

INCREASING THE STUDENTS' VOCABULARY MASTERY THROUGH WORDWALL APPLICATION AT SEVENTH GRADE UPTD SMP NEGERI 2 GUNUNGSITOLI ALO'OA

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ABSTRAK

Keberhasilan proses pembelajaran sangat erat kaitannya dengan ketertarikan siswa. Tentunya, seorang guru harus mencari media dan strategi yang tepat agar kemampuan siswa yang diharapkan dapat tercapai. Khususnya untuk penguasaan kosakata, siswa akan lebih termotivasi untuk belajar jika disertai dengan media yang baik. Penelitian ini bertujuan untuk Meningkatkan Penguasaan Kosakata Siswa melalui Aplikasi WordWall di Kelas VII UPTD SMP Negeri 2 Gunungsitoli Alo'oa. Maka dalam penelitian ini, peneliti menggunakan metode Penelitian Tindakan Kelas (PTK). Metode ini memiliki empat tahapan. Yaitu perencanaan, tindakan, observasi, dan refleksi. Instrumen yang digunakan adalah observasi, catatan lapangan, dan dokumentasi. Data yang dianalogikan dalam dua bentuk, yaitu yang pertama adalah data kualitatif yang diperoleh dari lembar observasi dan catatan lapangan dan yang kedua adalah data kuantitatif yang digunakan untuk menganalisis data yang dapat diukur dan dinyatakan dalam bentuk angka. Hasil penelitian menunjukkan bahwa pada siklus I yang terdiri dari 2 kali pertemuan menunjukkan bahwa terdapat 15 siswa (71,43%) berkategori Kurang, 2 siswa (9,52%) berkategori Cukup, dan 4 siswa (19,05%) berkategori Baik. Sedangkan pada siklus II yang terdiri dari 2 kali pertemuan menunjukkan bahwa terdapat 15 siswa (71,43%) berkategori Baik, dan 6 siswa (28,57%) berkategori Baik Sekali. Pada siklus I rata-rata nilai siswa adalah 50,43 sedangkan pada siklus II terjadi peningkatan dengan rata-rata nilai siswa 85,90. Terjadi peningkatan yang signifikan pada penguasaan keterampilan siswa antara siklus I dan siklus II, dimana persentase siswa yang berada pada kategori baik dan baik sekali meningkat dari 19,05% menjadi 100%, begitu juga dengan nilai rata-rata siswa yang meningkat dari 50,43 menjadi 85,90. Hal ini menunjukkan bahwa penerapan media yang menarik dapat meningkatkan motivasi dan hasil belajar siswa.

Kata Kunci: *meningkatkan, kosakata, aplikasi wordwall*

ABSTRACT

The success of the learning process is closely related to student attraction. Of course, a teacher should find the right media and strategies so that the expected student abilities can be achieved. Especially for vocabulary mastery, students are more likely to be motivated to learn when accompanied by good media. This study aimed to Increase the students' Vocabulary Mastery through WordWall Application at Seventh Grade of UPTD SMP Negeri 2 Gunungsitoli Alo'oa. So in this study, researchers used the Classroom Action Research (CAR) method. It has four stages. They are planning, action, observation, and reflection. Instrumets used were observation, fiednotes and documentation. The data were analogized in two forms, namely the first is qualitative data obtained from observation sheets and field notes and the second is quantitative data used to analyze data that can be measured and expressed in numbers. The results showed that in cycle I which consisted of 2 meetings showed that there were 15 students (71.43%) categorized as Poor, 2 students (9.52%) categorized as Fair, and 4 students (19.05%) categorized as Good. Whereas in cycle II which consisted of 2 meetings showed that there were

15 students (71.43%) categorized as Good, and 6 students (28.57%) categorized as Excellent. In cycle I, the average student score was 50.43 while in cycle II there was an increase with an average student score of 85.90. A significant increase in students' mastery of skills between cycle I and cycle II, where the percentage of students in the good and excellent categories increased from 19.05% to 100%, as well as the students' average score increased from 50.43 to 85.90. This shows that the application of interesting media can increase students' motivation and learning outcomes.

