

**IMPLEMENTING WORDWALL TO IMPROVE
VOCABULARY ACQUISITION AT THE TENTH GRADERS
OF SMKN DANDER**

SKRIPSI



Presented to
IKIP PGRI Bojonegoro
In partial fulfilment of the requirements
For the degree of Sarjana in English Education

By:
PRIMA BINTANG ARLINANDA
NIM 22120050

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

2026

**IMPLEMENTING WORDWALL TO IMPROVE
VOCABULARY ACQUISITION AT THE TENTH GRADERS
OF SMKN DANDER**

SKRIPSI

Presented to
IKIP PGRI Bojonegoro
In partial fulfilment of the requirements
For the degree of Sarjana in English Education

By:
PRIMA BINTANG ARLINANDA
NIM 22120050

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

APPROVAL SHEETS

The skripsi entitled "IMPLEMENTING WORDWALL TO IMPROVE VOCABULARY ACQUISITION AT THE TENTH GRADERS OF SMKN DANDER" is compiled by:

Name : Prima Bintang Arlinanda
NIM : 2212005
Department : English Education

Has been approved by the advisor

Bojonegoro, 9th July 2026

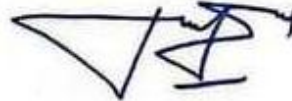
Advisor I,



Chyntia Heru Woro Prastiwi, M.Pd.

NIDN: 0728017903

Advisor II



Dr. Moh. Fuadul Matin, S.S., M.Pd.

NIDN: 0727028703

LEGITIMATION

The skripsi entitled **"Implementing Wordwall to Improve Vocabulary Acquisition at the Tenth Graders of SMKN Dander"** is compiled by:

Name : Prima Bintang Arlinanda

NIM : 22120050

Department : English Education

This is to certify that this skripsi has been approved by the Board of Examiners as the requirement for the degree of Sarjana in English Education Department, Faculty of Languages and Arts Education, IKIP PGRI Bojonegoro on July 22, 2026.

Bojonegoro, July 22, 2026

Chairman,



Dr. Cahyo Hasanudin, M.Pd.

NIDN 0706058801

Secretary,



Ayu Fitriarningsih, M.Pd.

NIDN 0720049101

Examiner I,



Dr. Fitri Nurdianingsih, M.Pd.

NIDN 0729058701

Examiner II,



Dr. Ima Isnaini Taufiqur R., M.Pd.

NIDN 0723058302

Rector,

Dr. Junarti, M.Pd.

NIDN 0014016501

MOTTO

“I trust the reviews of strangers before buying a product.
I enjoy meals without knowing the hands that prepared them.
I watch films without knowing how their stories will end.
If I can place my faith in all these uncertainties,
why should I hesitate to trust myself?”

-Researcher-

“If you never bleed, you’re never grow”

-Taylow Swift-

ANKOWLEDGEMENT

All praise and gratitude are due to Allah SWT for his mercy, guidance, and blessings, which have enabled the writer to complete this skripsi entitled **“Implementing Wordwall to Improve Vocabulary Acquisition at the Tenth Grades of SMKN Dander”** this proposal is written as a partial fulfillment of the requirements to obtain a bachelor’s Degree in English Education at IKIP PGRI Bojonegoro.

In completing this skripsi, the writer realizes that its accomplishment would not have been possible without the guidance, support, and prayers of many people. Therefore, the writer would like to express sincere gratitude and appreciation to:

1. Dr. Dra. Junarti, M.Pd, as a Rector of IKIP PGRI Bojonegoro.
2. Dr. Cahyo Hasanudin, M.Pd, as the Dean of the Faculty of Language and Arts Education, IKIP PGRI Bojonegoro.
3. Ayu Fitrianiingsih, M.Pd, as the Head of the English Education Study Program, IKIP PGRI Bojonegoro.
4. Chyntia Heru Woro Prastiwi, M.Pd, as the first thesis advisor, for her patience, guidance, suggestions, and motivation throughout the completion of this thesis.
5. Dr. Moh. Fuadul Matin, M.Pd, as the second thesis advisor, for his constructive comments, corrections, and suggestions to improve this thesis.
6. All lecturers of IKIP PGRI Bojonegoro, especially those of the English Education Study Program, for their knowledge and support during the writer’s study.
7. My deepest and most heartfelt gratitude goes to my beloved parents, especially my dearest mother, **Erlina Yuli Hermanto**, whose endless love, sacrifices, strength, and unwavering support have carried me through every stage of this journey. Thank you for every drop of sweat, every tear, every prayer, and every effort you have made for your daughter. I realize that I am still far from perfect, yet you have always believed in me and encouraged me to keep moving forward. This achievement would not have been possible without your constant support, patience, and unconditional love. I would never have been able to come this far without you.
8. I would also like to express my sincere appreciation to my dear friends, **Dhani, Nana, and Anggun**, for standing by my side from the very beginning. Your encouragement, kindness, laughter, and companionship have become an irreplaceable part of my life. The person I am today would not be the same without your presence and support throughout the

years. Thank you for sharing both the challenges and the joys of this journey with me.

