such support is very important to increase students' vocabulary

mastery and encourage students' activeness in the teaching and learning process.

4. For Schools or Educational Institutions

Schools or educational institutions are expected to provide facilities and resources that support the use of interactive learning media, such as word wall web. This will help increase the effectiveness of English language learning and facilitate the implementation of more creative and innovative teaching methods.

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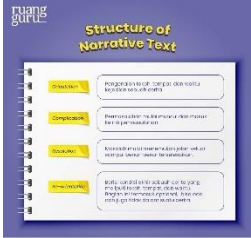
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APPENDIXES

Teaching Modul

MODUL AJAR BAHASA INGGRIS FASE F/XI (KURIKULUM MERDEKA)		
INFORMASI UMUM		
1	Identitas	
	Nama Penyusun	Sindi Oselasari
	Nama Institusi	SMK Muhammadiyah 2 Metro
	Tahun Penyusunan	2024
	Kelas/ Fase	XI/ F
	Pertemuan	1 / 2
	Alokasi Waktu	2 x Pertemuan (4 JP)
2	Kompetensi awal	
	Pengetahuan dan/atau Keterampilan atau Kompetensi Prasyarat	Peserta didik telah mengetahui dan memahami tentang: <ol style="list-style-type: none"> 1. Pengertian Teks <i>Narrative</i> 2. Contoh Teks <i>Narrative</i> 3. <i>Penggunaan media Web Word Wall</i>
CAPAIAN PEMBELAJARAN		
<p>Pada akhir Fase F, peserta didik menggunakan teks lisan, tulisan dan visual dalam bahasa Inggris untuk berkomunikasi sesuai dengan situasi, tujuan, dan pemirsa/pembacanya. Berbagai jenis teks seperti narasi, deskripsi, eksposisi, prosedur, argumentasi, diskusi, dan teks asli menjadi rujukan utama dalam mempelajari bahasa Inggris di fase ini. Peserta didik menggunakan bahasa Inggris untuk berdiskusi dan menyampaikan keinginan/perasaan. Peserta didik menggunakan keterampilan berbahasa Inggris untuk mengeksplorasi berbagai teks dalam berbagai macam topik kontekstual. Mereka membaca teks tulisan untuk mempelajari sesuatu/mendapatkan informasi dan untuk kesenangan. Pemahaman mereka terhadap teks tulisan semakin mendalam. Keterampilan inferensi tersirat ketika memahami informasi, dan kemampuan evaluasi berbagai jenis teks dalam bahasa Inggris sudah berkembang. Mereka memproduksi teks lisan dan tulisan serta visual dalam bahasa Inggris yang terstruktur dengan kosa kata yang lebih beragam. Peserta didik memproduksi beragam teks tulisan dan visual, fiksi maupun non-fiksi dengan kesadaran terhadap tujuan dan target pembaca/pemirsa.</p>		

3	Elemen CP	Membaca-Memirsa
	<p>Pada akhir fase F, peserta didik membaca dan merespon berbagai macam teks seperti narrative, deskripsi, eksposisi, prosedur, argumentasi, dan diskusi secara mandiri. Mereka membaca untuk mempelajari sesuatu dan membaca untuk kesenangan. Mereka mencari, membuat sintesis dan mengevaluasi detil spesifik dan inti dari berbagai macam jenis teks. Teks ini dapat berbentuk cetak atau digital, termasuk diantaranya teks visual, multimodal atau interaktif. Mereka menunjukkan pemahaman terhadap ide pokok, isu-isu atau pengembangan plot dalam berbagai macam teks. Mereka mengidentifikasi tujuan penulis dan melakukan inferensi untuk memahami informasi tersirat dalam teks.</p>	
4	Tujuan Pembelajaran	
	<ol style="list-style-type: none"> 1) Peserta didik mampu membaca, merespon dan mengidentifikasi informasi secara akurat tentang social function, generic structure, type or kind of narrative text, language features dari materi text narrative. 2) Peserta didik mampu meningkatkan kosakata baru melalui media wordwall . 	
5	Materi Pengajaran	
	<p>Material Narrative Text</p> 	<p>Definition : <i>Narrative text is the type of text that tells a chronological story in the past tense.</i></p> <p>The social function of narrative text : <i>The social function of a narrative text is to entertain readers through a story that addresses complications and issues leading to a crisis and resolution.</i></p> <p>Kind of narrative text : <i>Narrative text may take many kinds or forms. They are fables, legends, myths, fairytales, etc. The following are brief explanations of them:</i></p> <ul style="list-style-type: none"> - <i>Fable</i> <p style="margin-left: 40px;">A fable is a type of folktale that teaches a lesson. Because they have humanlike qualities, the animals show how foolish or wise people can be. You can find the other examples at the following link https://fablessofaesop.com/html</p> - <i>Fairy Tales</i> <p style="margin-left: 40px;">Fairy tales are kind of folk stories about magical events</p>

		<p>and creatures such as Cinderella, Little Red Riding Hood, and Sleeping Beauty.</p> <ul style="list-style-type: none"> - <i>Myth</i> Myths are traditional stories that are created within cultures to offer explanations for phenomena. For example: The Story of Rainbow, the Myth of Dewi Sri, etc. - <i>Legend</i> Legend is a traditional story or group of stories told about a particular person or place. For example, The Legend of Batu Menangis. It teaches that God always grants the prayer of parents, especially a mother who is persecuted by her child because the mother's prayer will lead us to be successful in the future. <p>General Structure :</p> <ul style="list-style-type: none"> - <i>Orientation</i>, is the opening part of a narrative text story. This section introduces the characters in the story (<i>characters</i>) and the setting of the story which includes the setting of place, time, atmosphere, and social conditions (<i>setting</i>). - <i>Complication</i>, this section contains the problems that occur in a story. In more detail, the complication is further divided into 3 parts, namely: <ol style="list-style-type: none"> 1. <i>Rising action</i>: Problems begin to arise. 2. <i>Climax</i>: The peak of the problem. 3. <i>Falling action</i>: The tension of the problem begins to decrease, and it begins to find a point of resolution. - <i>Resolution</i>, this section contains the resolution or end of a narrative text story. A story can end with a happy <i>ending</i>, a <i>sad ending</i>, or a cliffhanger. - <i>Re-orientation (Optional)</i>, the last part of the narrative text structure usually contains a conclusion, moral value, or
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change of character at the end of the story. Reorientation is optional because it does not always have to be present in a narrative text.

Language features :

- Using *Simple Past Tense*, Narrative text usually uses simple past tense because it will tell an event or story that has already happened.
- Using *Adverb of Time*, Adverb of time is a word that gives information related to when the event occurred, how long, and how often the event took place. Examples of *adverbs of time* include *today, yesterday, one day, tomorrow, last year, later*, and so on.
- Using *Adjective*, Adjective are words used to describe nouns and pronouns, which can be people, places, animals, objects, colors, smells, or other abstract concepts.
- Using *Noun Phrases*, Noun phrases are words that function as nouns. *Noun phrases* are used to give a more detailed description of a *narrative text*.