Keywords: *increasing, vocabulary, wordwall application*

INTODUCTION

Vocabulary mastery stands as a cornerstone of language learning, serving as a critical determinant of a student's overall proficiency, particularly at the junior high school level where academic demands begin to intensify. A rich and expansive vocabulary is not merely an inventory of words; it is the fundamental toolkit that empowers learners to engage with the world through language. It directly underpins the development of all four primary language skills, significantly enhancing speaking fluency, writing eloquence, and listening acuity, while also being indispensable for profound reading comprehension (Nation, 2020). Without a solid lexical foundation, students are severely hampered in their ability to articulate complex thoughts, interpret nuanced texts, and participate confidently in academic discourse (Yu-zhen et al., 2025). Therefore, fostering robust vocabulary acquisition is a paramount objective in English language education. The challenges faced by many students at UPTD SMP Negeri 2 Gunungsitoli Alo'oa in mastering new vocabulary represent a significant barrier to their academic success and their capacity for effective communication, highlighting an urgent need for targeted and effective pedagogical interventions.

The ideal learning environment for vocabulary acquisition is one that is dynamic, interactive, and rich in meaningful context, a stark contrast to traditional rote memorization techniques. In such a scenario, new words are not presented as isolated items on a list but are woven into the fabric of engaging and authentic communication. A broad vocabulary is essential because it allows individuals to better comprehend texts, as understanding the specific words used profoundly affects one's ability to grasp the overall meaning. Their research underscores that effective vocabulary acquisition contributes not only to reading ability but also to superior speaking and writing skills, enabling students to express their ideas with clarity and precision. The ideal classroom, therefore, is an ecosystem where learners encounter vocabulary organically through stories, project-based activities, and collaborative discussions. The teacher acts as a facilitator, employing diverse strategies that spark curiosity and connect new lexical items to students' existing knowledge, thereby cultivating an intrinsic motivation to learn and explore the language deeply (Badhe et al., 2025; Benning, 2021; Didkivska, 2022; Nadia & Amalia, 2025).

However, a significant gap exists between this pedagogical ideal and the reality experienced in many classrooms, including at UPTD SMP Negeri 2 Gunungsitoli Alo'oa. The problems students face in learning English vocabulary are multifaceted and often systemic. Research consistently reveals that students encounter substantial challenges in the core components of lexical knowledge, including proper pronunciation, correct spelling, and a nuanced understanding of word meanings, all of which impede their ability to communicate effectively (Imam, 2020). Furthermore, studies indicate that monotonous teaching methods and a stark lack of practice in authentic, real-world contexts make it exceedingly difficult for students to retain and actively use new vocabulary (Rahmawati, 2021). This issue is compounded by a failure to employ more interactive and contextual approaches in vocabulary

instruction, which are crucial for enhancing student motivation and comprehension (Junaidi, 2022). Consequently, students often struggle to understand complex texts and convey their ideas clearly, a direct result of the limited and passively acquired vocabulary that stems from these less-than-optimal teaching practices.

This widespread issue is vividly reflected in the specific context of UPTD SMP Negeri 2 Gunungsitoli Alo'oa, where direct feedback from students provides a compelling narrative of disengagement. Based on interviews conducted with several students in the seventh grade, it became evident that a primary obstacle to increasing their vocabulary was a profound lack of motivation rooted in the current teaching methods. Many students revealed that they perceived vocabulary learning as a monotonous and uninteresting chore. One student's comment powerfully encapsulates this sentiment: *"I feel bored when I have to memorize a list of words without knowing how to use them in sentences."* This statement serves as a poignant critique of decontextualized learning, suggesting that the prevailing pedagogical strategies are neither sufficiently engaging nor relevant to the students' experiences. As a result, they lose interest in the learning process, viewing it as a passive act of memorization rather than an active process of acquiring a powerful communication tool. This firsthand account underscores the urgent need for a shift towards more dynamic and meaningful instructional practices.