9. My special thanks are extended to all members of the “YOLO” group. Thank you for being part of my university life from the very beginning. Your friendship, memories, support, and countless moments of happiness have made these years far more meaningful and enjoyable than I could have ever imagined. Looking back, I cannot imagine how different my university experience would have been if I had never met all of you. Thank you for filling these years with laughter, unforgettable memories, and a sense of belonging that I will always cherish.
10. I would also like to express my gratitude to everyone who has been part of my journey. Thank you for the memories, the kindness, and the valuable life lessons that have shaped me into who I am today.
11. Lastly, I would like to thank myself, **Prima Bintang Arlinanda**, for choosing to keep going, to keep trying, to keep dreaming, and to become a better person every day. Thank you for staying alive, for holding on through the difficult times, and for making it this far. This journey was not always easy, but you made it to the end.

The writer acknowledges that this thesis remains imperfect. Constructive criticism and suggestions are therefore gratefully received to support future enhancements. It is hoped that this work will prove valuable to readers and advance educational development, particularly in the teaching of speaking skills.

Bojonegoro, 7 August 2026

The Researcher

Prima Bintang Arlinanda

NIM. 22120050

STATEMENT OF AUTHENTICITY

I, the undersigned bellow:

Name : Prima Bintang Arlinanda

NIM : 22120050

Department : English Education

Faculty : Languages and Arts Education

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

IMPLEMENTING WORDWALL TO IMPROVE VOCABULARY ACQUISITION AT THE TENTH GRADERS OF SMKN DANDER

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 I am prepared to bear legal sanctions.

Bojonegoro, July 2026



Prima Bintang Arlinanda

Prima Bintang Arlinanda

NIM. 22120050

ABSTRACT

Arlinanda, Prima Bintang. 2026. Implementing Wordwall to Improve Vocabulary Acquisition at The Tenth Graders of SMKN Dander skripsi, English Education Departement, Faculty of Language and Arts Education, IKIP PGRI Bojonegoro, Advisor (I) Chyntia Heru Woro Prastiwi, M.Pd (II) Dr. Moh. Fuadul Matin, S.S., M.Pd.

Keywords: Wordwall; Vocabulary Mastery; Classroom Action Research; English Language Learning.

This study aimed to improve students' vocabulary mastery through the use of Wordwall among the tenth-grade students of the Fashion Production Design Program at SMKN Dander in the 2025/2026 academic year. This study employed Classroom Action Research (CAR) conducted in two cycles involving 25 students as the research participants. The data were collected through vocabulary tests, observations, and questionnaires. The findings revealed that the implementation of Wordwall improved students' vocabulary mastery. The percentage of students who achieved the minimum passing grade increased from 44% in Cycle I to 80% in Cycle II, indicating an improvement of 36%. Furthermore, the observation and questionnaire results showed that the students became more active, enthusiastic, and confident during the learning process. Therefore, it can be concluded that Wordwall is effective in improving the vocabulary mastery of the tenth-grade students of the Fashion Production Design Program at SMKN Dander.

ABSTRAK

Arlinanda, Prima Bintang. 2026. Implementing Wordwall to Improve Vocabulary Acquisition at The Tenth Graders of SMKN Dander skripsi, English Education Departement, Faculty of Language and Arts Education, IKIP PGRI Bojonegoro, Advisor (I) Chyntia Heru Woro Prastiwi, M.Pd (II) Dr. Moh. Fuadul Matin, S.S., M.Pd.

Kata Kunci: Wordwall; Vocabulary Mastery; Classroom Action Research; English Language Learning.

