

**ENHANCING STUDENTS' VOCABULARY
THROUGH WORDWALL ACTIVITIES USING
SMART TV MEDIUM (A CLASSROOM ACTION
RESEARCH AT GRADE 4 OF ELEMENTARY
SCHOOL)**

SKRIPSI



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**By :
Sabila Nur Falah Ardiana
NIM 22120056**

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF LANGUAGES AND ARTS EDUCATION
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APPROVAL SHEETS

The skripsi entitled **“ENHANCING STUDENTS’ VOCABULARY THROUGH WORDWALL ACTIVITIES USING SMART TV AS A LEARNING MEDIUM (A CLASSROOM ACTION RESEARCH AT GRADE 4 OF ELEMENTARY SCHOOL)”** is compiled by :

Name : SABILA NUR FALAH ARDIANA

NIM : 22120056

Department : English Education

Has been approved by the advisors.

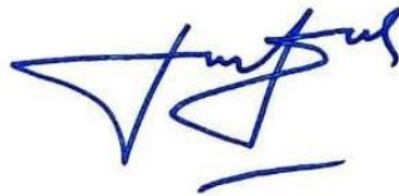
Bojonegoro, July 8 2026

Advisor I ,

Advisor II,



Chyntia Heru Woro Prastiwi, M.Pd.
NIDN: 0728017903



Dr. Moh. Fuadul Matin, S.S., M.Pd.
NIDN: 0727028703

LEGITIMATION

The skripsi entitled “**ENHANCING STUDENTS’ VOCABULARY THROUGH WORDWALL ACTIVITIES USING SMART TV AS A LEARNING MEDIUM (A Classroom Action Research at Grade 4 of Elementary School)**” is compiled by :

Name : SABILA NUR FALAH ARDIANA

NIM : 22120056

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 2025

Bojonegoro July 8, 2026

Chairman,



Dr. Cahyo Hasanudin, M.Pd.
NIDN 0706058801

Secretary,



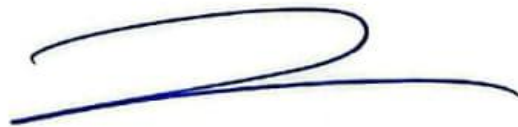
Ayu Fitriyaningsih, M.Pd.
NIDN 0720049101

Examiner I,



Dr. Fitri Nurdianingsih, M.Pd
NIDN: 0729058701

Examiner II,



Dr. Ima Isnaini Taufiqur Rohmah, M.Pd.
NIDN: 0723058302

Rector,

Dr. Junarti, M.Pd.
NIDN. 0014016501

MOTTO

“Behind every delay, change, and unanswered plan, Allah is preparing something better.”

Di balik setiap penundaan, perubahan, dan rencana yang tak berjalan, Allah sedang menyiapkan sesuatu yang lebih baik.

وَاللَّهُ خَيْرُ الْمَاكِرِينَ

“Wallāhu khairul mākirīn.” (QS. Ali ‘Imran: 54)

“Dan Allah adalah sebaik-baik perencana.”

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First and foremost, the writer would like to express the deepest gratitude to Allah Swt. for His mercy, blessings, and guidance, so that this thesis entitled “**Enhancing Students’ Vocabulary Through Wordwall Activities Using Smart Tv As A Learning Medium (A Classroom Action Research At Grade 4 Of Elementary School)**” could be completed successfully. This thesis is submitted as one of the requirements for obtaining a bachelor’s degree in the English Education Study Program.

The writer realizes that this thesis could not have been completed without the support, guidance, assistance, and prayers of many people. Therefore, the writer would like to express sincere gratitude to:

1. The writer’s beloved parents and family, for their endless prayers, love, support, sacrifices, and encouragement throughout the writer’s academic journey.
2. The thesis advisor, for the guidance, patience, valuable suggestions, and support throughout the process of writing this thesis.
3. All lecturers of the English Education Study Program, for the knowledge, experience, and valuable lessons given during the writer’s years of study.
4. The principal, teachers, and students of SDN Kenep 2, for their cooperation, support, and assistance during the research process.
5. The writer’s friends and classmates, for their encouragement, support, and togetherness throughout the academic journey and the completion of this thesis.
6. All parties who have contributed, directly or indirectly, to the completion of this thesis.