Understanding these deeply rooted issues through both academic literature and direct student interviews makes the imperative for pedagogical innovation unmistakably clear. It is crucial for educators to recognize that persisting with conventional methods is unlikely to yield different results and may, in fact, exacerbate student disengagement. To effectively bridge the gap between students' current abilities and their full potential, educators must design and implement more effective strategies for improving vocabulary mastery (Isnata, 2025). A more interactive and contextualized approach, combined with the thoughtful integration of technology and engaging media, can help transform the learning experience, making students feel more motivated and actively involved. As research suggests, employing interactive and enjoyable methods, such as educational games and applications, can significantly enhance students' interest in vocabulary learning (Khuwaidah, 2020). Thus, any effort to improve students' vocabulary must be grounded in their perspectives and needs, creating a positive and stimulating atmosphere where they are open to learning and trying new things.

In this context, the *WordWall* application emerges as a promising and innovative potential solution to enhance students' vocabulary mastery through a gamified approach. *WordWall* is a versatile digital platform that offers a wide variety of interactive activities and games specifically designed to make the process of learning vocabulary more engaging, enjoyable, and memorable. The application allows educators to create customized learning materials, such as quizzes, anagrams, matching pairs, and word searches, transforming what is often a tedious task into a dynamic and competitive game. The novelty of this research lies in leveraging this modern technological tool to directly address the identified problems of low motivation and lack of contextual practice at UPTD SMP Negeri 2 Gunungsitoli Alo'oa. By incorporating elements of fun and competition, the *WordWall* application is poised to create a positive learning environment that can reignite student interest, encourage active participation, and ultimately foster deeper and more lasting retention of new vocabulary.

Given the foundational importance of vocabulary, the documented challenges in its acquisition, and the potential of modern technological tools to create more engaging learning experiences, this research is designed to investigate a targeted intervention. The central purpose of this study is to determine the effectiveness of a specific digital tool in addressing the vocabulary learning deficiencies observed among seventh-grade students. By understanding the specific issues through student interviews and grounding the intervention in established

pedagogical principles, this research aims to provide a practical and evidence-based solution. Therefore, the study, titled “*Increasing the Students’ Vocabulary Mastery Through WordWall Application at Seventh Grade of UPTD SMP Negeri 2 Gunungsitoli Alo’oa*,” will be conducted as a Classroom Action Research. The primary problem formulation guiding this study is as follows: Does the *WordWall* application effectively increase the vocabulary mastery of seventh-grade students at UPTD SMP Negeri 2 Gunungsitoli Alo’oa?

RESEARCH METHODOLOGY

This study was designed using a Classroom Action Research (CAR) methodology to systematically enhance the vocabulary mastery of seventh-grade students at UPTD SMP Negeri 2 Gunungsitoli Alo’oa. This approach was selected because it allows the researcher, acting as the teacher, to directly implement, evaluate, and refine teaching practices within the classroom context. The research followed a cyclical model consisting of four distinct stages: planning, action, observation, and reflection. As noted by Suhartini and Sari (2022), this framework enables continuous improvement based on empirical data gathered from the learning environment. The study was conducted over two complete cycles, with each cycle comprising two class meetings. This structured, iterative process was specifically aimed at investigating the effectiveness of the WordWall application as a pedagogical intervention. The participants in this research were 21 students from a single seventh-grade class, who were the direct focus of the teaching and learning improvements.

During the action phase of each cycle, the researcher integrated the WordWall application into the English lessons as the primary intervention. The data collection process employed a mixed-methods approach to capture a comprehensive view of the intervention's impact. For qualitative data, the researcher utilized observation sheets and field notes. The observation sheets were used to systematically record student behaviors and engagement levels during the interactive WordWall activities, while field notes captured more nuanced, contextual details and impromptu reflections. Documentation, including photographs of the classroom activities, served as an additional source of qualitative evidence. For quantitative data, a vocabulary test was administered at the conclusion of each cycle. This test was designed to measure the students' vocabulary mastery and provided numerical scores that could be statistically analyzed to track progress and determine the effectiveness of the intervention across the two cycles.

The data analysis combined both qualitative and quantitative techniques to provide a holistic evaluation of the research outcomes. The qualitative data from observation sheets and field notes were analyzed descriptively to interpret patterns in student participation, motivation, and interaction with the WordWall application. These findings were essential for the reflection stage of each cycle, guiding adjustments to the teaching strategy for the subsequent cycle. The quantitative data from the vocabulary tests were analyzed using descriptive statistics. This involved calculating the mean score for the class and determining the frequency and percentage of students within predefined performance categories (e.g., Poor, Fair, Good, Excellent). By comparing these numerical results from Cycle I to Cycle II, the study could objectively measure the extent of improvement in students' vocabulary mastery, thus providing a clear, evidence-based assessment of the WordWall application's effectiveness.