Penelitian ini bertujuan untuk meningkatkan penguasaan kosakata siswa melalui penggunaan Wordwall pada siswa kelas X Desain Produksi Busana SMKN Dander Tahun Ajaran 2025/2026. Penelitian ini menggunakan metode Penelitian Tindakan Kelas (PTK) yang dilaksanakan dalam dua siklus dengan subjek penelitian sebanyak 25 siswa. Data dikumpulkan melalui tes kosakata, observasi, dan angket. Hasil penelitian menunjukkan bahwa penggunaan Wordwall dapat meningkatkan penguasaan kosakata siswa. Persentase siswa yang mencapai nilai ketuntasan meningkat dari 44% pada Siklus I menjadi 80% pada Siklus II, sehingga terjadi peningkatan sebesar 36%. Selain itu, hasil observasi dan angket menunjukkan bahwa siswa menjadi lebih aktif, antusias, dan percaya diri selama proses pembelajaran. Dengan demikian, dapat disimpulkan bahwa Wordwall efektif digunakan untuk meningkatkan penguasaan kosakata siswa kelas X Desain Produksi Busana SMKN Dander.

PREFACE

All praise and gratitude be to Allah SWT, the Most Gracious and the Most Merciful, for His endless blessings, guidance, strength, and mercy, which have enabled the researcher to complete this undergraduate thesis entitled “Implementing Wordwall to Improve Vocabulary Acquisition at the Tenth Graders of SMKN Dander.” Peace and blessings be upon Prophet Muhammad SAW, who has guided humanity from the darkness of ignorance to the light of knowledge and faith.

This thesis is submitted as one of the requirements for obtaining a Bachelor's Degree in the English Education Study Program at IKIP PGRI Bojonegoro. Throughout the process of conducting this research, the researcher gained valuable knowledge, experience, and insights, particularly in the field of English language teaching and learning, especially in improving students' vocabulary acquisition through the use of interactive learning media.

In this study, the researcher implemented Wordwall as an interactive learning medium to improve students' vocabulary acquisition. Wordwall was selected because it provides various game-based activities that can make vocabulary learning more engaging and enjoyable for students. The use of Wordwall is expected to increase students' participation and motivation while providing them with opportunities to learn and practice vocabulary in an interactive way. Through the implementation of Wordwall, the researcher aimed to help tenth-grade students at SMKN Dander improve their vocabulary acquisition.

The researcher realizes that the completion of this thesis would not have been possible without the guidance, support, encouragement, and assistance of many individuals. Therefore, the researcher would like to express sincere gratitude to all lecturers, teachers, family members, friends, and everyone who contributed directly or indirectly to the completion of this research.

The researcher also realizes that this thesis is far from perfect. Therefore, constructive criticism and valuable suggestions are sincerely welcomed for the improvement of this thesis. Finally, the researcher hopes that this study will be beneficial for readers, future researchers, and English teachers, particularly those who are interested in implementing Wordwall as an interactive learning medium to improve students' vocabulary acquisition.

Bojonegoro, July 8th 2026

Prima Bintang Arlinanda

TABLE OF CONTENT

APPROVAL SHEETS	ii
LEGITIMATION	iii
MOTTO	iv
ANKNOWLEDGEMENT.....	v
STATEMENT OF AUTHENTICITY	vii
ABSTRACT.....	viii
ABSTRAK	ix
PREFACE	x
TABLE OF CONTENT	xi
LIST OF TABLES	xiv
LIST OF FIGURES	xv
LIST OF APPENDICES.....	xvi
CHAPTER I.....	1
INTRODUCTION.....	1
A. Background of study	1
B. Formulations of the problems	6
C. Objectives of the study	6
D. Significances of the study.....	7
1. Theoretical Significance.....	7
2. Practical Significance	7
E. Definition of terminologies.....	8
1. Vocabulary Acquisition.....	8
2. Gamification.....	8
3. Wordwall.....	9
CHAPTER II.....	10
REVIEW OF RELATED LITERATURE	10
A. Review of Previous Studies.....	10
B. Theoretical Review	12
1. Vocabulary Mastery	12
2. Wordwall.....	14
3. Implementing Wordwall in Teaching Vocabulary.....	15
4. Theoretical Framework	15
CHAPTER III	18
RESEARCH METODHOLOGY.....	18

