

THE USE OF WORDWALL AS INTERACTIVE MEDIA TO IMPROVE VOCABULARY MASTERY OF FIFTH GRADE STUDENTS

SKRIPSI



**Presented to
IKIP PGRI Bojonegoro
In partial of the requirements for
the degree of Sarjana in English Education**

**By:
Fitara Aulia Triningtiyas
NIM 22120007**

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF LANGUAGES AND ARTS EDUCATION
IKIP PGRI BOJONEGORO
2026**

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MOTTO

“My parents have struggled to give me a decent life. Therefore, I have no reason to doubt my journey or give up on my dreams.”

ACKNOWLEDGEMENT

Alhamdulillahirabbil 'ālamīn. All praise and gratitude are due to Allah SWT for His endless mercy, blessings, strength, good health, and guidance, which have enabled the author to complete this skripsi. Among all the pages of this skripsi, this dedication page holds the deepest meaning. Through these simple words, the author would like to express sincere gratitude, love, and appreciation to those who have always been part of this journey. Bismillāhirrahmānirrahīm, with the deepest respect and sincerity, the author dedicates this humble work to:

1. My beloved parents, thank you for your endless prayers, unconditional love, unwavering support, and sacrifices. Thank you for supporting my educational journey both financially and emotionally and for always giving me the best for my future. May Allah SWT always bless you with good health, happiness, and abundant blessings.
2. My beloved supervisors, with sincere respect and gratitude, I would like to express my deepest appreciation to my thesis supervisors for their invaluable guidance, advice, knowledge, patience, encouragement, and the precious time they devoted throughout the completion of this thesis. Every suggestion and constructive feedback have greatly contributed to the successful completion of this research. May Allah SWT always bless them with good health, happiness, and abundant blessings.
3. Myself, thank you for staying strong, continuing to move forward, and never giving up throughout this journey until this skripsi was finally completed. May this achievement be the beginning of an even better future.

4. My beloved friends, thank you for your prayers, support, encouragement, and companionship throughout this journey. Your presence has been a constant source of motivation until this thesis was successfully completed.

May this humble work be beneficial to others and be accepted as a righteous deed by Allah SWT.

STATEMENT OF AUTHENTICITY

I, the undersigned below:

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In order uphold academic integrity, sincerely and without coercion from any parties,
I hereby declare that the thesis entitled:

The Use of Wordwall as Interactive Media to Improve Vocabulary Mastery of Fifth Grade Students

Is the result of my own original work, and all sources of information used have been clearly cited in the reference list according to the scientific and academic code of ethics. I am aware that if any violations of scholarly ethics regarding to the authenticity of this work are found, I **personally** accept the consequences in accordance with the applicable regulations and am prepared to bear legal sanctions.

Bojonegoro, July 13, 2026



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ABSTRACT

Fitara Aulia Triningtiyas. 2026. The Use of Wordwall as Interactive Media to Improve Vocabulary Mastery of Fifth Grade Students. Undergraduate Thesis. English Education Department, Faculty of Language and Arts Education, IKIP PGRI Bojonegoro. Advisor I Ayu Fitrianingsih, M.Pd., Advisor II Oktha Ika Rahmawati, M.Pd.

This study utilized Classroom Action Research (CAR) to enhance the English vocabulary skills of fifth graders at MI Nurul Ulum by integrating Wordwall as a tool for interactive learning. The initiation of this study stemmed from the students' insufficient vocabulary skills, lack of motivation to learn, and their passive involvement during English classes. The methodology adhered to the Kemmis and McTaggart framework, which encompassed stages of planning, acting, observing, and reflecting. A total of twenty-four fifth-grade learners were involved in a single cycle of research. The data collection included vocabulary assessments (pre-test and post-test), observation forms, and student feedback questionnaires. Quantitative analysis utilized descriptive statistics, while qualitative data underwent reduction, display, and interpretation for conclusion formulation. The results showcased a significant enhancement in the students' vocabulary abilities. The average score rose from 39.17 in the pre-test to 97.17 in the post-test, with mastery levels shifting from 0% to 100%. Observational data demonstrated high degrees of student engagement, participation, enthusiasm, and interaction. Furthermore, all students (100%) gave positive feedback regarding the implementation of Wordwall. These outcomes suggest that Wordwall serves as a powerful interactive educational tool for advancing English vocabulary skills and fostering active participation among elementary school students.

Keywords: Wordwall, vocabulary mastery, Classroom Action Research, elementary school, interactive learning media.

ABSTRAK

Fitara Aulia Triningtiyas. 2026. The Use of Wordwall as Interactive Media to Improve Vocabulary Mastery of Fifth Grade Students. Skripsi. Program Studi Pendidikan Bahasa Inggris, Fakultas Pendidikan Bahasa dan Seni, IKIP PGRI Bojonegoro. Pembimbing I Ayu Fitrianingsih, M.Pd., Pembimbing II Oktha Ika Rahmawati, M.Pd.

