



# SCOPE

## Journal of English Language Teaching

| p-ISSN 2541-0326 | e-ISSN 2541-0334 |  
<https://journal.lppmunindra.ac.id/index.php/SCOPE/>



Case study

## The Use of Wordwall.net as Learning Media to Enhance Vocabulary Mastery of Physical Education Students

*Aziiz Rahman Putra*<sup>1</sup>, *Mariska Febrianti*<sup>2</sup>, *Ami Pradana*<sup>3</sup>, *Azizatul Banat*<sup>4</sup>

<sup>1,2,3,4</sup> Universitas Dehasen Bengkulu, Jl. Meranti No.32, Bengkulu 38228, Indonesia

### KEYWORDS

Learning Media;  
 Vocabulary;  
 Wordwall.net

### A B S T R A C T

Vocabulary mastery is a basic thing that must be mastered by someone in learning a language. Unfortunately, currently many EFL students still have difficulty mastering English vocabulary. One of the media that can be used by teachers to improve students' vocabulary mastery is word wall (Supraba, 2019). The objectives of this research are to analyze the use of wordwall.net media in teaching English vocabulary and also to identify the advantages and disadvantages of using wordwall.net according to the perceptions of English teachers in teaching English vocabulary to Physical Education students at Dehasen University Bengkulu. This research was field research with a descriptive qualitative method. The data was collected based on observations, interviews and documentations. The results of study showed that teaching vocabulary (with an emphasis on nouns) through word wall media can improve students' vocabulary, and researchers found the most effective method for teaching English vocabulary (with an emphasis on nouns and verbs) through word wall media. In addition, the use of wordwall.net is also considered effective in increasing the motivation and enthusiasm of Physical Education students in learning English by answering questions in turns so that they are challenged to compete with friends and not learn monotonously by sitting and listening on a bench. Meanwhile, the advantages of wordwall.net include various interesting features, automatic reporting of results, providing printable and easily accessible materials. On the other hand, its disadvantages include being prone to fraud because students can access links freely anytime and anywhere, they have the opportunity to work together or cheat on each other without the teacher's knowledge. In addition, both teacher and learner should know on how to use smartphone, PC, or Laptop in order to access and to operate the wordwall.net application.

### CORRESPONDING AUTHOR(S):

E-mail: mariska.febby@unived.ac.id

## INTRODUCTION

English has now become the most popular international language in Indonesia, so it is not surprising that we find that every level of education provides English as a subject,

from elementary school to college. In addition, around us there are many tutoring places that provide regular English courses or private classes that are tailored to the learning needs of students. As we see today, many parents provide additional English classes for their children not only so that

they can communicate fluently but also for a better career path considering the many job vacancies both internationally and nationally that require good English skills (Handayani, 2016). The use of technology in several companies takes this need into account because the most widely used language in technology is English.

In learning English there are input skills, namely listening and reading and output skills, namely speaking and writing. If we are skilled with these skills, it will make it easier for us to be fluent in English. Unfortunately, it is not easy for us who are not native speakers of the language to become skilled instantly. To improve these skills, there are three components that must be mastered, including grammar, pronunciation, and vocabulary. Vocabulary plays an important role in these three components. Mastering vocabulary will make it easier for language users to construct sentences, speak, understand texts and write correctly. For that, the first step that students must master in learning English is vocabulary (Harwika, 2019). Then, learn English through media such website [www.goal.com](http://www.goal.com) and develop instructional model can improve vocabulary mastery and motivation of sport students in Dehasen University (Febrianti, 2019).

Unfortunately, not all EFL can easily master English vocabulary well. From the results of observations and interviews with a number of English teachers, researchers found that many students still have difficulty in mastering English vocabulary. According to Afidah and Machfudi (2022), the factors underlying students' difficulties in mastering vocabulary are as follows: first, students feel reluctant to open the dictionary and look for the meaning of unknown vocabulary; second, they are less interested in learning English; third, they do not increase the duration of practicing speaking English; fourth, external factors, including the availability of inadequate facilities, are supported by the negative influence of friends, which makes it difficult for them to master vocabulary.