Contoh struktur Narrative Text

Text	Generic Structure
The Elephant And The Sparrows	Title
A sparrow couple had a beautiful nest with eggs, on a tall, strong tree, and were expecting their little ones soon. However, an arrogant elephant soon visited the area and shook the tree so hard, that he managed to destroy the nest and the eggs. Angered and saddened by this, the sparrows decided to seek revenge.	Orientation
They asked their woodpecker friend to help them. The woodpecker, along with his friends, the fly and the frog, devised a plan. The frog asked the fly to buzz near the elephant's ear. He said, "when the elephant closes his eyes woodpecker, you must pierce his eyes. The elephant will stand up and try to find water. I will croak far away and the elephant will think there's water around and reach the place. We will create a big pit and the elephant will fall into it.	Complication
At sunset, they worked as per the plan, and the elephant fell into the pit and died.	Resolution
<p>Note :</p> <p>Read : simple past tense Orange : adverb of time Blue : adjective Under : noun phrase</p>	<p>Vocabulary :</p> <ol style="list-style-type: none"> 1. A sparrow : burung pipit 2. Little ones : anak-anak kecil 3. Visited : mengunjungi 4. Shook : mengguncang 5. Hard : keras 6. Destroy : menghancurkan 7. Nest : sarang 8. Revenge : balas dendam 9. Woodpecker : burung pelatuk 10. Pit : lubang

6	Persiapan Pembelajaran	
	Langkah-langkah dalam persiapan	<p>Guru menyiapkan:</p> <ul style="list-style-type: none"> - Materi dan memberikan contoh struktur teks <i>narrative</i> tentang <i>the elephant and the sparrows</i>. - Membuat soal pre-test tentang <i>Narrative Text Snow White</i>. - Membuat soal pos-test tentang <i>the Flow and the Crow</i>
7	Kegiatan Pembelajaran	
	Cara melakukan assessment	Masing-masing siswa mengerjakan soal secara individu.
	Metode pembelajaran	<i>Problem Based Learning (PBL)</i> .
	Media pembelajaran	Web Word Wall
	Materi atau Sumber Pembelajaran Utama	<p>Materi :</p> <p>https://www.ruangguru.com/blog/struktur-dari-narrative-text https://www.english-academy.id/blog/narrative-text-adalah</p> <p>Contoh teks narrative :</p> <p>https://www.english-academy.id/blog/narrative-text-adalah https://kumparan.com/kumparanmom/cerita-fabel-rubah-dan-burung-gagak-beserta-pesan-moralnya-untuk-anak-1udYCPi2fNP/1</p> <p>Media :</p> <p>https://guruinovatif.id/@redaksiguruinovatif/game-edukasi-wordwall-solusi-mengatasi-kejuhan-dalam-pembelajaran https://youtu.be/sm9sYyGT6E4?si=ADAw3udjjjJ-GCoS https://wordwall.net/play/81268/630/704</p> <p>Imrohatin, N. N. (2022). <i>NARRATIVE TEXT</i>. Jakarta: Direktorat Guru dan Tenaga kependidikan Madrasah.</p>
8	Urutan Kegiatan Pembelajaran	
	<p>A. Kegiatan awal (15 Menit)</p> <ol style="list-style-type: none"> 1. Siswa dan guru memulai pelajaran dengan berdoa bersama. 2. Guru memeriksa kehadiran siswa dengan menanyakan siapa yang tidak masuk hari ini. 3. Guru bersama siswa membahas kesepakatan yang akan diterapkan dalam 	

pembelajaran.

4. Siswa dan guru berdiskusi melalui pertanyaan pemantik :
 - 1) *What's narrative text?*
 - 2) *What is the social function of narrative text?*
 - 3) *What are the generic structures of narrative text?*
 - 4) *Do you like reading fairy tales or fairy stories?*
 - 5) *How many new vocabulary words do you get from reading ?*
5. Peserta didik memberikan jawaban dari pertanyaan yang diberikan.
6. Peserta didik mengerjakan asesmen awal terkait materi pembelajaran.

B. Kegiatan Inti (20 menit)

a. Eksplorasi :

- 1) Guru memberikan pengantar singkat tentang *Narrative Text*, yang meliputi dari Definisi, Generic Structure, dan language Feature pada Narrative Text. ([https://www.ruangguru.com/blog/struktur-dari-narrative-text.](https://www.ruangguru.com/blog/struktur-dari-narrative-text))
- 2) Guru memberikan lembar contoh struktur text narrative kepada siswa.
- 3) Guru memberikan Ice Breaking kepada siswa untuk mendorong semangat belajar mereka. (<https://youtu.be/t59wPLPdzcM?feature=shared>)
- 4) Guru memperkenalkan penggunaan dan tujuan web word wall sebagai media interaktif untuk pembelajaran kosakata yang relevan dengan teks narrative. (<https://guruinovatif.id/@redaksiguruinovatif/game-edukasi-wordwall-solusi-mengatasi-kejenuhan-dalam-pembelajaran>)
- 5) Memfasilitasi terjadinya interaksi antar peserta didik melalui pemberian tugas baik secara individu maupun kelompok, serta antara peserta didik dengan guru, lingkungan, dan sumber belajar lainnya.
- 6) Melibatkan siswa secara aktif dalam setiap kegiatan pembelajaran.

b. Elaborasi :

- 1) Guru menjelaskan cara menggunakan aplikasi web word wall. (<https://youtu.be/sm9sYyGT6E4?si=ADAw3udjijJ-GCoS>)
- 2) Guru membagikan link lembar kerja siswa yang telah dibuat melalui web word wall kepada masing-masing individu. (<https://wordwall.net/play/81268/630/704>)
- 3) Sebelum mengerjakan lembar kerja, siswa diminta untuk membaca intruksi yang sudah disediakan.
- 4) Kemudian siswa diminta untuk mengisi kalimat rumpang, dengan menyusun kata berdasarkan huruf acak hingga menjadi kata baru yang disediakan dan

	<p>sesuai dengan konteksnya.</p> <ol style="list-style-type: none">5) Guru berkeliling memberikan bimbingan dan umpan balik tentang penggunaan web word wall selama kegiatan pembelajaran.6) Guru bersama siswa membahas hasil latihan dari web word wall tersebut.
	<p>C. Penutup (10 menit)</p> <p>a. Refleksi :</p> <ol style="list-style-type: none">1) Guru meminta siswa menyebutkan kata-kata baru yang mereka dapatkan dan bagaimana cara mengucapkannya.2) Peserta didik diberi kesempatan menanyakan hal-hal yang belum dipahami terkait Narrative Text dan penggunaan media web word wall.3) Peserta didik mengomunikasikan hambatan yang dialami saat menganalisis Narrative Text. <p>b. Penilaian :</p> <ol style="list-style-type: none">1) Guru menilai partisipasi siswa melalui pengamatan selama kegiatan pembelajaran.2) Guru menyampaikan pembelajaran untuk pertemuan selanjutnya3) Guru menutup pembelajaran.