Studi ini mengadopsi metode Penelitian Tindakan Kelas (PTK) sebagai pendekatan untuk meningkatkan kompetensi kosakata bahasa Inggris bagi siswa kelas V MI Nurul Ulum. Peningkatan ini dicapai melalui pemanfaatan media pembelajaran interaktif Wordwall. Latar belakang dilaksanakannya penelitian ini adalah rendahnya tingkat penguasaan kosakata peserta didik, minimnya motivasi belajar, serta partisipasi yang belum maksimal dalam kegiatan belajar mengajar bahasa Inggris. Kerangka kerja penelitian ini mengacu pada model Kemmis dan McTaggart, yang mencakup empat tahapan utama: perencanaan, implementasi tindakan, observasi, dan refleksi. Subjek penelitian terdiri dari 24 siswa kelas V yang menjalani satu siklus tindakan. Pengumpulan data dilakukan melalui tes kosakata (baik sebelum maupun sesudah tindakan), observasi kelas, dan survei respons siswa. Analisis data kuantitatif dilakukan dengan menggunakan metode statistik deskriptif, sementara analisis data kualitatif meliputi tahapan reduksi data, penyajian data, serta penarikan kesimpulan. Hasil dari investigasi ini mengindikasikan terdapat peningkatan yang substansial dalam kemampuan penguasaan kosakata peserta didik. Rata-rata skor meningkat dari 39,17 menjadi 97,17, dan tingkat kelulusan meningkat dari 0% menjadi 100%. Lebih lanjut, hasil observasi menunjukkan bahwa tingkat keaktifan, partisipasi, antusiasme, dan interaksi peserta didik termasuk dalam kategori tinggi. Terlebih lagi, seluruh peserta didik (100%) memberikan tanggapan yang positif terhadap pemanfaatan Wordwall. Berdasarkan temuan ini, Wordwall telah terbukti menjadi alat yang efektif sebagai media pembelajaran interaktif yang bertujuan untuk meningkatkan penguasaan kosakata bahasa Inggris, sekaligus merangsang keterlibatan aktif peserta didik di tingkat sekolah dasar.

Kata kunci: Wordwall, penguasaan kosakata, Penelitian Tindakan Kelas, sekolah dasar, media pembelajaran interaktif.

PREFACE

Praise and gratitude be to Allah SWT for His endless blessings, mercy, and guidance, so that the researcher was able to complete this thesis entitled “The Implementation of Wordwall to Improve Students’ Vocabulary Mastery” successfully and on time. This thesis was written to fulfill one of the requirements for obtaining a Bachelor’s Degree in the English Education Study Program. This study was motivated by the low level of students’ English vocabulary mastery, low learning motivation, and limited classroom participation, as English learning was still dominated by traditional teaching methods. Therefore, this study aimed to improve students’ vocabulary mastery through the implementation of Wordwall as an interactive learning medium. This Classroom Action Research is expected to contribute to the improvement of English teaching and learning, particularly at the elementary school level. During the process of conducting the research and writing this thesis, the researcher encountered several challenges, including time limitations, classroom management during the implementation of the research, and the adaptation of interactive learning media in the classroom. However, with the blessings of Allah SWT, together with the guidance, encouragement, and support from many individuals, those challenges were successfully overcome. The researcher would like to express sincere gratitude to the thesis supervisors for their invaluable guidance, suggestions, encouragement, and support throughout the completion of this thesis. The researcher also extends sincere appreciation to the Headmaster of MI Nurul Ulum for granting permission to conduct the research, to the fifth-grade English teacher for providing assistance during the research process, to all fifth-grade students of MI Nurul Ulum for their participation as the research

subjects, and to everyone who contributed, directly or indirectly, to the successful completion of this study. The researcher realizes that this thesis is not free from limitations and imperfections. Therefore, constructive criticism and suggestions are sincerely welcomed for future improvement. It is hoped that this thesis will be beneficial for the development of English language teaching, particularly vocabulary learning at the elementary school level, and will serve as a useful reference for future researchers.

Bojonegoro, July 13, 2026



Fitara Aulia Triningtiyas
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CHAPTER I

INTRODUCTION

A. Background of Study

Current developments in education demand significant changes, especially in the integration of digital technology in the classroom. Interactive media has become an important component of making learning more effective and relevant to the interests of today's students (Meliyani et al., 2022). In line with this, English language skills have become increasingly crucial as English serves as a global language of communication. Therefore, vocabulary mastery, as the foundation of English learning, must receive serious attention from the elementary level so that students do not face difficulties when learning more advanced material (Ndraha et al., 2023).