Moreover, Susanto (2021) also found that several factors cause students' difficulties in obtaining vocabulary, including because the writing of vocabulary is entirely different from the spoken form in English, the number of words that students must learn is large, and there are problems with sources of information regarding the vocabulary discussed. In addition, students lack vocabulary knowledge, grammatical understanding of vocabulary, and vocabulary pronunciation skills to master.

Vocabulary mastery is a basic thing that must be mastered by someone in learning a language. This is because without adequate vocabulary it will be difficult for someone to communicate. On the other hand, by mastering a lot of vocabulary it will make it easier for someone to communicate. As if we want to learn English, then learning English vocabulary is the first step to learning the language

because the more someone enriches their vocabulary, the more it will support their language skills both input and output (Uspa, 2020).

English teachers can choose and use several learning media according to the characteristics of students and learning materials. By applying supporting media and variation methods in teaching English, it can help students to enhance their vocabulary both mastery and acquisition without feeling too serious in learning and make it more fun. One method of learning English to enrich vocabulary is to choose learning media that is suitable and enjoyable for students so that it is easier for them to remember and understand the vocabulary given by the teacher. One of the media that can be used by teachers to improve students' vocabulary mastery is word wall (Supraba, 2019). The main goal of word wall is to help students enhance their vocabulary.

Word wall is a collection of words that are displayed on announcement board, wall, whiteboard, or chalkboard in a classroom (Cronsberry, 2004). Callella (2001) explained that one way to help learners achieve fluency is through the use of word wall and word wall activity. Nowadays the development of ICT's has carried out this game into a site which is wordwall website namely [wordwall.net](http://wordwall.net) that is one of the media in the teaching and learning process that requires students to study words critically in class. This application applies new words and unfamiliar words to students so that it can help them in learning English.

Some results of previous studies showed that the implementation of word wall technique is effective not only in teaching vocabulary but also in teaching writing, improving reading comprehension and speaking ability.

The first is the study which discussed about using Word Wall Strategy on students' writing achievement at Islamic Boarding Senior High School An-Nur Muaro Jambi by Wandefit (2023) which found that there was significant effect of using Word Wall strategy on students' achievement in writing descriptive text. The results shows that tenth-grade students at Islamic Boarding Senior High School An-Nur Muaro Jambi write descriptive text better utilizing Word Wall tactic than using conventional method. The second is the study which discussed about Implementing Joyful Learning Strategy Using Wordwall in Order to Improve Reading Comprehension Skills by Rahmawati & Wijayanti (2022) which found that Wordwall can facilitate the students to develop their reading skills. The application carries out positive impact to students. By using this application, the students will feel enjoy during online learning. The third is the study which discussed about The Impact of Word Wall on Student Perception of Speaking Skill Improvement which found that the use of Word Wall can improve students' speaking

skills. Students become more active, confident, and fluent in speaking English.

Those are previous studies above has similarity and differences to this research. The similarity with this research is that the research they conducted was on the learning media "wordwall.net". While the difference is that this research only focuses on the benefits of using "wordwall.net" for students in junior and senior high school. In this research, the researcher tries to analyze the use of wordwall.net media in teaching English vocabulary and also to identify the advantages and disadvantages of using wordwall.net according to the perceptions of English teachers in teaching English vocabulary to Physical Education students at Dehasen University Bengkulu.

Vocabulary mastery is very important for students, especially Physical Education students at Dehasen University Bengkulu, because vocabulary mastery allows them to understand instructions, communicate effectively, and engage in discussions about sports and fitness. A strong vocabulary helps students understand concepts related to health, physical activity, and athletic performance. In addition, vocabulary mastery can help them in following English lectures.

In today's education world, technology plays an important role in enhancing the learning experience. One of the innovative tools that is increasingly popular is Wordwall.net, an interactive platform designed to create engaging educational activities. This study discusses the use of Wordwall.net as a learning medium to improve vocabulary mastery among Physical Education (PJ) students and identifies the advantages and disadvantages of using wordwall.net according to English teachers' perceptions in teaching English vocabulary to Physical Education students at Dehasen University Bengkulu.