RESULT AND DISCUSSION

Result

Classroom Action Research (CAR) conducted by researchers consists of 2 (two) cycles. Each cycle has 2 (two) meetings. The time allocation for each meeting is 3x40 minutes. During

the process of implementing Classroom Action Research, the researcher directly conducts research on students by using the wordwall application in the form of tests that have been prepared by the researcher.

1. Cycle I

Cycle I was conducted in March 2025. Some of the steps in the cycle used by researchers in carrying out this research include: Planning, Action, Observation and Reflection. Here are some explanations at the first cycle stage, namely:

a. First Meeting

The results of observations during the teaching and learning process at the first meeting of Cycle I first meeting are as follows:

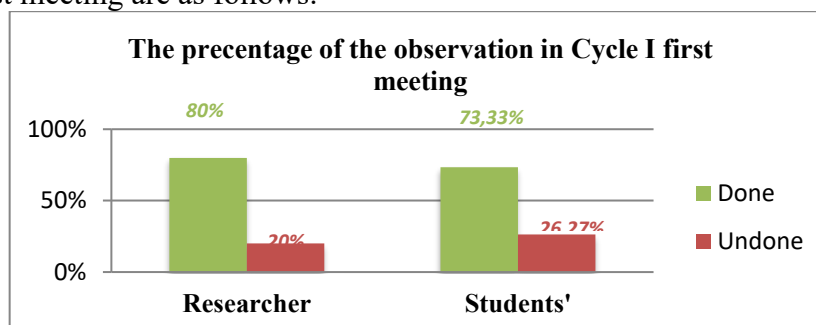


Figure 1. The Researcher and Student activities in the Teaching and Learning Process of the First Meetings in cycle I

Based on Figure 1, the bar chart illustrates the implementation rates of planned activities for both the researcher and the students during the first meeting of Cycle I. The data reveals that the researcher successfully executed 80% of the intended teaching procedures, which were categorized as "Done," while 20% of the planned steps were left "Undone." Concurrently, the students' active participation and completion of tasks reached 73.33%, indicating a positive, though slightly lower, level of engagement. A notable portion, 26.27%, of the students' expected activities were not accomplished. Overall, these findings suggest that while the teaching and learning process in this initial meeting was largely successful, there were clear shortcomings in both instructional delivery and student execution, providing a valuable baseline for improvements in the next stage of the action research cycle.

b. Second Meeting

The results of observations during the teaching and learning process in the second meeting of Cycle I are as follows:

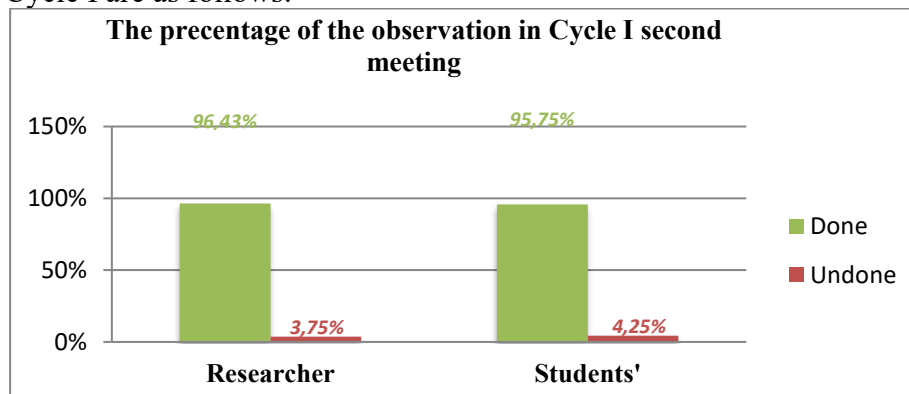


Figure 2. The Researcher and Student activities in the Teaching and Learning Process of the Second Meetings in cycle I