A. Research Design.....	18
B. Research Procedures.....	20
1. Planning Stage.....	20
2. Action Implementation Stage.....	20
3. Observation Stage	20
4. Reflection Stage	21
C. Research Setting	21
D. Research Subject	21
E. Data and Data Sources	22
1. Quantitative	22
2. Qualitative	22
F. Data Collection Techniques	23
1. Vocabulary Test	24
2. Observation Data.....	24
3. Questionnaire	26
G. Data Analysis Technique.....	27
1. Qualitative Data Analysis.....	27
2. Quantitative Data Analysis.....	27
H. Data Validation Techniques	28
I. Criteria of success	28
CHAPTER IV	30
RESEARCH FINDING AND DISCUSSION.....	30
A. Research Findings	30
1. Student's Pre-Action Vocabulary Mastery	30
2. The Overview of Cycle I.....	31
3. Observation of Cycle I	33
4. Reflection of Cycle I	35
5. The Overview of Cycle II.....	35
6. The Observation of Cycle II.....	38
7. Reflection of Cycle II.....	39
8. Students' Participation	40
9. The Result of Students' Questionnaires	41
B. Discussion	42
1. The Implementation of Wordwall Game for Teaching Vocabulary	43
2. The Improvement of Student Vocabulary Scores	46
3. The Students' Participation During Wordwall for Vocabulary Learning	47

CHAPTER V	50
CONCLUSION AND SUGGESTION	50
A. Conclusion	50
B. Suggestions.....	52
REFERENCES.....	54
APPENDICES	57

LIST OF TABLES

Table 3. 1 Assesment Points	24
Table 3. 2 Wordwall Vocabulary Learning Activity	26

LIST OF FIGURES

Figure 3. 1 CAR Cycles'	19
Figure 4. 1 Pre-Action Vocabulary Mastery.....	30
Figure 4. 2 Students' Post-Test Cycle I Score.....	35
Figure 4. 3 Student Post Test Score	37
Figure 4. 4 Comparison of the Students' Percentages	39
Figure 4. 5 Student Participation.....	40
Figure 4. 6 Students' Questionnaires.....	41
Figure 4. 7 Student Improvement.....	46

LIST OF APPENDICES

Appendix 1. 1 Vocabulary Pre Test sheets	57
Appendix 1. 2 students' pre-test score	58
Appendix 1. 3 Samples of Students' Vocabulary Pre-Test Answer Sheets	59
Appendix 1. 1 Vocabulary Pre Test sheets	57
Appendix 1. 2 students' pre-test score	58
Appendix 1. 3 Samples of Students' Vocabulary Pre-Test Answer Sheets	59
Appendix 2. 1 vocabulary post-test I sheets	62
Appendix 2. 2 Vocabulary Post-Test result	63
Appendix 2. 3 Samples of Students' Vocabulary Post-Test I Answer Sheets	64
Appendix 3. 1 Vocabulary Post-test II sheets	67
Appendix 3. 2 Vocabulary post-test II result	68
Appendix 3. 3 Samples of Students' Vocabulary Post-Test II Answer sheets	69
Appendix 4. 1 Observation Sheets	72
Appendix 4. 2 Observation Result	73
Appendix 5. 1 wordwall matching-up 1 game	74
Appendix 5. 2 wordwall matching-up 2 game	75
Appendix 6 1 wordwall guiz game	76
Appendix 7. 1 Students' Questionnaire toward the Use of Wordwall	78
Appendix 7. 2 Questionnaire Results	79
Appendix 8. 1 Lesson Plan Meeting 1	81
Appendix 8. 2 Lesson Plan Meeting 2	84
Appendix 8. 3 Lesson Plan Meeting 3	87
Appendix 8. 4 Lesson Plan Meeting 4	90
Appendix 8. 5 Lesson Plan Meeting 5	93

Appendix 8. 6 Lesson Plan Meeting 6.....	96
--	----

CHAPTER I

INTRODUCTION

A. Background of study

Vocabulary plays a crucial role in English language learning as the primary foundation for mastering reading, writing, speaking, and listening skills. Vocabulary knowledge consists of several aspects, including spoken form, written form, word parts, meaning, associations, grammatical functions, collocations, and frequency (Dakhi & Fitria, 2019). Without vocabulary, it is almost impossible for someone to master a language because vocabulary itself is the foundation of language learning. Learning vocabulary forms the primary foundation in mastering English, especially as a second language, because a rich vocabulary enables learners to convey ideas, emotions, and information accurately and effectively. (Dakhi & Fitria, 2019) emphasize that without adequate vocabulary mastery, students will struggle to communicate effectively, even if they understand grammatical structures.

Vocabulary plays a central role in language learning and significantly influences student's motivation and classroom engagement when appropriate teaching strategies are applied. According to (Oktarini et al., 2025) vocabulary is a fundamental component of language proficiency and plays a central role in supporting the four language skills, namely listening, speaking, reading, and writing. Without sufficient vocabulary knowledge, students may experience difficulties in understanding texts, expressing ideas, and communicating effectively. Students' failure to comprehend vocabulary can

adversely affect the entire English language learning process, rendering instruction highly ineffective.