## METHOD

This research is field research with a descriptive qualitative method. This research is a research strategy that investigates life events and phenomena (Rusandi & Rusli, 2014). This research was conducted with a focus on the application of wordwall.net as a teaching medium to improve vocabulary mastery of physical education students at Dehasen University Bengkulu whose data were collected from interviews with English teachers, classroom observations, and documentation at the research site. Then, based on the results of the study, a descriptive chronology was made and responses were given as conclusions. The purpose of this study was to reveal, clarify, and present the application of wordwall.net by English teachers in the classroom.

Data analysis in qualitative research according to Kusuma (2021), is the process of systematically searching for and

compiling data obtained from interviews, field notes, and other materials collected to determine research results and which can be developed to be presented to others. In this study, several steps were taken to analyze the data, namely: data reduction, data presentation, data verification (conclusions).

The population in this study were 90 Physical Education students of Dehasen University, Bengkulu, divided into 3 classes, namely: A1, A2 & A3, while the sample used in this study was class A3, totaling 30 people. The researcher determined the sample in this study using purposive sampling technique so that the researcher could observe and explore English learning activities in Physical Education students more deeply. The majority of students in class A3 consisted of 25 males and 5 females. In addition, the researcher also used an observation sheet as an instrument in this study to examine student activities during learning by utilizing the website [www.wordwall.net](http://www.wordwall.net).

This research uses field research to obtain data and observations to be outlined in the research. Here the researcher made 2 observations in class A3 in Physical Education students at Dehasen University Bengkulu. Before entering the lesson, researchers consisting of several English lecturers formulated a lesson plan related to the material to be taught. In this study, students learned about Countable & Uncountable Noun and Verb. Then, the research team discussed and determined the methods and learning media that would be used in the classroom, namely by making mind mapping and wordwall.net for evaluation.

Mind mapping here is used as a tool for lecturers in teaching, where after the lecturer provides material then students are divided into several small groups and given the task of finding words related to the topic, namely meeting 1 about countable and uncountable nouns and meeting 2 about verbs. Here the lecturer prepares 1 text related to the topic and then students sort the words they find into mind mapping. After the specified time has expired, the lecturer will give a score on the work of the student group. From the results of observations in 6 groups, there are 2 groups, namely the running and football groups that have sufficient activity during discussions. Then 1 group, namely volleyball, is very good at discussing between members and working in an organized manner both in the division of tasks in each member and also completing the mid mapping on time. The remaining 3 groups had good activity in the sense that they were not too organized and active but slowly they were able to complete the tasks from the lecturer according to the specified time target and all group members were involved even though they were still not directed at the beginning.

After each group completes the mind mapping and gets an assessment from the lecturer, at the end of this learning activity the lecturer prepares a quiz that utilizes the website [www.wordwall.net](http://www.wordwall.net) to assess students' abilities after learning. A word wall is a collection of words used as a tool to teach language concepts (Ramadhan & Zaharani, 2021). Wordwall.net provides game templates that support vocabulary learning. The concept is also similar to the word wall media strategy in conventional teaching and learning processes. In conventional learning, teachers make several sheets of paper and write one word on each sheet of paper. The papers are attached to the front of the class, the board, or the classroom wall (Cronsberry, 2004).

The teacher will provide treatment at each meeting by mentioning its characteristics, then students will guess the correct word on the wall. The type of wordwall used in this lesson is matching pictures with English word definitions. The lecturer prepared 20 pictures and words to be answered by each group. Each question has a value and there are prizes prepared by the lecturer for the top 3 groups who manage to answer correctly. Here, it can be seen that the difference in mind-set and teamwork in the group was tested again, even the group that was previously less active in discussion or in the sufficient category, namely the football group, managed to answer the most questions and won the first prize. While the Volleyball group whose previous activities were in the very good category was in second place. Finally, the swimming group whose previous activities were in the good category managed to get the third position.