Figure 2 presents the observation results from the second meeting of Cycle I, revealing a substantial improvement in the execution of the teaching and learning process. The researcher's implementation rate increased dramatically to 96.43% for "Done" activities, with the "Undone" portion decreasing to a minimal 3.75%. This positive trend was mirrored in the students' engagement. The students' successful completion of tasks soared to 95.75%, demonstrating a significant increase in their active participation and understanding compared to the previous meeting. Consequently, only 4.25% of their activities were unaccomplished. These results strongly indicate that the reflective actions and adjustments made after the first meeting were highly effective, leading to a much more successful and nearly complete implementation of the planned learning scenario.

c. Test Result

Based on the results, there were 5 students (23.8% of the total students) who achieved the "Excellent" category. Their percentage scores ranged from 86.66 to 96.66. This shows the students' very high vocabulary mastery. There are 4 students (19.0% of the total students) who are in the "Good" category. Their percentage scores were 70 and 76.66. This indicates good vocabulary comprehension. There were 9 students (42.8% of the total students), their percentage scores ranged from 60 to 66.66 and 63.33. Although categorized as "Fair", these scores still indicate that students have basic vocabulary understanding, but may need further practice. There are 3 students (14.2% of the total students) who fall into the "Poor" category. Their percentage scores ranged from 43 to 53.33 and 50. This indicates that these students have low vocabulary acquisition and may need additional intervention or assistance. This study shows the potential of Wordwall app as a tool to improve vocabulary acquisition, but also highlights the need for further attention to students who still show low vocabulary acquisition.

d. Presentage of Students Achievement in Cycle I

Based on the results, students' ability to increase vocabulary in the wordwall application in Cycle I. The CMM (Minimum Completeness Criteria) value for English lessons is 67. There are 15 (71.43%) students who are categorized as Poor and 2 (9.52%) students who are categorized as Fair, and 4 (19.05%) students who are categorized as Good. Based on the CMM, there were 4 (19.05%) students who reached the CMM and were categorized as good, while there were 17 (80.95%) students who did not reach the CMM. This can be seen in figure 3.

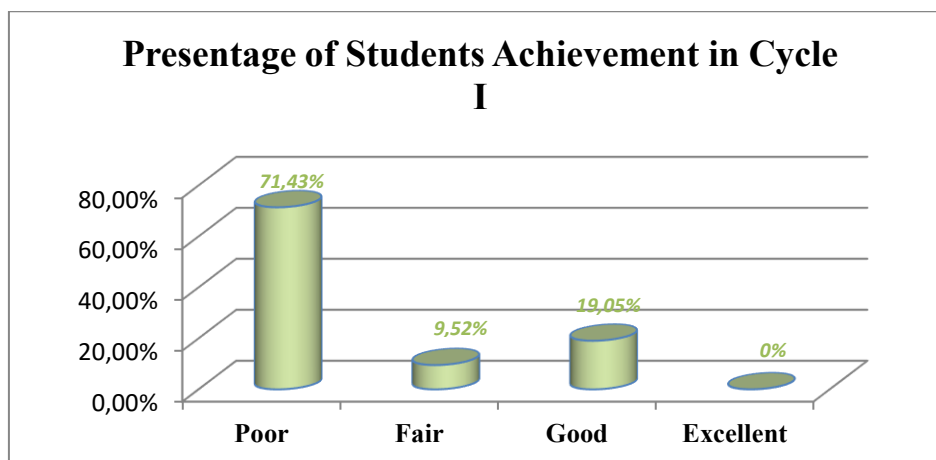


Figure 3. Student Achievement in the Ability to increase vocabulary in wordwall application in Cycle I

2. Cycle II

Cycle II consists of 2 meetings, which have been designed in the lesson plan. Implementation of Cycle II began in April 2025. Cycle II has a time allocation of 3 x 40 minutes. The process of implementing Cycle II is as follows:

a. First Meeting

The results of observations during the teaching and learning process at the first meeting of Cycle II first meeting are as follows:

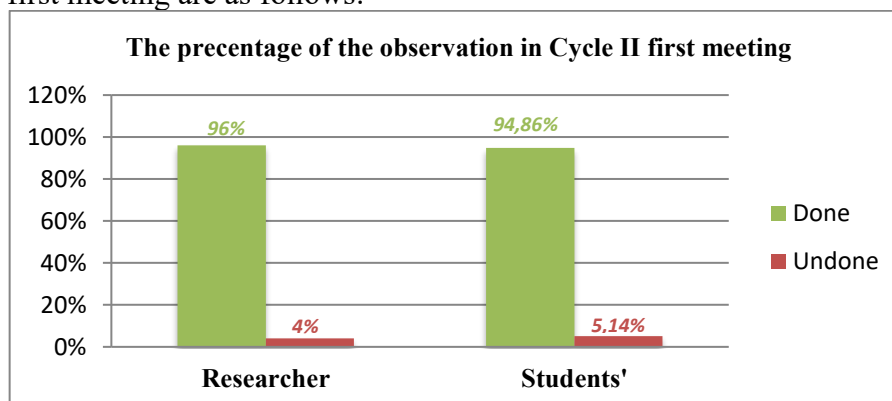


Figure 4. The Researcher and Student activities in the Teaching and Learning Process of the First Meetings in cycle II

Figure 4 displays the observation results for the first meeting of Cycle II, indicating a very high and sustained level of successful implementation in the teaching and learning process. The data shows that the researcher successfully executed 96% of the planned instructional activities, leaving a minimal 4% categorized as 'Undone'. Similarly, the students demonstrated excellent engagement and participation, with their activity completion rate reaching 94.86%. This high level of performance from both parties at the beginning of a new cycle is significant. It demonstrates that the substantial improvements and effective strategies developed throughout Cycle I were successfully consolidated and carried over, establishing a strong and stable baseline for further refinement in Cycle II.

b. Second Meeting

The results of observations during the teaching and learning process at the second meeting of Cycle II first meeting are as follows:

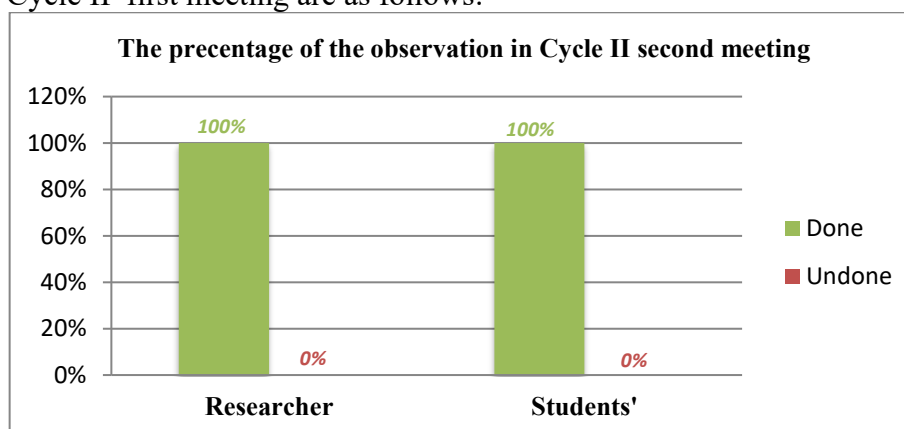


Figure 5. The Researcher and Student activities in the Teaching and Learning Process of the Second Meetings in cycle II

Figure 5 presents the culminating results from the second meeting of Cycle II, marking the successful peak of the action research process. The data illustrates a flawless execution of

the teaching and learning scenario from both the researcher and the students. A perfect 100% completion rate was achieved by the researcher in implementing all planned instructional activities, completely eliminating the 'Undone' portion. Correspondingly, the students also reached a 100% success rate in their active participation and task completion. This ideal outcome signifies that the refined teaching model has reached its maximum effectiveness within the scope of this study. It confirms that all established criteria for success were met, concluding the cycles of improvement with a perfect implementation of the learning design.

c. Test Result

There were 7 students (about 33.33% of the total students) who managed to reach the "Excellent" category. Their percentage scores were 93.33, 96.66, or 100. This indicates an outstanding and perfect vocabulary mastery after the intervention with Wordwall app. The "Good" category dominated with 14 students (about 66.67% of the total students). Their percentage scores ranged from 80 to 83.33. This indicates that most students have strong and satisfactory vocabulary comprehension. With these results, it can be concluded that Wordwall application has a very positive and effective impact in increasing vocabulary mastery of seventh grade students at UPTD SMP Negeri 2 Gunungsitoli Allo'oa. This study provides strong evidence that the use of Wordwall can be a successful strategy for vocabulary learning.