Vocabulary Scoring Rubric :

No	Score	Criteria	Aspect of the Competencies
1	91 - 100	Excellent	Very good command of vocabulary. All words are pronounced clearly, there are no spelling mistakes, grammar and meaning are appropriate in context.
2	71 - 90	Good	Good command of vocabulary, most words are pronounced correctly, with few spelling errors, grammar with some minor errors, and meaning is generally appropriate.
3	51 - 70	Average	Fairly good vocabulary, some errors in pronunciation and spelling, minor grammatical errors but meaning can still be understood, with some context problems.
4	31 - 50	Fair	Poor vocabulary, many errors in pronunciation and spelling, grammatical errors that interfere with understanding, and meaning that is not always appropriate.
5	10 - 30	Poor	Very low vocabulary, many pronunciation and spelling errors, significant grammatical errors, and meaning that is unclear and difficult to understand.

Guru Bahasa Inggris



AGUS FIRMANSYAH, S.Pd.
NBM. 1146058

METRO, 11 November ,2024
Mahasiswa/Peneliti



SINDI OSELASARI
NPM. 2101051037

Learning Objective (ATP)

ATP (ALUR TUJUAN PEMBELAJARAN)

Mata Pelajaran : Bahasa Inggris
 FASE : F/XI
 Penyusun : Agus Firmansyah, S.Pd.
 Nama Sekolah : SMK Muhammadiyah 2 Metro
 Tahun Pelajaran : 2023-2024

NO	ELEMEN	CAPAIAN PEMBELAJARAN	KOMPETENSI YANG DITUJU	TUJUAN PEMBELAJARAN	ALUR TUJUAN PEMBELAJARAN
1	Menyimak - Berbicara	Pada akhir Fase F, peserta didik menggunakan bahasa Inggris untuk berkomunikasi dengan guru, teman sebaya dan orang lain dalam berbagai macam situasi dan tujuan. Mereka menggunakan dan merespon pertanyaan terbuka dan menggunakan strategi untuk memulai, mempertahankan dan menyimpulkan percakapan dan diskusi. Mereka memahami dan mengidentifikasi ide utama dan detail relevan dari diskusi atau presentasi mengenai berbagai macam topik. Mereka menggunakan bahasa Inggris untuk menyampaikan opini terhadap isu sosial dan untuk membahas minat, perilaku dan	<ol style="list-style-type: none"> 1. Menggunakan bahasa Inggris untuk berkomunikasi. 2. Menggunakan dan merespon pertanyaan terbuka dan menggunakan strategi. 3. Memahami dan mengidentifikasi ide utama dan detail. 4. Menyampaikan opini. 	<ol style="list-style-type: none"> 1. Mengaplikasikan dan menyimpulkan makna secara kontekstual fungsi sosial, struktur teks, dan unsur kebahasaan serta merancang teks interaksi transaksional lisan yang melibatkan tindakan mengungkapkan harapan dan rencana (hope & plan) secara kritis, kreatif dan santun terkait topik fenomena alam dan sosial dengan tingkat kelancaran dan ketepatan yang optimal. 	<ol style="list-style-type: none"> 1. Mengidentifikasi secara mandiri konteks, gagasan utama, dan informasi terperinci dari ragam teks narrative, deskripsi, exposisi, dan prosedur lisan maupun tulisan yang disajikan dalam bentuk multimedia dalam lingkup minat remaja. 2. Menjelaskan karakteristik, rangkaian penyusunan dan pengembangan gagasan dari ragam teks narrative, deskripsi,

NO	ELEMEN	CAPAIAN PEMBELAJARAN	KOMPETENSI YANG DITUJU	TUJUAN PEMBELAJARAN	ALUR TUJUAN PEMBELAJARAN
				<ol style="list-style-type: none"> unsur kebahasaan teks lisan berbentuk eksplanasi (explanation) secara kritis, kreatif dan santun terkait topik fenomena alam dan sosial dengan tingkat kelancaran dan ketepatan yang optimal. 	<ol style="list-style-type: none"> 1. Menganalisa makna tersirat dan tersurat dari ragam teks narrative, deskripsi, exposisi, dan prosedur lisan dan tulisan dalam bentuk multimedia dalam lingkup minat remaja. 2. Menguraikan gagasan dan pendapat disertai dengan alasan terhadap ragam teks narrative, deskripsi, exposisi, dan prosedur yang disajikan dalam
2	Membaca - Memirsa	Pada akhir Fase F, peserta didik membaca dan merespon berbagai macam teks seperti narasi, deskripsi, eksposisi, prosedur, argumentasi, dan diskusi secara mandiri. Mereka membaca untuk mempelajari sesuatu dan membaca untuk kesenangan. Mereka mencari, membuat sintesis dan mengevaluasi detail spesifik dan inti dari berbagai macam jenis teks. Teks ini dapat berbentuk cetak atau digital, termasuk di antaranya teks visual, multimodal atau interaktif. Mereka menunjukkan pemahaman terhadap ide pokok, isu-isu atau	<ol style="list-style-type: none"> 1. Membaca dan merespon berbagai macam teks. 2. Membaca untuk mempelajari sesuatu dan membaca untuk kesenangan. 3. Mencari, membuat sintesis dan mengevaluasi detail spesifik dan inti dari berbagai macam jenis teks. 4. Mengidentifikasi 5. Tujuan penulis dan 	<ol style="list-style-type: none"> 1. Menganalisis, menyimpulkan makna dan mengevaluasi fungsi sosial, struktur teks, dan unsur kebahasaan teks tulis berbentuk surat formal dan informal secara kritis, kreatif dan jujur terkait topik kegiatan akademis, perkantoran dan sosial kemasyarakatan sesuai dengan konteks penggunaannya dengan 	

NO	ELEMEN	CAPAIAN PEMBELAJARAN	KOMPETENSI YANG DITUJU	TUJUAN PEMBELAJARAN	ALUR TUJUAN PEMBELAJARAN
		pengembangan plot dalam berbagai macam teks. Mereka mengidentifikasi tujuan penulis dan melakukan inferensi untuk memahami informasi tersirat dalam teks.	melakukan inferensi untuk memahami informasi tersirat dalam teks.	tingkat kelancaran dan ketepatan yang optimal. 2. Menganalisis, menyimpulkan makna dan mengevaluasi fungsi sosial, struktur teks, dan unsur kebahasaan teks tulis berbentuk caption & proverb secara kritis, kreatif dan jujur terkait topik fenomena alam dan sosial sesuai dengan konteks penggunaannya dengan tingkat kelancaran dan ketepatan yang optimal. 3. Menganalisis, menyimpulkan makna dan mengevaluasi fungsi sosial, struktur teks, dan unsur kebahasaan teks lisan dan tulis berbentuk laporan (report) secara kritis, kreatif dan jujur	bentuk multimedia dalam lingkup minat remaja, sosial, dan budaya 3. Mendemonstrasikan komunikasi yang efektif dalam penyampaian gagasan dan pendapat di berbagai diskusi, kegiatan kolaborasi, dan presentasi untuk berbagai tujuan.

Documentation of Pra-Survey



B : 4
D : 6

Test Vocabulary Mastery

Name : Vito Valentine
Class : XI IPA
Date : 20 July 2021

> **Instruction:**
Answer each question correctly and choose the most appropriate answer.