The writer realizes that this thesis is still far from perfect. Therefore, constructive criticism and suggestions are highly expected for the improvement of this work. The writer hopes that this thesis will be useful for the readers and can contribute positively to the development of English language teaching, especially at the elementary school level.

Bojonegoro July 8, 2026

DEDICATION

With sincere gratitude, I dedicate this thesis to:

1. My beloved parents, for their endless love, prayers, support, and sacrifices throughout my educational journey.
2. My family, for their encouragement, care, and motivation that have strengthened me in completing this thesis.
3. My thesis advisor, for the guidance, patience, valuable suggestions, and support throughout the process of writing this thesis.
4. All lecturers of the English Education Study Program, for the knowledge, experience, and valuable lessons they have shared during my years of study.
5. The principal, teachers, and students of SDN Kenep 2, for their cooperation, support, and assistance during the research process.
6. My friends and classmates, for their support, encouragement, and togetherness during my academic journey.
7. My beloved alma mater, which has become a place for me to learn, grow, and pursue knowledge.

May this thesis be useful and become a meaningful first step in my journey to contribute to the field of education.

STATEMENT OF AUTHENTICITY

I, the undersigned below:

Name : SABILA NUR FALAH ARDIANA

NIM : 22120056

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 the thesis entitled :

“Enhancing Students’ Vocabulary Through Wordwall Activities Using Smart Tv As A Learning Medium (A Classroom Action Research At Grade 4 Of Elementary School)” 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 8 2026



Sabila Nur Falah Ardiana

22120056

ABSTRAK

Sabila Nur Falah Ardiana. 2026. Enhancing Students' Vocabulary through Wordwall Activities Using Smart TV as a Learning Medium (A Classroom Action Research at Grade 4 of Elementary School). Thesis, English Education Department, IKIP PGRI Bojonegoro. Advisors : 1) Chyntia Heru Woro Prastiwi, M.Pd. 2) Dr. Moh. Fuadul Matin, S.S., M.Pd.

Kata kunci : penguasaan kosakata, Wordwall Interactive Games, Smart TV, Penelitian Tindakan Kelas, Be on Time.

Penelitian ini bertujuan untuk meningkatkan penguasaan kosakata bahasa Inggris siswa kelas IV SDN Kenep 2 melalui penggunaan Wordwall Interactive Games berbantuan Smart TV pada materi “Be on Time.” Materi ini berfokus pada kosakata dan ungkapan waktu, seperti o'clock, half past, quarter past, dan quarter to. Penelitian ini dilatarbelakangi oleh rendahnya penguasaan kosakata siswa dalam memahami dan menggunakan ungkapan waktu dalam bahasa Inggris. Penelitian ini menggunakan metode Penelitian Tindakan Kelas (PTK) dengan model Kemmis dan McTaggart yang meliputi empat tahap, yaitu perencanaan, tindakan, observasi, dan refleksi. Penelitian dilaksanakan dalam dua siklus dengan melibatkan sembilan siswa kelas IV SDN Kenep 2 tahun ajaran 2025/2026. Data dikumpulkan melalui tes kosakata, observasi, dan dokumentasi. Data kuantitatif diperoleh dari hasil pre-test, post-test siklus I, dan post-test siklus II, sedangkan data kualitatif diperoleh dari hasil observasi dan dokumentasi selama proses pembelajaran. Hasil penelitian menunjukkan bahwa penggunaan Wordwall Interactive Games berbantuan Smart TV efektif dalam meningkatkan penguasaan kosakata siswa. Nilai rata-rata siswa meningkat dari 62 pada tahap pra-siklus menjadi 74 pada Siklus I dan 86 pada Siklus II. Persentase siswa yang mencapai Kriteria Ketuntasan Minimum (KKM) juga meningkat dari 33,33% pada tahap pra-siklus menjadi 77,78% pada Siklus I, dan mencapai 100% pada Siklus II. Selain itu, penggunaan Wordwall berbantuan Smart TV juga meningkatkan keaktifan, antusiasme, dan kepercayaan diri siswa selama proses pembelajaran. Berdasarkan hasil penelitian, dapat disimpulkan bahwa penerapan Wordwall Interactive Games berbantuan Smart TV efektif untuk meningkatkan penguasaan kosakata bahasa Inggris siswa kelas IV SDN Kenep 2, khususnya pada materi “Be on Time.” Oleh karena itu, Wordwall dapat digunakan sebagai salah satu alternatif media pembelajaran interaktif dalam pengajaran kosakata bahasa Inggris di sekolah dasar.