Given the crucial role of vocabulary mastery and its influence on student motivation and learning success, the use of learning media is a clear and essential approach to teaching vocabulary. Traditional approaches, such as simply memorizing lists of words, often fail to spark students' interest and suppress their motivation, ultimately dampening overall learning achievement. Research in the past decade has emphasized that the integration of learning media, especially technology-based media, can create a more immersive learning experience and encourage student engagement in the vocabulary acquisition process. Digital game-based vocabulary instruction improves both short-term and long-term retention and also boosts learners' motivation and engagement through interactive elements and detailed feedback. Recent research shows that game-like, interactive platforms substantially raise student participation, strengthen vocabulary retention, and increase enthusiasm for learning (Rubykania et al., 2025). These results underscore digital media's effectiveness as a pedagogical tool for teaching vocabulary in foreign language classes.

Various empirical studies over the past decade have emphasized that interactive learning media, such as Wordwall and digital flashcards, can encourage active student engagement and accelerate vocabulary acquisition compared to traditional approaches. Wordwall, in particular, is an interactive digital learning platform that provides game-based activities designed to support vocabulary learning in an engaging and enjoyable manner. According

to Darmawati & Nayla (2025) the use of the Wordwall website significantly improves students' vocabulary mastery, indicating that interactive and gamified learning environments can effectively support vocabulary acquisition and retention. So that students are more proactive throughout the vocabulary learning process. This type of medium facilitates learning through games, quizzes, and repetitive exercises that are packaged visually and contextually not just memorization, but a deep understanding of the meaning of words. Not to be overlooked, digital flashcards have also proven effective in strengthening vocabulary mastery. Zakian et al. (2022) reported that mobile-based digital flashcards contributed to stronger vocabulary gains and longer-lasting retention, emphasizing how repeated digital exposures to words support learning. This interactive media also creates a fun learning environment, reduces students' anxiety when learning English, and ultimately triggers higher motivation. Therefore, adopting interactive learning media in vocabulary teaching is not only appropriate but truly essential to optimize students' vocabulary competence in today's English language learning era.

Arsyad (2024) explained that Wordwall creates a dynamic, visually engaging learning environment that substantially increases students' involvement in vocabulary learning; its interactive features and multimedia elements make the process more enjoyable and support improved vocabulary retention. In addition, Instructional approaches that incorporate gamification elements tend to demonstrate superior learning outcomes compared to traditional methods, as students in gamified learning environments achieve notably higher scores on academic assessments (Temel & Cesur, 2024)

Recent research conducted by Pesántez-Sigüenza (2023) shows that the use of interactive games such as Wordwall in foreign language learning for elementary school students can effectively improve their language skills. These results reinforce the understanding that educational technology plays an important role as a supporting tool in improving the quality of learning in various educational contexts.

In the context of language learning, the use of Wordwall makes the learning process more interesting and effective. This study was conducted to examine in depth the effectiveness of using Wordwall at SMKN Dander, with the aim of providing alternative solutions to various obstacles still found in traditional teaching methods. This topic was chosen based on the fact that old strategies for vocabulary acquisition, such as writing down lists of words, are often considered uninteresting and suboptimal. Given the varying memory capacities of students, a more interactive and enjoyable approach such as Wordwall is needed to increase motivation and facilitate student understanding.

Based on direct observations by the researcher in Class X at SMKN Dander, the English learning process only takes place twice a week. This causes students to struggle in maintaining and strengthening their memory of previously learned vocabulary. The limited frequency of meetings results in a decline in vocabulary retention levels, where students on average can only recall 40-50% of words after one week, as revealed through an informal pre-test conducted by the researcher.

This issue becomes even more complex due to the continued application of the dominant conventional teaching methods, which suppress student engagement and their motivation to master vocabulary. Class X students at SMKN Dander, who are mostly aged 15-16 years and already familiar with digital technology, often lose concentration during the learning process, ultimately leading to a significant decline in vocabulary retention. This phenomenon is reflected in the fact that only about 30% of students successfully constructed simple sentences using new words during the review session. Such a situation not only hinders the achievement of Basic Competencies in the Merdeka Curriculum for English subjects but also obstructs the overall development of students' communicative skills, thus requiring innovative intervention through the implementation of Wordwall as a digital gamification platform.