✓ Choose the correct spelling of the word below.

a) Accomodate
b) Accomodate
c) Accommodate
d) Accommodate

✗ Which of the following words means "kesempatan"?

a) Chance
b) Change
c) Chore
d) Chart

3. Listen to the following pronunciation and choose the corresponding word
Audio: "im'pru:v"

✓ Improve
b) Improv
c) Improv
d) Impruve

4. Choose the correct spelling of word below.

a) Beelive
b) Believe
c) Belive
d) Belev

5. What does "rainbow" mean?

a) A type of rain
b) A bow used in rain
c) A band of colors in the sky
d) A rainy day

6. Listen to the following pronunciation and choose the corresponding word
Audio: "ik'sperians"

a) Expert
b) Experience
c) Expectation
d) Expansion

7. Choose the correct spelling of word below.

a) Recieve
b) Receive
c) Recive
d) Receeve

✗ 8. Which of the following words means "Menyetujui"?

✓ Approach
b) Approve
c) Approved
d) Aprove

9. Listen to the following pronunciation and choose the corresponding word
Audio: "æd.və.tatʒ.mənt"

a) Advantage
b) Advertisement
c) Adventurous
d) Advetaizment

10. Choose the correct spelling of word below.

a) Sucess
b) Success
c) Succes
d) Succses

Score Student's Based on Pre Survey

No	Student Name	Vocabulary Result	
		Score	Category
1	AA	10	Incomplete
2	AAJ	20	Incomplete
3	AGA	60	Incomplete
4	ADV	40	Incomplete
5	CKAP	50	Incomplete
6	DS	60	Incomplete
7	DWR	70	complete
8	EGP	60	Incomplete
9	ES	40	Incomplete
10	FMI	10	Incomplete
11	FA	20	Incomplete
12	FA	30	Incomplete
13	GAAN	40	Incomplete
14	HAF	30	Incomplete
15	LS	30	Incomplete
16	MAKP	60	Incomplete
17	MFAF	70	complete
18	MDM	70	complete
19	MDAS	20	Incomplete
20	MS	50	Incomplete
21	MDF	20	Incomplete
22	MDAS	20	Incomplete
23	MRA	50	Incomplete
24	MRA	40	Incomplete
25	NAS	40	Incomplete
26	PAK	70	complete
27	RNS	20	Incomplete
28	RYP	30	Incomplete
29	RS	10	Incomplete
30	SM	10	Incomplete
31	TPH	20	Incomplete
32	VV	40	Incomplete
TOTAL		1.210	

Recapitulation of Students in SMK Muhammadiyah 2 Metro

Number Class	Gender		Total	Presentage
	Female (p)	Male (L)		
X	62	416	478	43%
XI	55	266	321	29%
XII	53	253	306	28%
Total	170	935	1.105	100%

Documentation of Pre-Test



> LKPD PRE-TEST

LEARNER WORKSHEET (LKPD)

Subject : English
 Fase : F/XI
 Element : Reading-Viewing
 Test form : Fill in the missing word text.
 Topic : Narrative Text (Fairy Tale)

Name : Viola Valentine
 Class : XI.1.12
 Day/Date : 08-11-2024
 Jumat

Instructions :

- 1) Membaca Do'a terlebih dahulu sebelum mengerjakan.
- 2) Kemudian pahami instruksi yang diberikan.
- 3) Bacalah narrative text " SNOW WHITE" dengan cermat.
- 4) Isilah kalimat rumpang di bawah ini dengan kata yang tepat berdasarkan konteks cerita.
- 5) Pilihlah jawaban yang paling sesuai dari pilihan yang disediakan pada vocabulary.
- 6) Kerjakanlah dengan teliti.
- 7) Pastikanlah semua jawaban sudah benar sebelum diserahkan.

SNOW WHITE

Vocabulary :

- | | |
|-----------------------------|----------------------------|
| 1. Snow White : Putri Salju | 7. Disguised : Menyamar |
| 2. Stepmother : Ibu Tiri | 8. Lying there : Terbaring |
| 3. Hunter : Pemburu | 9. Mesmerized : Terpesona |
| 4. Cruel : Kejam | 10. Prince : Pangeran |
| 5. Cottage : Pondok | 11. King : Raja |
| 6. Dwarves : Kurcaci | 12. Sleep : Tertidur |



One day, there lived a beautiful princess who had white and soft skin named 1) Snow White. She had a 2) stepmother who was jealous of her beauty, the stepmother ordered a 3) hunter to take Snow White to the forest and kill her. However, the hunter was unable to do so and instead left Snow White in the forest. She eventually found a 4) luring ~~there~~ belonging to seven dwarves who took her in.

Meanwhile, inside the palace, the evil 5) stepmother finds out through a magic mirror that Snow White is still alive and living with the seven 6) dwarves in the forest. The evil stepmother 7) disguised as an old woman offered the apple to Snow White. After eating it, Snow White fell a sleep. When the dwarves found Snow White 8) lying there they were sad and made a glass chest for her, and the only way to wake her up was with true love's kiss. One day, a 9) prince came and was 10) mesmerized by Snow White's beauty and kissed her. Thus, the kiss broke the magic and woke Snow White from her sleep. Eventually, the prince married her, and they lived happily ever after.

**The Result of Pre-Test Students Vocabulary Mastery at the
Eleventh Grade of Computer and Network Engineering (TKJ) 2**

No	Student Name	Pre-Test Result	
		Score	Category
1	AA	50	Incomplete
2	AAJ	60	Incomplete
3	AGA	30	Incomplete
4	ADV	70	complete
5	CKAP	50	Incomplete
6	DS	40	Incomplete
7	DWR	70	complete
8	EGP	40	Incomplete
9	ES	30	Incomplete
10	FMI	60	Incomplete
11	FA	30	Incomplete
12	FA	70	complete
13	GAAN	60	Incomplete
14	HAF	40	Incomplete
15	LS	60	Incomplete
16	MAKP	60	Incomplete
17	MFAF	70	complete
18	MDM	40	complete
19	MDAS	60	Incomplete
20	MS	70	complete
21	MDF	70	complete
22	MDAS	60	Incomplete
23	MRA	70	complete
24	MRA	50	Incomplete
25	NAS	30	Incomplete

26	PAK	70	complete
27	RNS	60	Incomplete
28	RYP	30	Incomplete
29	RS	60	Incomplete
30	SM	40	Incomplete
31	TPH	60	Incomplete
32	VV	40	Incomplete
Average students score		53,12	

The table above presents the data from the pre-test results in vocabulary mastery of the eleventh-grade Computer and Network Engineering (TKJ) 2 students. The data includes all eleventh-grade TKJ 2 students totaling 32 students identified based on the initials of their names, along with their respective scores and performance categories classified as 'Complete' or 'Incomplete'. The pre-test results showed that out of a total of 32 students, only 8 students were found to have completed the KKM score of 65, while the remaining 24 students were found to be incomplete, with an overall mean score of 53.12. This finding shows that the majority of students have not reached the expected level of vocabulary mastery based on the results of pre-test data.

Documentation Treatment (1 And 2)

> Text Narrative to Treatment Used on Wordwall Media.