ABSTRACT

Sabila Nur Falah Ardiana. 2026. Enhancing Students' Vocabulary through Wordwall Activities Using Smart TV as a Learning Medium (A Classroom Action Research at Grade 4 of Elementary School). Thesis, English Education Department, IKIP PGRI Bojonegoro. Advisors : 1) Chyntia Heru Woro Prastiwi, M.Pd. 2) Dr. Moh. Fuadul Matin, S.S., M.Pd.

Keywords : vocabulary mastery, Wordwall Interactive Games, Smart TV, Classroom Action Research, Be on Time.

This study aimed to improve the English vocabulary mastery of fourth-grade students at SDN Kenep 2 through the use of Wordwall Interactive Games assisted by Smart TV on the topic of "Be on Time." This topic focused on vocabulary and time expressions such as o'clock, half past, quarter past, and quarter to. The study was motivated by the students' low vocabulary mastery in understanding and using English time expressions. This study employed Classroom Action Research (CAR) based on the Kemmis and McTaggart model, which consists of four stages: planning, acting, observing, and reflecting. The research was conducted in two cycles involving nine fourth-grade students of SDN Kenep 2 in the 2025/2026 academic year. The data were collected through vocabulary tests, classroom observation, and documentation. Quantitative data were obtained from the pre-test, post-test in Cycle I, and post-test in Cycle II, while qualitative data were gathered from observation and documentation during the learning process. The findings showed that the use of Wordwall Interactive Games assisted by Smart TV was effective in improving students' vocabulary mastery. The students' mean score increased from 62 in the pre-cycle to 74 in Cycle I and 86 in Cycle II. The percentage of students who achieved the Minimum Mastery Criterion (KKM) also improved from 33.33% in the pre-cycle to 77.78% in Cycle I and reached 100% in Cycle II. In addition, the use of Wordwall assisted by Smart TV also improved students' participation, enthusiasm, and confidence during the learning process. Based on the findings, it can be concluded that the implementation of Wordwall Interactive Games assisted by Smart TV was effective in improving the English vocabulary mastery of fourth-grade students at SDN Kenep 2, particularly on the topic of "Be on Time." Therefore, Wordwall can be used as an alternative interactive learning media in teaching English vocabulary at elementary school.

PREFACE

All praise is due to Allah Swt. for His blessings, mercy, and guidance, which have enabled the writer to complete this thesis entitled **“Enhancing Students’ Vocabulary Through Wordwall Activities Using Smart Tv As A Learning Medium (A Classroom Action Research At Grade 4 Of Elementary School)”**. This thesis is submitted as one of the requirements for obtaining a bachelor’s degree in the English Education Study Program.

The writer is fully aware that this thesis would not have been completed without the support, guidance, prayers, and encouragement from many people. Therefore, the writer would like to express sincere gratitude to everyone who has contributed to the completion of this thesis.

The writer would like to extend deepest gratitude to the writer’s beloved parents and family for their endless love, prayers, support, and sacrifices throughout the writer’s academic journey. The writer also wishes to express sincere appreciation to the thesis advisor for the guidance, patience, valuable suggestions, and encouragement during the process of writing this thesis. Gratitude is also addressed to all lecturers of the English Education Study Program for the knowledge, experience, and valuable lessons that have been shared throughout the writer’s years of study. In addition, the writer would like to thank the principal, teachers, and students of SDN Kenep 2 for their cooperation, support, and assistance during the research process. The writer is also grateful to friends and classmates for their encouragement, motivation, and togetherness in completing this thesis.

The writer realizes that this thesis is still far from perfect. Therefore, constructive criticism and suggestions are sincerely welcomed for the improvement of this work. The writer hopes that this thesis will be useful for the readers and can give a positive contribution to the development of English language teaching, especially at the elementary school level.