Wordwall was selected as the learning medium in this research because the platform provides a variety of educational games that make the vocabulary mastery process more engaging and interactive. Unlike conventional approaches that are often monotonous, Wordwall offers an enjoyable learning experience through features such as quizzes, puzzles, and various types of games, thereby arousing students' curiosity and motivation. The use of digital technology on this platform also enables flexible independent learning, both in the school environment and outside class hours. This result aligns with Chen, (2017), who reported that digital game-based instruction substantially improves learners' motivation and achievement, suggesting that game-based media promote more active engagement in

learning. Additionally, Wordwall helps overcome common challenges in vocabulary teaching, such as time limitations and material variation in class, thanks to its user-friendly interface and activities that can be adjusted to different difficulty levels. The healthy competition feature within it further encourages student interaction, ultimately accelerating the vocabulary acquisition process. Thus, Wordwall is expected to serve as an effective solution for improving students' vocabulary understanding and mastery.

B. Formulations of the problems

The research question in this study is: How can Wordwall improve the vocabulary acquisition of the tenth graders of SMKN Dander? The question will explore about the procedure of implementing wordwall game, the improvement of students' vocabulary acquisition, the students' participation, and the students' attitude.

C. Objectives of the study

This study aims to explore how effectively Wordwall boosts vocabulary mastery among twenty five students' at tenth grade SMKN Dander. In particular, it outlines the steps for incorporating Wordwall games into lessons, tracks improvements in students' vocabulary scores from before to after the intervention, assesses their level of engagement, and examines their attitudes toward the platform. The findings should offer practical tips for teachers on weaving gamification into vocabulary instruction.

D. Significances of the study

1. Theoretical Significance

From a theoretical perspective, this study contributes to the growing discourse on the use of gamification in foreign language learning, particularly in the aspect of vocabulary expansion. Recent research by Mahardika et al. (2025) revealed that the use of Wordwall in vocational schools positively influences students' motivation, facilitates material comprehension, and improves vocabulary mastery, indicating its effectiveness as an interactive learning medium in English language teaching. which emphasize that interactive activities can increase student engagement. Furthermore, this study enriches the limited literature on educational technology in the vocational sector by presenting empirical evidence that can be used as a basis for further studies in the field of language learning.

2. Practical Significance

Practically, this study provides tangible benefits for English teachers in vocational schools by offering an easy-to-implement teaching method using Wordwall that can overcome the boredom that often arises from traditional methods such as note-taking. For students, the results of this study are expected to improve their ability to master active vocabulary in line with the language requirements of the vocational world of work. At the institutional level, SMKN Dander can utilize these findings to improve and develop its English curriculum, while at the national education level,

this study supports the government's efforts to accelerate digital learning, especially in rural areas.

E. Definition of terminologies

1. Vocabulary Acquisition

Laufer & Vaisman (2023) contend that vocabulary grows incrementally as learners repeatedly meet new words in meaningful contexts, allowing gradual expansion of their lexical knowledge. Sun et al. (2023) note that understanding vocabulary requires both extensive word knowledge and detailed knowledge of each word, permitting learners to communicate more accurately and appropriately. Laufer and Hulstijn (2001) add that vocabulary mastery develops through strategies such as guessing meaning from context, repetition, and direct application, all of which play an important role in improving language skills. In this study, vocabulary acquisition refers to the process of students understanding, remembering, and using English vocabulary in Fashion Product Design through interactive activities on Wordwall.

2. Gamification

Gamification is the use of game design elements in non-game contexts to enhance motivation and engagement (Deterding et al., 2011). It is also seen as a method to make activities that are initially less interesting more enjoyable and effective. In this research, gamification is defined as the implementation of game-based activities through Wordwall to increase students' interest, motivation, and engagement in learning vocabulary.

3. Wordwall

Wordwall is a digital platform that provides interactive game-based activities to support learning (Al-Marroof et al., 2021). It allows teachers to create various activities, such as matching, quizzes, and word classification, which are effective in enhancing students' attention and focus through engaging and challenging tasks. In this study, Wordwall refers to a digital game-based media used to assist students in learning English vocabulary in the context of Fashion Product Design. Specifically, this study utilizes activities like quiz and match-up, which are designed to improve students' vocabulary acquisition by offering interactive, competitive, and engaging learning experiences.

Research into digital media for english language teaching has surged alongside breakthroughs in educational technology. These tools shine particularly in bolstering students' vocabulary the bedrock of skills like speaking, reading, and writing. Digital games such as Wordwall stand out, consistently proving they ignite curiosity sustain motivation, and drive hands on participation, making lessons far more dynamic and effective