To communicate effectively in English, students need sufficient vocabulary because vocabulary enables them to understand, remember, and use words appropriately in different situations. In addition to recognizing word meanings, vocabulary mastery also involves knowing how words are pronounced, spelled, and applied correctly in sentences (Syamsidar et al., 2023). Students with adequate vocabulary mastery are more capable of understanding spoken and written texts, expressing ideas confidently, and developing other English language skills, such as listening, speaking, reading, and writing. In order to enhance kids' general English language development, vocabulary knowledge must be strengthened starting in elementary school.

Early exposure to English in primary school is essential for laying the groundwork for future international communication. Children are in the best period of language development at this age, which makes it simpler for them to take in and retain new words. With adequate vocabulary mastery, students can understand sentence contexts, read simple texts, and express their ideas with more confidence. However, an uninteresting or monotonous English learning process can hinder this potential. Therefore, teachers need to adopt more innovative approaches and utilize engaging learning media to motivate students and encourage active participation.

Unfortunately, although vocabulary mastery is essential, English teaching at the elementary level often remains unappealing. Many teachers still rely on traditional methods, such as lecturing, writing lists of words on the blackboard, or asking students to memorize from textbooks. These methods often cause students to quickly become bored and unmotivated, which ultimately makes it difficult for them to remember new vocabulary in the long term (Ningsih & Suprianti, 2023). This shows a theoretical gap between modern learning principles that require students to be active and enthusiastic (student active learning) and teaching practices that are still passive and monotonous in the field (Riandeni et al., 2022)

In addition, observations have shown that most students have low learning motivation when English lessons are not associated with enjoyable activities. Another contributing factor is the lack of variety and interactivity in learning media. In fact, interactive media has been proven to encourage active

student engagement, help them retain information longer, and create a positive learning atmosphere (Meliyani et al., 2022).

This situation was also identified in the learning context of MI Nurul Ulum, Megale Village. Initial observations showed that the English vocabulary skills of the fifth-grade students still needed improvement. Students appeared unmotivated and tended to be passive during lessons. In fact, the school already had facilities such as projectors that could be used for interactive learning activities. However, the use of these facilities was still very limited because teachers were not yet accustomed to using digital media optimally. In other words, even though the school had technological support devices, their use had not yet been maximized, reflecting a practical gap between the potential of the facilities and their application in the learning process. This condition was also in line with the characteristics of MI Nurul Ulum as a school where the use of technological facilities was still being developed and low students' motivation to learn English was relatively low. This situation highlighted the need for innovation in utilizing the simple technology already available such as using a projector to display interactive learning media that could make learning activities more interesting and meaningful for students.

Students' future struggles learning English could be significantly impacted by their current level of vocabulary mastery. Many students were still unable to identify or recollect fundamental vocabulary that had previously been taught, according to preliminary observations and informal discussions with the English teacher, demonstrating that their vocabulary competence was in fact low. In general, interactive media should help students think more creatively and

retain information better. However, the use of innovative digital media such as Wordwall was still not widely implemented as a standard solution in elementary schools, especially in schools like MI Nurul Ulum, where teachers had never used Wordwall before in English learning activities (Novyanti et al., 2022). This condition created a research gap that needed to be addressed, as there had been no classroom action research (CAR) that specifically documented and examined how effective Wordwall was as an interactive, game-based learning media in improving vocabulary mastery in that school environment.

Previous studies have demonstrated that wordwall is effective for teaching in elementary school (Asyri et al., 2024; Ningsih & Suprianti, 2023) but its application had not been widely implemented in schools with characteristics such as MI Nurul Ulum. Previous studies tended to be conducted in schools with more complete facilities and students who were already familiar with technology. Therefore, this study was important to test the effectiveness of using Wordwall in the context of elementary schools that already had facilities such as projectors, but their use in learning was still not optimal.

To overcome these problems, learning innovations that can increase students' participation are needed. One potential solution is the use of Wordwall as an interactive media. This application provides various types of educational games such as matching games, quiz shows, and word spinners that require active responses from students. Wordwall is called an interactive media because it allows students to participate directly with learning content through two-way digital activities between students and the media. This interactivity allows students to not only receive information, but also react, choose answers, discuss,

and compete in a fun way. Thus, the learning atmosphere becomes more lively, interesting, and motivates students to study harder (Andriany & Warsiman, 2023).

In practice, the Wordwall game was displayed using a projector, and the activity was guided by the researcher, who acted as both the teacher and the operator, facilitating students as they interacted directly with the game in the classroom. Although the interaction was conducted through a projector and was controlled by the teacher, the interactive element was still realized because students were actively involved in answering, discussing, and responding directly to questions displayed on the screen. This method was very important for increasing students' motivation and independence, as they felt part of a learning process that resembled a game (Musrifah et al., 2024).