Bojonegoro July 8, 2026

TABLE OF CONTENTS

APPROVAL SHEETS	Error! Bookmark not defined.
LEGITIMATION.....	Error! Bookmark not defined.
MOTTO	iii
ACKNOWLEDGEMENTS.....	vi
DEDICATION.....	vii
STATEMENT OF AUTHENTICITY	viii
ABSTRAK	ix
ABSTRACT	x
PREFACE.....	xi
CHAPTER I.....	1
INTRODUCTION.....	1
A. Background of the Study.....	1
B. Formulation of the Problem.....	6
C. Objective of the Study	6
D. Significance of the Study	6
E. Definition of Terminologies	7
CHAPTER II REVIEW OF RELATED LITERATURE	9
A. Review of Previous Studies.....	9
B. Theoretical Review.....	14
1. Vocabulary Mastery	14
2. Teaching Vocabulary in Elementary School.....	15
3. Wordwall Interactive Games.....	16
4. Smart TV as a Learning Medium.....	17
C. Theoretical Framework	18
CHAPTER III.....	20
RESEARCH METHODOLOGY	20
A. Research Design.....	20
B. Research Procedures.....	24
1. Preliminary Observation	24
2. Cycle I.....	25
3. Cycle II.....	26
C. Research Setting	29
D. Research Subjects.....	29

E. Data and Data Sources.....	30
F. Data Collection Techniques.....	31
G. Data Analysis Techniques.....	32
H. Data Validation Techniques.....	34
I. Criteria of Success	35
CHAPTER IV.....	36
RESEARCH FINDINGS AND DISCUSSION.....	36
A. Research Findings.....	36
1. Preliminary Observation (Pre-Cycle).....	37
2. Research Findings of Cycle I.....	41
3. Research Findings of Cycle II.....	45
4. Improvement of Students' Vocabulary Mastery.....	52
B. Discussion.....	54
1. The Improvement of Students' Vocabulary Mastery through Wordwall Interactive Games.....	55
2. The Role of Wordwall Interactive Games in Vocabulary Learning	56
3. The Contribution of Smart TV as an Interactive Learning Medium.....	58
4. Wordwall Interactive Games through Smart TV Improved Students' Vocabulary Mastery	59
CHAPTER V	62
CONCLUSION AND SUGGESTION	62
A. Conclusion.....	62
B. Suggestion	63
REFERENCES.....	66

LIST OF TABLES

Table 4.1 Summary of Pre- Test Result	38
Table 4.2 Summary Post- Test 1 Result	39
Table 4.3 Summary Post- Test 2 Result	39
Table 4.4 Progress in Learning Outcomes.....	40
Table 4.1 Pre-Test Results	42
Table 4.2 Post-Test Results of Cycle I	50
Table 4.3 Post-Test Results of Cycle II	51
Table 4.4 Students' Vocabulary Mastery Improvement	51
Table 4.5 Students' Observation Results	53
Table 4.6 Category Criteria	54

LIST OF FIGURES

Figure 2.1 Theoretical Framework	18
Figure 3.1 Kemmis and McTaggart Classroom Action Research Model	20
Figure 4.1 Comparison Result of Pre-Test, Post- Test 1, and Post- Test 2	53

LIST OF APPENDICES

Appendix 1. Teacher Interview	69
Appendix 2. Students' Observation Checklist	72
Appendix 3. Field Notes	73
Appendix 4. Lesson Plan.....	75
Appendix 5a. Pre- Test Sheet	84
Appendix 5b. Students Scores in Pre- Test.....	85
Appendix 5c. Result of Pre- Test.....	86
Appendix 6a. Post- Test 1 Sheet.....	87
Appendix 6b. Students Scores in Post- Test 1.....	89
Appendix 6c. Result of Post- Test 1	94
Appendix 7a. Post- Test 2 Sheet	95
Appendix 7b. Students Scores in Post- Test 2	96
Appendix 7c. Result of Post- Test.....	99
Appendix 8. Wordwall Activities	100
Appendix 9. Scoring Criteria Learning Wordwall	101
Appendix 10. Result of Activities During Wordwall in Cycle 1	102
Appendix 11. Result of Activities During Wordwall in Cycle 2	103
Appendix 12. Documentation of 1 st Meeting	104
Appendix 13. Documentation of 2 nd Meeting.....	105
Appendix 14. Documentation of Research Conclusion	106
Appendix 15. Kartu Bimbingan Skripsi	107
Appendix 16. Surat Izin Penelitian	108
Appendix 17. Surat Pernyataan Penelitian	109
Appendix 18. Surat Selesai Bimbingan	110