> Instruction :

1. Pastikan anda membaca dan memahami intruksi yang di berikan.
2. Pastikan anda memiliki akses smartphone yang terhubung ke internet.
3. Buka google lalu ketikkan *wordwall.net*, lalu masuk dengan akun google untuk mempermudah kalian dalam mengakses media web tersebut.
4. Setelah masuk ke akun web wordwall, klik template aktivitas kegiatan yang akan digunakan dalam kegiatan pembelajaran.
5. Kemudian istilah kalimat rumpang di bawah ini dengan kata yang tepat berdasarkan konteks cerita.
6. Pilih jawaban yang paling sesuai dari pilihan yang disediakan pada kolom vocabulary

CINDERELLA

> Vocabulary :

1. Lived : Hiduplah	6. Insinuating : Menyindirnya
2. Arrogant : Angkuh	7. Shoes : Sepatu
3. Stay : Tinggallah	8. Kingdom : Kerajaan
4. Laughed : Menertawakannya	9. Slipper : Sandal
5. Wicked : Jahat	10. Palace : Istana

Once upon a time, there 1) _____ (*lived/stayed*) a beautiful and sweet girl named Cinderella. She lived with her 2) _____ (*wicked/arrogant*) stepmother and stepsisters who treated her badly. One day, the prince organized a ball to find a girl to be his life partner. Her mother and stepsisters were very happy to hear the news, and the news of the ball was also heard by Cinderella. Cinderella was eager to attend and tried to ask her mother and stepsisters for permission, but they 3) _____ (*laughed/insinuating*) at her and belittled her.

With the help of her fairy godmother, she gets a beautiful dress and a glass 4) _____ (*shoes/slipper*) to wear to the ball. At the ball, the prince falls in love with her, but Cinderella must leave before midnight because the spell will be broken. On the way home from the 5) _____ (*palace/kingdom*), Cinderella's glass shoes comes off and the prince finds it. Then the prince looks for the owner of the glass shoes and when he finds it, it turns out that the shoes belongs to Cinderella, and they live happily ever after.

Post-Test Vocabulary Matery Through Narrative Text


Date: _____ Name: _____

1. ☞ One day in the forest, a hungry fox saw a crow (1) _____ (*Holding / Biting / Catching*) a piece of meat in its beak.
g t i n i B
□ □ □ □ □ □ □ □
2. ☞ The fox wanted the meat, so he (2) _____ (*Climbed / Planned / Thought*) up a clever plan.
T t h h g u o
□ □ □ □ □ □ □ □
3. ☞ He said, "Dear Crow, you have a beautiful voice. Would you (3) _____ (*Sing / Talk / Shout*) a song for me?"
g n s i
□ □ □ □ □ □ □ □
4. ☞ The crow, (4) _____ (*Deceived / Surprised / Happy*) by the fox's words, opened its mouth to sing.
v c e i e e d D
□ □ □ □ □ □ □ □ □ □
5. ☞ The meat (5) _____ (*Fell / Flew / Jumped*) to the ground, and the fox quickly took it.
l i f e
□ □ □ □ □ □ □ □
6. ☞ As the fox began to walk away, the crow realized it had been deceived. Felt foolish, the crow cried out, "Wait! You deceived me! How could you be so (6) _____?" (*Clever / Rude / Sly*)
l y s
□ □ □ □ □ □ □ □
7. ☞ The fox turned around and replied with a (7) _____ (*Smile / Frown / Smirk*).
i r k m S
□ □ □ □ □ □ □ □
8. ☞ "Dear crow, flattery will get you nowhere except into (8) _____." (*Trouble/Happiness/Danger*).
r o b l e u T
□ □ □ □ □ □ □ □ □ □
9. ☞ Next time, keep your mouth shut when you have something (9) _____ (*Valuable / Cheap / Useless*).
b l u a l e a V
□ □ □ □ □ □ □ □ □ □
10. ☞ The crow, now (10) _____ (*Wiser / Sadness / Anger*), vowed to be more careful. From that day on, whenever he saw the fox, he would hold his food tightly and stay silent because he knew that not everyone who praises you has good intentions.
s e r i W
□ □ □ □ □ □ □ □

Documentation Post-Test



➤ LKPD POST – TEST

LEARNER WORKSHEET (LKPD)	
Subject : English Fase : F/XI Element : Reading Test form : Fill in the missing word text Topic : Narrative Text (Fable).	Name : Class : Day/Date :
Instructions : <ol style="list-style-type: none"> 1. Bacalah do'a terlebih dahulu sebelum mengerjakan. 2. Kemudian pahami instruksi yang diberikan. 3. Scan barcode atau salin link dibawah ini untuk masuk pada lembar Tes. "Login menggunakan nama lengkap". <div style="text-align: center;">  <p style="color: blue; text-decoration: underline;">(https://wordwall.net/play/81268/630/704)</p> </div> <ol style="list-style-type: none"> 4. Isilah kalimat rumpang dengan kata yang tepat berdasarkan konteks cerita. 5. Pilihlah jawaban yang paling sesuai dari pilihan yang disediakan pada vocabulary. 6. Susun huruf menjadi kata yang tepat, pada kolom huruf yang sudah disediakan. 7. Kerjakanlah dengan teliti. 8. Pastikanlah semua jawaban sudah benar sebelum diserahkan. 	
THE FOX AND THE CROW	
Vocabulary : <ol style="list-style-type: none"> 1. Fox /fɒks/ (N) : Rubah 2. Crow /krəʊ/ (N) : Burung Gagak 3. Holding /'həʊldɪŋ/ (N) : Memegang 4. Biting /'bɑːtɪŋ/ (Adj) : Mengigit 5. Catching /'kætʃɪŋ/ (Adj) : Menangkap 6. Climbed /klaɪm/ (V) : Memanjat 7. Planned /plæn/ (V) : Merencanakan 8. Thought /θɔːt/ (N) : Memikirkan 9. Sing /sɪŋ/ (V) : Menyanyi 10. Talk /tɔːk/ (V) : Bicara 	<ol style="list-style-type: none"> 16. Deceived /dɪ'siːv/ (V) : Tertipu 17. Surprised /sə'praɪzd/ (Adj) : Terkejut 18. Happy /'hæpi/ (Adj) : Senang 19. Fell /fel/ (N) : Jatuh 20. Flew /fluː/ (V) : Terbang 21. Jumped /dʒʌmp/ (V) : Melompat 22. Clever /'klevər/ (Adj) : Cerdik 23. Rude /ruːd/ (Adj) : Kasar 24. Sly /sli/ (Adj) : Licik 25. Smile /fraʊn/ (V) : Senyum 26. Frown /fraʊn/ (V) : Cemberut

11. Shout / ʃaʊt / (V) : Berteriak	27. Smirk / smɜːrk / (V) : Menyeringai
12. Trouble / ˈtrʌbl / (N) : Kesulitan	28. Valuable / ˈvæljuəbl / (Adj) : Berharga
13. Happiness / ˈhæpinəs / (N) : Kebahagiaan	29. Cheap / tʃiːp / (Adj) : Murah
14. Danger / ˈdeɪndʒər / (N) : Bahaya	30. Useless / ˈjuːsləs / (Adj) : Tidak Berguna
15. Wiser / ˈwaɪz / (Adj) : Bijaksana	31. Sadness / ˈsædnəs / (N) : Kesedihan
	32. Anger / ˈæŋgər / (N) : Kemarahan



One day in the forest, a hungry fox saw a crow (1) _____ (*Holding / Biting / Catching*) a piece of meat in its beak. The fox wanted the meat, so he (2) _____ (*Climbed / Planned / Thought*) up a clever plan. He said, "Dear Crow, you have a beautiful voice. Would you (3) _____ (*Sing / Talk / Shout*) a song for me?" The crow, (4) _____ (*Deceived / Surprised / Happy*) by the fox's words, opened its mouth to sing. The meat (5) _____ (*Fell / Flew / Jumped*) to the ground, and the fox quickly took it.