From this strategy, many researchers have succeeded in improving students' vocabulary mastery. This strategy is also presented by wordwall.net. The difference is that there is no more explanation from the teacher in providing word clues. For example, a similar template is group short. The teacher as the game maker, shows a list of words that students are asked to put the words into the existing group. Students will try to build their own understanding. In addition, almost all templates on [www.wordwall.net](http://www.wordwall.net) are made for vocabulary acquisition.

## RESULTS AND DISCUSSION

### *The use of wordwall.net in teaching vocabulary*

Teaching vocabulary by using Word Wall has been suggested by many experts. One of them is Callella (2001) who states that one way to help students achieve fluency is through the use of Word Wall and Word Wall activities. The results of the study showed that there were five steps taken by teachers in implementing wordwall.net media, namely planning word wall activities, creating word wall activities, implementing word wall activities, evaluating students' word wall activity scores, and using advanced word wall activities.

By integrating Wordwall.net as a learning medium, students' vocabulary mastery in Physical Education can be significantly improved. Its attractive format, customizable activities, and immediate feedback mechanisms make it a valuable tool for educators. By embracing technology in the classroom, teachers can create a dynamic learning environment that not only improves vocabulary but also fosters a love of learning among students.

In addition, from the results of observations, it was found that wordwall.net can have a good impact on Physical Education students at Dehasen University of Bengkulu in learning English. Students who are divided into small groups are proven to be able to increase student activity in learning. In addition, the use of wordwall.net is also considered effective in increasing the motivation and enthusiasm of Physical Education students in learning English by answering questions in turns so that they are challenged to compete with friends and not learn monotonously by sitting and listening on a bench.

The findings of this study support the idea that word wall media is an effective tool (LeDale, 2011). Word wall media is a useful tool for teaching vocabulary. The term "effective" in this context refers to the beneficial impact that word wall media has on the teaching and learning process. In this case, word wall media helps students master vocabulary in an interesting and interactive way. Students feel satisfied and motivated to learn English vocabulary when they use word wall media. After instruction, students can quickly engage in the use of word wall media.

Marzano, Robert J. (2004) defines a word wall as a continuous and well-organized display of important terms that provides students with a visual aid for reference throughout a semester or unit of study. Word walls can be considered as a practice medium for all abilities, including speaking, writing, and reading. Word wall media can be a fantastic tool to encourage group learning and help create a rich atmosphere of printed materials for students. Word wall materials add excitement and fun to the classroom.

According to (Munadi, 2008), external motivation is the reason why young students learn a foreign language. Giving them a fun experience will interest and inspire them to learn more about the new language. Word wall media gives people an incentive to speak rather than just repeating words to themselves. As a result, they are curious and want to learn more. They need a lot of repetition. Although it can be boring, repetition is actually a fundamental talent.

Thus, the use of word wall media in the teaching and learning process has a positive impact on student performance because it allows them to relax and learn English vocabulary easily. They will enjoy learning and get positive results in a comfortable environment that supports

their senses. This is possible because, as explained above, information can be absorbed and stored in memory effectively by students through fun and enjoyable learning.

### ***English Teacher's Perception about Advantage and Disadvantage of wordwall.net***

Wordwall.net certainly has advantages and disadvantages as a learning medium, both for teachers and students who access it. The advantages of wordwall.net include various interesting features, automatic reporting of results, providing printable and easily accessible materials. Benefits for students: the use of wordwall.net will familiarize students with vocabulary skills, motivate students to learn vocabulary, help students in reading and writing. For teachers: the use of wordwall.net can help teachers in determining vocabulary targets, managing classes. On the other hand, its disadvantages include being prone to fraud because students can access links freely anytime and anywhere, they have the opportunity to work together or cheat on each other without the teacher's knowledge. In addition, both teacher and learner should know on how to use smartphone, PC, or Laptop in order to access and to operate the wordwall.net application.

The findings of this study showed that most English teachers agreed that Wordwall.net is a very easy-to-use tool that greatly facilitates their work in organizing, implementing, and assessing instruction. Teachers agreed that the Wordwall.net program is useful for organizing classroom activities and ensuring that they follow the steps and plans. Regarding the appearance, respondents believed that both teachers and students found the Wordwall.net program very attractive and entertaining. Teachers did not find any major obstacles in terms of access speed. Despite the many features and games in the program, users can still access the web-based application quickly. This is because the application utilizes several recent technological advances. Teachers generally expressed satisfaction with the ability of the Wordwall.net application to help children expand their English vocabulary.