CHAPTER I

INTRODUCTION

A. Background of the Study

Learning English as a Foreign Language (EFL) in elementary school plays a crucial role in building the foundational communication skills of students. Early exposure to English can support children's language development and communication competence because young learners are generally more receptive to acquiring new languages (Cameron, 2001; Pinter, 2017) due to their strong curiosity and readiness to engage with various forms of instruction. In the context of ongoing globalization, English proficiency has become increasingly essential, as the language is widely used in education, technology, and international communication. Therefore, the introduction of English from an early age must be carried out in ways that stimulate students' interest, strengthen their foundational language mastery, and foster a positive attitude toward learning a foreign language. (Syarifah, 2024)

The need to build a positive attitude toward learning is closely related to the mastery of the four language skills: listening, speaking, reading, and writing. These skills can only develop when students possess an adequate vocabulary foundation, as vocabulary functions as the basis for both comprehension and language production. Without sufficient vocabulary mastery, students will struggle to understand instructions, texts, and simple conversations that arise during the learning process. They also tend to lack confidence when expressing their ideas orally or in writing. Various studies show that limited vocabulary is

one of the major factors contributing to students' low participation in classroom activities and poor learning outcomes. (Nisa, L., Tirtanawati, M. R., & Prastiwi, C. H. W.)

This low participation is further reinforced by the fact that many elementary schools in Indonesia still employ traditional methods in English instruction. Teachers generally use strategies such as memorizing vocabulary lists, repetitive written exercises, and textbook-centered learning. Although these methods help students recognize word forms, they often do not align with the learning characteristics of young children, who require movement-based activities, appealing visuals, and enjoyable learning environments. As a result, students become passive, less enthusiastic, and easily bored during lessons. This condition indicates that traditional teaching strategies are not fully effective in supporting students' vocabulary development. (Ilahiyati et al., 2025).

The limitations of traditional methods create opportunities for more interactive teaching approaches, one of which is Digital Game-Based Learning (DGBL). DGBL integrates game elements into learning, allowing students to learn through enjoyable play experiences. Playing activities enable students to practice vocabulary repeatedly without feeling burdened, as the lessons take the form of challenges, friendly competitions, or engaging visual tasks. Moreover, game-based learning has been shown to reduce students' anxiety in language learning, increase their focus, and encourage active participation. Research findings indicate that educational games in foreign language learning contribute to higher motivation and better vocabulary retention (Prastiwi & Lestari, 2025).

One of the widely used DGBL media among teachers today is the Wordwall platform. Wordwall provides various types of games such as matching, quizzes, word sorting, anagrams, and other digital activities that can be adjusted based on students' proficiency levels. Through these features, students can learn in more varied and less monotonous ways. Wordwall also allows teachers to assign repetitive practice equipped with immediate feedback, enabling students to quickly identify and correct errors. With its visually appealing design and simple game mechanics, Wordwall helps students understand and remember vocabulary more effectively (Syarifah & Fediyanto, 2024).

The effectiveness of Wordwall becomes even greater when combined with supporting technologies such as Smart TV. Displaying Wordwall games on a large screen allows all students to see clearly and participate directly in teacher-guided activities. Smart TV also promotes collaborative learning, as students can take turns or work in groups to complete the games. This approach creates a livelier classroom atmosphere and fosters better interaction between students and teachers. Additionally, Smart TV enhances visual engagement, which strengthens students' comprehension of the vocabulary being taught.

This interactive, visual, and collaborative learning environment aligns well with the learning styles of elementary school students who require visual stimuli and physical activity to maintain focus. Children at this age tend to grasp concepts more easily when they are directly involved in enjoyable learning activities. Through attractively displayed vocabulary games, students

can learn without pressure and more easily retain the material they have learned. Digital games also increase students' confidence in using new vocabulary because they feel they are learning in a safe, supportive, and mistake-friendly environment.

Initial observations conducted in Grade 4 of SDN Kenep 2 reinforce the need for a more engaging learning approach. Based on the observations, many students had low vocabulary proficiency and often felt hesitant to use English vocabulary. Only 3 out of 9 students were able to correctly identify more than 70% of the vocabulary items provided by the teacher. The learning process tended to be static and did not sufficiently capture students' attention. Consequently, students appeared less focused and often struggled to remember previously learned vocabulary. This condition indicates that the current teaching strategies do not fully support students' learning needs.

However, the observations also revealed that students seemed more enthusiastic when exposed to visual or game-based learning activities. They were more engaged in tasks involving colors, movement, or simple challenges. This indicates that interactive media such as Wordwall displayed through Smart TV holds strong potential for enhancing vocabulary learning. By offering enjoyable learning experiences, such media can help students overcome difficulties in understanding and memorizing vocabulary while increasing their motivation to participate in class activities.