As the fox began to walk away, the crow realized it had been deceived. Felt foolish, the crow cried out, "Wait! You deceived me! How could you be so (6) _____?" (*Clever / Rude / Sly*).

The fox turned around and replied with a (7) _____ (*Smile / Frown / Smirk*). "Dear crow, flattery will get you nowhere except into (8) _____." (*Trouble/Happiness/Danger*). Next time, keep your mouth shut when you have something (9) _____ (*Valuable / Cheap / Useless*).

The crow, now (10) _____ (*Wiser / Sadness / Anger*), vowed to be more careful. From that day on, whenever he saw the fox, he would hold his food tightly and stay silent because he knew that not everyone who praises you has good intentions.

**The Result of Post-Test Students Vocabulary Mastery at the Eleventh-Grade
of Computer and Network Engineering (TKJ) 2**

No	Student Name	Pre-Test Result	
		Score	Category
1	AA	70	Complete
2	AAJ	80	Complete
3	AGA	70	Complete
4	ADV	80	Complete
5	CKAP	70	Complete
6	DS	70	Complete
7	DWR	90	Complete
8	EGP	70	Complete
9	ES	60	Incomplete
10	FMI	70	Complete
11	FA	60	Incomplete
12	FA	90	Complete
13	GAAN	80	Complete
14	HAF	80	Complete
15	LS	90	Complete
16	MAKP	80	Complete
17	MFAF	100	Complete
18	MDM	90	Complete
19	MDAS	80	Complete
20	MS	70	Complete
21	MDF	80	Complete
22	MDAS	70	Complete
23	MRA	80	Complete
24	MRA	70	Complete
25	NAS	80	Complete

26	PAK	90	Complete
27	RNS	80	Complete
28	RYP	70	Complete
29	RS	80	Complete
30	SM	70	Complete
31	TPH	80	Complete
32	VV	80	Complete
Average students score		77,5	

The table above shows the results of the post-test that evaluated the vocabulary mastery of eleventh-grade students in Computer and Network Engineering (TKJ) 2. Out of a total of 32 students, most obtained scores in the range of 70 to 100 and were categorized as “Completed”. Only two students scored 60, which was categorized as “Incomplete”. Overall, the student's average score increased to 77.5, showing a significant improvement compared to the pre-test results. This indicates that students' vocabulary mastery has increased after the application of the Word Wall web media as a supporting media in teaching students vocabulary mastery.

The Results SPSS

1. Test Normality

		Tests of Normality					
		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
Media wordwall		Statistic	df	Sig.	Statistic	df	Sig.
Vocabulary_Mastery	pre-test	.139	32	.122	.916	32	.016
	post test	.165	32	.027	.943	32	.089

a. Lilliefors Significance Correction

2. Test Homogeneity

		Test of Homogeneity of Variance			
		Levene Statistic	df1	df2	Sig.
Vocabulary_Mastery	Based on Mean	.067	1	62	.797
	Based on Median	.053	1	62	.819
	Based on Median and with adjusted df	.053	1	61.489	.819
	Based on trimmed mean	.054	1	62	.818

3. Computation of SPSS results

Paired Samples Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Vocabulary_Mastery - Media_wordwall	72.422	8.130	1.016	70.391	74.453	71.268	63	.000

4. Degree of Freedom

Titik Persentase Distribusi t (df = 41 – 80)

df \ Pr	0.25	0.10	0.05	0.025	0.01	0.005	0.001
	0.50	0.20	0.10	0.050	0.02	0.010	0.002
41	0.68052	1.30254	1.68288	2.01954	2.42080	2.70118	3.30127
42	0.68038	1.30204	1.68195	2.01808	2.41847	2.69807	3.29595
43	0.68024	1.30155	1.68107	2.01669	2.41625	2.69510	3.29089
44	0.68011	1.30109	1.68023	2.01537	2.41413	2.69228	3.28607
45	0.67998	1.30065	1.67943	2.01410	2.41212	2.68959	3.28148
46	0.67986	1.30023	1.67866	2.01290	2.41019	2.68701	3.27710
47	0.67975	1.29982	1.67793	2.01174	2.40835	2.68456	3.27291
48	0.67964	1.29944	1.67722	2.01063	2.40658	2.68220	3.26891
49	0.67953	1.29907	1.67655	2.00958	2.40489	2.67995	3.26508
50	0.67943	1.29871	1.67591	2.00856	2.40327	2.67779	3.26141
51	0.67933	1.29837	1.67528	2.00758	2.40172	2.67572	3.25789
52	0.67924	1.29805	1.67469	2.00665	2.40022	2.67373	3.25451
53	0.67915	1.29773	1.67412	2.00575	2.39879	2.67182	3.25127
54	0.67906	1.29743	1.67356	2.00488	2.39741	2.66998	3.24815
55	0.67898	1.29713	1.67303	2.00404	2.39608	2.66822	3.24515
56	0.67890	1.29685	1.67252	2.00324	2.39480	2.66651	3.24226
57	0.67882	1.29658	1.67203	2.00247	2.39357	2.66487	3.23948
58	0.67874	1.29632	1.67155	2.00172	2.39238	2.66329	3.23680
59	0.67867	1.29607	1.67109	2.00100	2.39123	2.66176	3.23421
60	0.67860	1.29582	1.67065	2.00030	2.39012	2.66028	3.23171
61	0.67853	1.29558	1.67022	1.99962	2.38905	2.65886	3.22930
62	0.67847	1.29536	1.66980	1.99897	2.38801	2.65748	3.22696
63	0.67840	1.29513	1.66940	1.99834	2.38701	2.65615	3.22471
64	0.67834	1.29492	1.66901	1.99773	2.38604	2.65485	3.22253
65	0.67828	1.29471	1.66864	1.99714	2.38510	2.65360	3.22041
66	0.67823	1.29451	1.66827	1.99656	2.38419	2.65239	3.21837
67	0.67817	1.29432	1.66792	1.99601	2.38330	2.65122	3.21639
68	0.67811	1.29413	1.66757	1.99547	2.38245	2.65008	3.21446
69	0.67806	1.29394	1.66724	1.99495	2.38161	2.64898	3.21260
70	0.67801	1.29376	1.66691	1.99444	2.38081	2.64790	3.21079
71	0.67796	1.29359	1.66660	1.99394	2.38002	2.64686	3.20903
72	0.67791	1.29342	1.66629	1.99346	2.37926	2.64585	3.20733
73	0.67787	1.29326	1.66600	1.99300	2.37852	2.64487	3.20567
74	0.67782	1.29310	1.66571	1.99254	2.37780	2.64391	3.20406
75	0.67778	1.29294	1.66543	1.99210	2.37710	2.64298	3.20249
76	0.67773	1.29279	1.66515	1.99167	2.37642	2.64208	3.20096
77	0.67769	1.29264	1.66488	1.99125	2.37576	2.64120	3.19948
78	0.67765	1.29250	1.66462	1.99085	2.37511	2.64034	3.19804
79	0.67761	1.29236	1.66437	1.99045	2.37448	2.63950	3.19663
80	0.67757	1.29222	1.66412	1.99006	2.37387	2.63869	3.19526