### **CONCLUSION**

Teaching vocabulary (with an emphasis on nouns) through word wall media can improve students' vocabulary, and researchers found the most effective method for teaching English vocabulary (with an emphasis on nouns and verbs) through word wall media. Besides, there are five steps taken by teachers in implementing wordwall.net media, namely planning word wall activities, creating word wall activities, implementing word wall activities, evaluating students' word wall activity scores and using advanced word wall activities.

Meanwhile, the advantages of wordwall.net include various interesting features, automatic reporting of results,

providing printable and easily accessible materials. On the other hand, its disadvantages include being prone to fraud because students can access links freely anytime and anywhere, they have the opportunity to work together or cheat on each other without the teacher's knowledge. In addition, both teacher and learner should know on how to use smartphone, PC, or Laptop in order to access and to operate the wordwall.net application.

### **REFERENCE**

- Afidah, A., & Machfudi, M. I. (2022). Students' difficulties in mastery vocabulary. *The CREW Journal (Critical Review of English-Arabic World)*, 1(1), 1–13.
- Callella, T., Samoiloff, S., & Tom, D. (2001). *Making Your Word Wall More Interactive*. Huntington Beach, CA: Creative Teaching Press.
- Febrianti, M., Banat, A., & Juniardi, A. (2019). *Website www.goal.com as an Instructional Model Development. ANGLO-SAXON: Jurnal Ilmiah Program Studi Pendidikan Bahasa Inggris*, 10(1).
- Handayani, S. (2016). *Sebagai Dalam Menyongsong ASEAN Community 2015. Ikatan Sarjana Pendidikan Indonesia (ISPI). Jawa Tengah*, 3(1), 103-104.
- Harnoman, Rowi (2024). *The Impact of Word Wall on Student Perception of Speaking Skill Improvement*. Universitas Islam Malang.
- Harwika (2019). *Using Word Wall Media to Improve The Students Vocabulary Mastery at The Seventh Grade of SMPN 4 Mariorawa Kab. Soppeng*. IAIN Parepare.
- Kusuma, F.N. (2021). *The Implementation of Word Wall Technique in Teaching Writing at SMPN 1 KEDUNG GALAR NGAEI*. 1-78.
- Munadi (2008). *Media Pembelajaran*. PT Raja Grafindo: Jakarta.
- Rahmawati, A.P. & Wijayanti, P.R. (2022). *Implementing Joyful Learning Strategy Using Wordwall in order to Improve Reading Comprehension Skills*. Universitas Muhammadiyah Purwokerto.
- Ramadhan, K & Zaharani, H. (2021). The Effect of Word Wall Media on Students Vocabulary Mastery. *Jurnal FISK*, 2(1), 31-40.
- Rusandi & Rusli, M. (2014). Merancang Penelitian Kualitatif Dasar/Deskriptif dan studi kasus *Al-Ubudiyah: Jurnal Pendidikan dan Studi Islam*, 3(2). 1-13.
- Supraba, D. (2019). *Improving students Vocabulary Through Word Wall Media at The Eleventh Grade Vocational High School Number 1 Palopo*. IAIN Palopo.

- Susanto, H. (2021). An analysis about students' troubles in acquisition English vocabulary. *Journey (Journal of English Language and Pedagogy)*, 4(2), 46–50.
- Uspa, P. (2019). *The Use of Word wall Media to Improve Students Vocabulary in Reading Skill at MTs Negeri Bantaeng*. Universitas Muhammadiyah Makassar.
- Wandefit, N. E. (2023). *The Effectiveness of Using Word Wall Strategy to Improve Students' Writing Skill in Descriptive Text at Islamic Boarding Senior High School An-Nur Muaro Jambi*. State Islamic University of Sulthan Thaha Saifuddin Jambi.