Considering the importance of vocabulary mastery, the limitations of traditional methods, and the promising potential of Digital Game-Based

Learning in supporting English instruction, the use of Wordwall via Smart TV is a relevant alternative for elementary schools. This combination not only offers a more engaging learning experience but also helps create a more dynamic and interactive classroom environment. Therefore, this study is conducted under the title “Enhancing Students’ Vocabulary Mastery through Wordwall Interactive Game in Smart TV at Grade 4 of SDN Kenep 2”.

Several studies have confirmed the effectiveness of Wordwall in enhancing students’ vocabulary mastery. (Darmawati & Nayla, 2024) found that the use of Wordwall significantly improved students’ vocabulary achievement and increased their participation during English lessons. many

Multiple earlier studies have indicated that Wordwall is successful in enhancing students' vocabulary proficiency and boosting learning motivation in English lessons (Syarifah & Fediyanto, 2024; Darmawati & Nayla, 2024). Moreover, Digital Game-Based Learning has been demonstrated to foster a more interactive learning atmosphere and aid vocabulary retention in language learners (Prastiwi & Lestari, 2025). Nevertheless, the majority of earlier research concentrated on utilizing Wordwall as a learning tool without incorporating it with classroom technologies like Smart TV. Additionally, there are few studies that have explored the use of Wordwall Interactive Games supported by a Smart TV in elementary schools, especially with fourth-grade learners. This research aims to fill this gap by investigating the implementation of Wordwall Interactive Games via a Smart TV to enhance the vocabulary proficiency of nine fourth-grade students at SDN Kenep 2.

B. Formulation of the Problem

Based on the background above, the research problem can be formulated as follows : How can Wordwall interactive game through Smart TV enhance the vocabulary mastery of Grade 4 students at SDN Kenep 2?

C. Objective of the Study

The main objective of this study is to improve the vocabulary mastery of Grade 4 students at SDN Kenep 2 through the implementation of Wordwall interactive game in Smart TV.

D. Significance of the Study

1. Theoretical Significance

The findings of this study are expected to contribute to the field of **English language teaching (ELT)** by providing empirical evidence on the use of digital game-based learning, especially Wordwall, as an effective medium for improving vocabulary mastery among young learners. The study supports previous findings (Syarifah & Fediyanto, 2024; Darmawati & Nayla, 2024) that game-based platforms promote better learning outcomes through engagement and motivation.

2. Practical Significance

a. For Teachers

This study provides a reference for English teachers to use interactive media like Wordwall to create fun, engaging, and meaningful vocabulary learning experiences in the classroom.

b. For Future Researchers

The study can serve as a foundation for further research on technology integration, digital learning tools, and classroom action research in EFL settings.

E. Definition of Terminologies

1. Vocabulary Mastery

Vocabulary mastery is generally understood as learners' competence in acquiring and using words meaningfully in communication. Nation (2001) explains that mastering vocabulary involves understanding word forms, meanings, and appropriate usage in language contexts. In addition, Schmitt (2000) emphasizes that vocabulary mastery includes learners' ability to recognize, remember, and actively use words accurately. Cameron (2001) further states that for young learners, vocabulary mastery is reflected in their capacity to comprehend words and apply them in simple spoken and written expressions.

Referring to these perspectives, vocabulary mastery in this research is defined as the students' ability to understand, memorize, and correctly use basic English vocabulary related to the learning material. This ability is

identified through students' performance on vocabulary tests conducted before and after the implementation of Wordwall interactive games assisted by Smart TV during classroom instruction.

2. Wordwall Interactive Game

Wordwall is an online interactive learning platform that allows teachers to create various game-based activities, such as quizzes, matching tasks, and word grouping exercises, to support the learning process. According to Syarifah and Fediyanto (2024), Wordwall promotes active student involvement by providing engaging and enjoyable learning activities, particularly in vocabulary learning. In this research, Wordwall interactive games function as instructional media designed to help students improve their English vocabulary mastery through interactive classroom practices.

3. Smart TV

A Smart TV is a digital television device equipped with internet access and the ability to display online applications and multimedia content. In educational contexts, Smart TV can be utilized as a learning medium to support the delivery of instructional materials. In this research, the Smart TV is used as a classroom learning tool to display and facilitate Wordwall interactive games, enabling students to engage more actively in vocabulary learning activities.