Catatan: Probabilita yang lebih kecil yang ditunjukkan pada judul tiap kolom adalah luas daerah dalam satu ujung, sedangkan probabilitas yang lebih besar adalah luas daerah dalam kedua ujung



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Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

Nomor : 3390/In.28/J/TL.01/07/2024
Lampiran : -
Perihal : IZIN PRASURVEY

Kepada Yth.,
Kepala Sekolah SMK
MUHAMMADIYAH 2 METRO
di-
Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami, atas nama :

Nama : **SINDI OSELASARI**
NPM : 2101051037
Semester : 6 (Enam)
Jurusan : Tadris Bahasa Inggris
THE EFFECTIVENESS OF LEARNING VOCABULARY
Judul : MASTERY THROUGH WEB WORD WALL MEDIA AT SMK
MUHAMMADIYAH 2 METRO

untuk melakukan prasurvey di SMK MUHAMMADIYAH 2 METRO, dalam rangka menyelesaikan Tugas Akhir/Skripsi.

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya prasurvey tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 08 Juli 2024
Ketua Jurusan,



Dr. Much Deiniatur M.Pd.B.I.
NIP 19880308 201503 1 006



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 INSTITUT AGAMA ISLAM NEGERI METRO
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KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
 FAKULTAS TARBİYAH DAN ILMU KEGURUAN
 IAIN METRO

Nama : Sindi Oselasari
 NPM : 2101051037

Program Studi : TBI
 Semester : VII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	19 April 2024		see guide book how to write proposal - footnote - technical writing - elaborate the statements from the report.	
2.	27 Agustus 2024		find out the gap of your research. then see the revelky.	

Mengetahui,
 Ketua Program Studi TBI


 Dr. Much Deiniatur, M.Pd.B.I.
 NIP. 198803082015031006

Dosen Pembimbing

Rika Dartiana, M.Pd
 NIDN. 2015099101



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**KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO**

Nama : Sindi Oselasari
NPM : 2101051037

Program Studi : TBI
Semester : VII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
3.	2 Sept - 2024		add more reference. related vocabulary. find out the book ex: from jenny hurney, revise how to use foot note.	
4.	1 September 2024		you have to decide context of vocabulary choose relevant game.	

Mengetahui,
Ketua Program Studi TBI

Dr. Much Deinitur, M.Pd.B.I.
NIP. 198803082015031006

Dosen Pembimbing

Rika Dartiana, M.Pd
NIDN. 2015099101



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
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FAKULTAS TARBİYAH DAN ILMU KEGURUAN
IAIN METRO**

Nama : Sindi Oselasari
NPM : 2101051037

Program Studi : TBI
Semester : VII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
5.	Selasa / 17 September 2024		add vocabulary Rubric Revise Chapter II	
6	Senin / 23 Sept 2024		Acc for seminar make ppt master your proposal and study hard Good luck!	

Mengetahui,
Ketua Program Studi TBI


Dr. Much Deinatun, M.Pd.B.I.
NIP. 198803082015031006

Dosen Pembimbing


Rika Dartiara, M.Pd
NIDN. 2015099101





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 IAIN METRO

Nama : Sindi Oselasari
 NPM : 2101051037

Program Studi : TBI
 Semester : VII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
	21/0024 /10		<ul style="list-style-type: none"> - add name and instruction at in LKPD . sheet . - add / put clue to the text . - add more question 	
	22/2024 /10		<p>Acc APD</p> <p>continue to do the research . good luck !</p>	

Mengetahui,
 Ketua Program Studi TBI



Dr. Much Deiniatur, M.Pd.B.I.
 NIP. 198803082015031006

Dosen Pembimbing



Rika Dartiara, M.Pd
 NIDN. 2015099101





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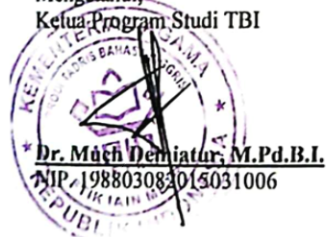
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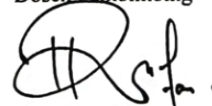
Program Studi : TBI
 Semester : VII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
	Selasa 2 Des 2024		<p>Complete your appendix.</p> <p>Master your under graduate thesis.</p> <p>make PPT</p> <p>Acc for munaqosyah.</p> <p>good luck!</p> 	

Mengetahui,
 Ketua Program Studi TBI



Dosen Pembimbing



Rika Dartiara, M.Pd
 NIDN. 2015099101



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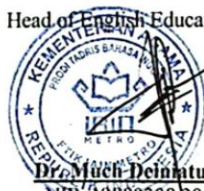
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The Research Proposal entitled: THE EFFECTIVENESS OF WEB WORD WALL MEDIA TO TEACH VOCABULARY MASTERY AMONG THE ELEVENTH GRADE AT SMK MUHAMMADIYAH 2 METRO, written by: Sindi Oselasari, Student Number: 2101051037, English study program, had been examined (Proposal Seminar) in Tarbiyah and Teacher Training Faculty on Wednesday, October 2nd 2024 at 08.00 - 09.30 WIB.

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Chairperson	: Rika Dartiara, M.Pd.	()
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Dr. Much Deimatur, M.Pd.B.I
NIP. 19880308 201503 1 006



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Nomor : 4724/In.28.1/J/TL.00/10/2024
 Lampiran :-
 Perihal : SURAT BIMBINGAN SKRIPSI

Kepada Yth.,
 Rika Dartiara (Pembimbing 1)
 (Pembimbing 2)
 di-

Tempat
 Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Studi, mohon kiranya Bapak/Ibu bersedia untuk membimbing mahasiswa :

Nama : SINDI OSELASARI
 NPM : 2101051037
 Semester : 7 (Tujuh)
 Fakultas : Tarbiyah dan Ilmu Keguruan
 Jurusan : Tadris Bahasa Inggris
 Judul : THE EFFECTIVENES OF WEB WORD WALL MEDIA TO TEACH VOCABULARY MASTERY AMONG THE ELEVENTH GRADE AT SMK MUHAMMADIYAH 2 METRO

Dengan ketentuan sebagai berikut :

1. Dosen Pembimbing membimbing mahasiswa sejak penyusunan proposal s/d penulisan skripsi dengan ketentuan sebagai berikut :
 - a. Dosen Pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV setelah diperiksa oleh pembimbing 2;
 - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV sebelum diperiksa oleh pembimbing 1;
2. Waktu menyelesaikan skripsi maksimal 2 (semester) semester sejak ditetapkan pembimbing skripsi dengan Keputusan Dekan Fakultas;
3. Mahasiswa wajib menggunakan pedoman penulisan karya ilmiah edisi revisi yang telah ditetapkan dengan Keputusan Dekan Fakultas;