d. Presentage of Students Achievement in Cycle II

Based on the results, students' ability to increase vocabulary in the wordwall application in Cycle II. KKM (Minimum Completeness Criteria) for English lessons is 67. There are 15 (71,43%) students who are categorized as Good, and 6 (28.57%) students who are categorized as Excellent. In Cycle II, all students were able to achieve the KKM, with an average student score of 85,90. This can be seen in figure 6.

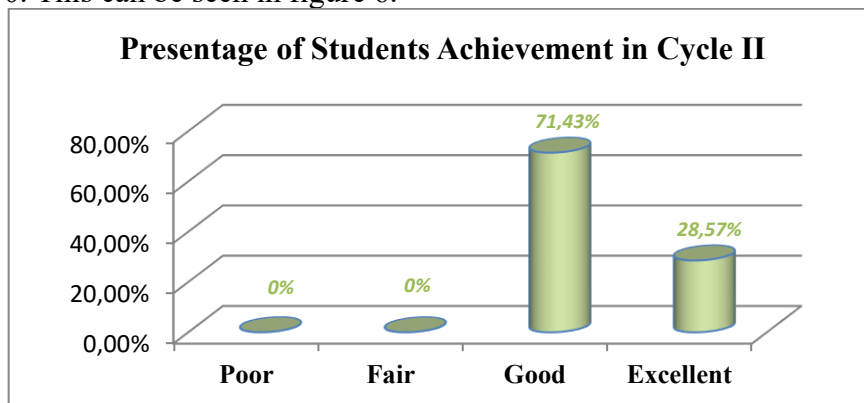


Figure 6. Student Achievement in the Ability to increase vocabulary in wordwall application in Cycle II

Discussion

The findings of this study provide compelling evidence that the integration of the Wordwall application is a highly effective strategy for enhancing students' vocabulary skills within the context of descriptive text. The quantitative data clearly demonstrates a substantial improvement in student performance across the two research cycles. The class average score surged from 50.43 in Cycle I, which was below the established Minimum Completeness Criteria of 67, to an impressive 85.90 in Cycle II. This marked increase signifies that the intervention not only helped students meet the academic standard but substantially exceed it. The initial state, where a significant majority of students (71.43%) were categorized in the "Less" proficient group, was successfully transformed. By the end of the second cycle, all students had moved into the "Good" or "Excellent" categories, confirming that the implementation of the

Wordwall application successfully addressed the identified learning deficiencies and achieved its pedagogical objectives in a definitive manner.

The dramatic improvement observed between Cycle I and Cycle II can be attributed to the fundamental shift in the learning dynamic facilitated by the Wordwall application. The initial low performance in Cycle I was primarily due to students' unfamiliarity with numerous vocabulary words, a challenge that traditional teaching methods failed to overcome effectively. However, the interactive and gamified nature of Wordwall transformed vocabulary acquisition from a passive, rote memorization task into an active and engaging process. The application provided a multisensory learning experience where students could interact with new words through spelling exercises, translation activities, and pronunciation practice. This active engagement, coupled with immediate feedback, allowed students to build confidence and mastery in a low-stakes environment. The success in Cycle II illustrates that when students are provided with the right tools to actively construct their own understanding, their learning outcomes can improve exponentially, resolving the initial problems identified in the research.

The effectiveness of the Wordwall application as an educational tool is not an isolated phenomenon, as these findings are consistent with a growing body of related research across various academic disciplines. For instance, a study by Andini (2022) on the periodic system of elements in chemistry found that the use of Wordwall led to significantly higher learning outcomes in an experimental group compared to a control group. Similarly, research by Mandi et al. (2023) in elementary science learning concluded that the platform was highly beneficial for improving students' understanding, memory, and motivation. The current study's results in the context of English language learning align perfectly with these conclusions, demonstrating the versatility of Wordwall. This consistency across different subjects suggests that the pedagogical principles embedded within the application—such as active engagement, gamification, and immediate feedback—have a universally positive impact on the learning process, thereby strengthening the validity of the findings presented here.