Based on the previous background and urgency, this study focused on classroom activities using Wordwall to improve the vocabulary mastery of fifth grade students at MI Nurul Ulum. The objectives of this study were divided into three main aspects: (1) to describe the steps for implementing Wordwall in the classroom; (2) to prove the improvement in students' vocabulary mastery through learning test results; and (3) to analyze students' responses and motivation levels after using the Wordwall digital game.

To achieve these objectives, this study used a Classroom Action Research (CAR) design that involved a series of improvement and evaluation conducted systematically in one cycle. Quantitative data were obtained from pre-test and post-test results to measure students' vocabulary improvement. Meanwhile, qualitative data on the learning process, interactions, and student motivation

were collected through observation and non-test instruments such as questionnaires (Asyri et al., 2024).

B. Formulation of the Problems

In light of the study's context, the research inquiries were developed in this manner:

1. How is Wordwall media applied in teaching English vocabulary to fifth-grade students at MI Nurul Ulum?
2. How does Wordwall media improve the English vocabulary mastery of fifth-grade students at MI Nurul Ulum?
3. How are students' responses to the use of Wordwall media in teaching English vocabulary in fifth-grade students at MI Nurul Ulum?

C. Objectives of the Study

This study was conducted to address the aforementioned questions. As a result, the aims of this research were specified in the following manner:

1. To explain how Wordwall media is utilized in instructing English vocabulary to fifth graders at MI Nurul Ulum.
2. To assess the enhancement in English vocabulary skills of fifth-grade learners at MI Nurul Ulum through the implementation of Wordwall media.
3. To evaluate the reactions of students concerning the use of Wordwall media for teaching English vocabulary to fifth graders at MI Nurul Ulum.

D. Significances of the Study

This study was anticipated to make significant contributions to both the theoretical realm and the practical aspects of English language education. The results were predicted to broaden the current understanding of English teaching

while providing valuable insights for educators, learners, institutions, and upcoming researchers. The importance of this research was outlined as follows:

1. Theoretical Importance

From a theoretical standpoint, this research was anticipated to enhance the existing knowledge concerning English language instruction, particularly in the area of vocabulary teaching for elementary students. The outcomes supplied further evidence about the efficacy of incorporating interactive digital tools, such as Wordwall, in vocabulary acquisition. Additionally, this research was expected to act as a helpful reference point for future investigators who aim to explore or devise technology-based learning methods to teach English vocabulary to younger audiences.

2. Practical Importance

In practical terms, the outcomes of this research were expected to yield advantages for various stakeholders, including:

- a. For Educators: The findings were anticipated to guide teachers in choosing and applying engaging educational tools that could elevate students' motivation, participation, and success in vocabulary learning.
- b. For Learners: The incorporation of Wordwall media was believed to boost students' interest and excitement in learning English. By engaging in interactive educational tasks, students were expected to adopt a more proactive approach and retain new vocabulary more effectively.
- c. For Educational Institutions: The results of this research were expected to aid schools in creating innovations in technology-integrated learning to elevate the standard of English language teaching.

- d. For Upcoming Researchers: This study was predicted to offer valuable insights and serve as a resource for new researchers who intend to perform related investigations on the employment of interactive tools in English language education at the elementary level.

E. Definition of Terminologies

In this study, there are several key concepts that require clarification to prevent any variations in understanding or interpretation. The purpose of these definitions is to set clear parameters for the concepts and variables utilized in the study, ensuring that the analysis and discussion of the data are conducted in a coherent and focused way. The definitions are provided below:

1. Wordwall Media

As noted by Wedananta et al. (2024), Wordwall is a digital learning platform designed around games that offers a variety of activity templates including matching games, anagrams, quizzes, and word searches to enhance student involvement and educational outcomes, particularly in mastering vocabulary. In this research, Wordwall was utilized as an engaging media accessed via the Wordwall website and presented through a projector in the classroom setting, with the researcher serving dual roles as the teacher and the operator while students were actively engaged with the on-screen activities.

2. Interactive Media

As explained by Muabidah & Agus Setiawan (2024), interactive media serves as a digital educational resource that facilitates reciprocal interaction between learners and the educational content, allowing students to respond directly and engage actively throughout the learning experience. In this research,

interactive media referred to the implementation of Wordwall as a traditional game-based activity within the classroom where students could answer questions, engage in discussions, and interact directly with the content displayed on the projector screen.

3. Vocabulary Mastery

As stated by Syamsidar et al. (2023), vocabulary mastery is defined as students' proficiency in comprehending, recalling, and applying vocabulary in context, which includes understanding the meanings, pronunciations, spellings, and appropriate usages of words in sentences. In this study, vocabulary mastery was described as fifth-grade students' capability to acquire vocabulary relevant to the instructional material, assessed through written examinations that included pre-tests and post-tests featuring a vocabulary list aligned with the indicators for fifth-grade learning.