Demikian surat ini disampaikan, atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 23 Oktober 2024

Ketua Jurusan,



Dr. Much Deiniatur M.Pd.B.I.
 NIP 19880308 201503 1 006

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Nomor : B-4766/In.28/D.1/TL.00/10/2024
Lampiran :-
Perihal : IZIN RESEARCH

Kepada Yth.,
Kepala Sekolah SMK
MUHAMMADIYAH 2 METRO
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-4765/In.28/D.1/TL.01/10/2024, tanggal 25 Oktober 2024 atas nama saudara:

Nama : SINDI OSELASARI
NPM : 2101051037
Semester : 7 (Tujuh)
Jurusan : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada Kepala Sekolah SMK MUHAMMADIYAH 2 METRO bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMK MUHAMMADIYAH 2 METRO, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE EFFECTIVENES OF WEB WORD WALL MEDIA TO TEACH VOCABULARY MASTERY AMONG THE ELEVENTH GRADE AT SMK MUHAMMADIYAH 2 METRO".

Kami mengharapkan fasilitas dan bantuan Bapak/Ibu untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 28 Oktober 2024
Wakil Dekan Akademik dan
Kelembagaan,



Dra. Isti Fatonah MA
NIP 19670531 199303 2 003



MAJELIS PENDIDIKAN DASAR DAN MENENGAH
PIMPINAN CABANG MUHAMMADIYAH METRO BARAT
SMK MUHAMMADIYAH 2 METRO
NPSN : 10807594 STATUS AKREDITASI "A" NSS : 402126103006
Alamat : Jl. Khairbras II Ganjarasri No. 12 14/IV Kec. Metro Barat
☎ (0725) 42983 Fax (0725) 42983 Kota Metro – Lampung 34114
E-mail : smkmuhammadiyah2metro@gmail.com



Nomor : 1062/IV.4.AU/A/2024
Lampiran : -
Hal : Izin Research

Yth. Dekan Akademik dan kelembagaan
Fakultas Tarbiyah dan Ilmu Keguruan
Institut Agama Islam Negeri (IAIN) Metro
di-

Tempat

السلام عليكم ورحمة الله وبركاته

Waba'du, di sampaikan dengan hormat bahwa :

1. Dasar : Kementerian Agama Republik Indonesia Institut Agama Islam Negeri Metro Fakultas Tarbiyah dan Ilmu Keguruan Nomor:B-4766/In.28/D.1/TL.00/10/2024, tanggal 28 Oktober 2024 tentang Izin Research.
2. Menjawab permohonan surat dimaksud pada prinsipnya kami memberikan izin kepada mahasiswa untuk mengadakan Izin Research dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE EFFECTIVENES OF WEB WORO WALL MEDIA TO TEACH VOCABULARY MASTERY AMONG THE EVELENTH GRADE AT SMK MUHAMMADIYAH 2 METRO,dengan identitas mahasiswa sebagai berikut :

NAMA : SINDI OSELASARI
NPM : 2101051037
Semester : 7 (Tujuh)
Jurusan : tadrīs Bahasa Inggris

3. Terkait Program ini dikoordinasikan langsung oleh waka sekolah kurikulum (Ibu Nova Cahya Sari, M.Pd.,Gr)

Demikian surat balasan ini kami sampaikan. Atas perhatiannya kami ucapkan terima kasih.

السلام عليكم ورحمة الله وبركاته

Metro, 9 Jumadil Awal 1446 H
11 November 2024 M



Tembusan :

1. Ketua Majelis Dikdasmen PCM Metro Barat di Ganjar Asri
2. Arsip.



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 INSTITUT AGAMA ISLAM NEGERI METRO
 FAKULTAS TARBIYAH DAN ILMU KEGURUAN
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 Telepon (0725) 41507; Faksimil (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

SURAT TUGAS

Nomor: B-4765/In.28/D.1/TL.01/10/2024

Wakil Dekan Akademik dan Kelembagaan Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, menugaskan kepada saudara:

Nama : SINDI OSELASARI
 NPM : 2101051037
 Semester : 7 (Tujuh)
 Jurusan : Tadris Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di SMK MUHAMMADIYAH 2 METRO, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE EFFECTIVENES OF WEB WORD WALL MEDIA TO TEACH VOCABULARY MASTERY AMONG THE ELEVENTH GRADE AT SMK MUHAMMADIYAH 2 METRO".
 2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro
 Pada Tanggal : 28 Oktober 2024

Wakil Dekan Akademik dan
 Kelembagaan,



Dra. Isti Fatonah MA
 NIP 19670531 199303 2 003



Mengetahui,
 Pejabat Setempat

[Handwritten Signature]
 Nova Cahya Sari, M.Pd



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
UNIT PERPUSTAKAAN**

NPP: 1807062F0000001
Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp (0725) 41507; Faks (0725) 47296; Website: digilib.metrouniv.ac.id; pustaka.ain@metrouniv.ac.id

**SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-1213/ln.28/SIU.1/OT.01/12/2024**

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama : SINDI OSELASARI
NPM : 2101051037
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan / Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2024/2025 dengan nomor anggota 2101051037

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas administrasi Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.



Metro, 04 Desember 2024
Kepala Perpustakaan

Dr. Asad, S. Ag., S. Hum., M.H., C.Me.
NIP.19750505 200112 1 002



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

SURAT KETERANGAN BEBAS PUSTAKA

Yang bertanda tangan di bawah ini Ketua Program Studi Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) Institut Agama Islam Negeri (IAIN) Metro menerangkan bahwa:

Nama : Sindi Oselasari
NPM : 2101051037
Program Studi : Tadris Bahasa Inggris (TBI)

Telah menyelesaikan administrasi peminjaman buku pada jurusan/prodi Tadris Bahasa Inggris.

Demikian keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Metro, 3 Desember 2024

Ketua Program Studi TBI



Dr. Much Djalilatur, M.Pd.B.I
NIP. 19883092015031006

CURRICULUM VITAE



The name of researcher is Sindi Oselasari. The researcher was born in Mesuji, October 16th, 2002. The researcher is the child of two siblings, and the researcher is the first child of the couple Mr. Dicky Supriyanto and Mrs. Yulia Ningsih. The researcher has a sister named Lutfi Arinaz.

The researcher education began at TK Al-Jihad Mekar Sari, Mesuji. Then, the researcher continued her studies at the State Elementary School (SDN) at SDN 07 Tanjung Raya, Mesuji. Then, she continued her educational studies at the State Junior High School (SMPN) at SMPN 02 Mesuji and completed his studies in 2018. After that, the researcher continued her studies at the Vocational High School (SMK) at SMK Muhammadiyah 2 Metro and graduated in 2021.

Currently, the researcher is studying at the State Islamic Institute (IAIN) Metro at the Faculty of Tarbiyah and Teacher Science, Department of English Education, English Language Education Study Program (TBI) undergraduate 1 since the first semester of 2021 to obtain a Bachelor of Education degree.