From a theoretical perspective, the success of the Wordwall intervention can be explained by its alignment with modern principles of educational technology and cognitive engagement. As Turohmah et al. (2020) state, media like Wordwall are expected to enhance student understanding by reducing dependency on traditional teacher-led explanations and fostering more active learning. The application effectively creates a student-centered environment where learners can explore and reinforce concepts at their own pace. Furthermore, the research supports the notion advanced by Maghfiroh (2018) that combining learning with play—a core feature of Wordwall—is a powerful strategy for boosting motivation. In a context like Indonesia, where such digital tools are not yet universally adopted, this approach offers a novel and highly effective method to overcome learning challenges. The application's success in this study serves as a practical demonstration of how gamified learning can lower the affective filter, making the educational experience more enjoyable and, consequently, more impactful.

The pedagogical mechanism behind Wordwall's success lies in its ability to provide structured, repetitive, and varied exposure to new vocabulary within a highly motivating framework. Unlike traditional drills, the application presents vocabulary in multiple interactive formats, such as matching games, quizzes, and spelling challenges, which caters to diverse learning styles and reinforces memory through different cognitive pathways. The element of immediate feedback is crucial, as it allows students to instantly recognize and correct their mistakes, fostering a sense of mastery and encouraging self-directed learning. This process of active recall and self-correction is far more effective for long-term retention than passive review. The visual appeal and game-like elements maintain high levels of student attention and

engagement, transforming what is often perceived as a tedious task into a fun and rewarding activity, thereby creating an optimal environment for vocabulary acquisition.

The practical implications of this research are highly significant for English language educators and curriculum planners. The study clearly demonstrates that the Wordwall application is not merely a supplementary tool but a powerful pedagogical resource capable of producing measurable improvements in students' vocabulary skills and overall engagement. The findings suggest that teachers should be encouraged to integrate such digital, gamified platforms into their regular instruction to make learning more dynamic and effective. For students struggling with descriptive texts or vocabulary acquisition in general, this approach offers a more accessible and less intimidating pathway to mastery. Furthermore, the fact that all students achieved the Minimum Completeness Criteria (CMM) indicates that tools like Wordwall can be a strategic asset for schools aiming to enhance academic performance and ensure that no student is left behind in their language learning journey.

While this study provides strong evidence for the effectiveness of the Wordwall application, it is important to acknowledge its limitations to ensure a balanced interpretation. The research was conducted by a self-identified novice researcher, and the classroom action research design, while appropriate for this context, may be influenced by the researcher's dual role as teacher and observer. Additionally, student-related factors, such as some learners' initial hesitation to interact with a new technology and their varying levels of prior vocabulary knowledge, could have influenced the outcomes. These factors may limit the generalizability of the findings to other contexts. Therefore, future research would benefit from employing a quasi-experimental design with a control group to provide a more rigorous comparison. A longitudinal study could also offer valuable insights into the long-term retention of vocabulary learned through this method and its impact on other language skills.

CONCLUSION

Based on data analysis, scientific learning techniques using wordwall application can increase vocabulary skills of seventh grade students of UPTD SMP Negeri 2 Gunungsitoli Alo'oa by using wordwall application. Student achievement in Cycle I, with the lowest score of 25 and the highest score of 83.33. The average student score in Cycle I was 50.43. Therefore, it means that the Cycle I achievement did not reach the MCC of 67, which means that Cycle I was not successful. To achieve the research objectives, researchers conducted Cycle II. Student achievement in Cycle II, improved from Cycle I. The lowest score was 75 and the highest score was 100, which means the average score of students in Cycle II was 85,90. Looking at the students' ability in mastering many unfamiliar vocabulary and tending to the correct pronunciation and use of terms. This, they got much better from the first meeting in Cycle I to the Cycle II meeting, due to their increased enthusiasm and confidence in asking for difficulties. They also became much better in their ability to increase their vocabulary in the use of wordwall application. Therefore, it can be concluded that the use of the wordwall application to increase the vocabulary of seventh grade students of UPTD SMP Negeri 2 Gunungsitoli Alo'oa was successful.

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