

CHAPTER II

THEORETICAL FRAMEWORK

A. The Review of Literature

1. Concept of Vocabulary

a. Definition of vocabulary

Vocabulary refers to the collection of words in a language, including both individual words and groups of words or phrases that carry specific meanings and are used to express ideas in communication⁹. Without sufficient vocabulary knowledge, learners encounter difficulties in understanding spoken and written texts, as well as in expressing ideas accurately. Vocabulary mastery strongly determines learners' success in acquiring other language skills, making it an essential focus in English language instruction.¹⁰

According to Sholihatul Hamidah Daulay, vocabulary mastery is related to all language learning and is concerned with all four language skills as learning, speaking, writing and reading¹¹. Vocabulary is the most fundamental element in learning English because it is the key to understanding and actively using the language. A good command of

⁹ Michael Lessard-Clouston, *Teaching Vocabulary*, Revised ed. (Alexandria, VA: TESOL International Association, 2021), hal 2.

¹⁰ Fakhruddin, A. A., Firdaus, M., & Mauludiyah, L. (2021). Wordwall application as a medium to improve students' Arabic vocabulary mastery. *Jurnal Bahasa Arab*, 5(2).

¹¹ Dr Sholihatul Hamidah Daulay, *Developing Vocabulary by Educational Game*, pertama (Cakrawala Satria Mandiri, 2021). Hal 3

vocabulary will make it easier for students to develop other language skills.

Based on Sholihatul Hamidah Daulay opinion above, it can be concluded that vocabulary mastery is a fundamental aspect of English language learning that significantly influences the development of the four main language skills, namely listening, speaking, reading, and writing. A sufficient level of vocabulary enables students to comprehend information more accurately and to express their ideas in a clear and appropriate manner. Therefore, it is essential for learners to continuously develop their vocabulary, as it plays a key role in supporting overall language proficiency and enhancing the effectiveness of the learning process.

According to Purwitasari, Vocabulary is important to learn because students with limited vocabulary cannot express their ideas clearly or answer test questions properly¹². When students do not know how to improve their vocabulary, they usually feel bored and unmotivated in learning English.

From the statement above, it can be concluded that vocabulary plays an essential role in students' ability to use English effectively. Limited vocabulary can hinder students in expressing their ideas clearly and in responding to academic tasks or test questions appropriately. In addition, a lack of strategies to develop vocabulary

¹² Purwitasari, "The Effectiveness of Wordwall Application in Improving Students' Vocabulary at MTsN 4 Magetan,(Thesis, English Education Department Faculty of Tarbiyah and Teacher Training State Institute of Islamic Studies Ponorogo,2022),17.

may lead to decreased motivation and interest in learning. Therefore, it is important for students to continuously improve their vocabulary mastery, as it not only supports their language performance but also helps maintain their engagement in the learning process.

Indonesian students learning English as a foreign language often experience difficulties because of limited vocabulary mastery, which can impede their performance in reading, writing, and spoken communication¹³. Students rely heavily on instructional input provided by teachers, making teaching strategies and learning media decisive factors. Research shows that students with richer vocabulary knowledge demonstrate better reading comprehension and higher academic achievement¹⁴.

Vocabulary mastery is an essential component of language learning because it enables students to understand and use language effectively. In Islam, knowledge is highly value and encouraged. Allah SWT says :

يَرْفَعُ اللَّهُ الَّذِينَ آمَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ

“Allah will raise those who have believed among you and those who were given knowledge by degrees.” (Q.S Al-Mujadilah : 11)

This verse emphasizes the importance of knowledge in Islam.

Vocabulary mastery is a part of language knowledge that supports

¹³ Al-Ikhsan, “Teaching Vocabulary in Indonesian EFL Classrooms : A Comparative Case Study of Junior High School Strategies, Challenges, and Student Responses,” *Journal of Global : Education Language and Humanity Journal*, Vol 3, No 1 (2025). Hal 69

¹⁴ Pratiwi, D. I., & Sulistyowati, E. (2022). Literature-based learning to build students' vocabulary mastery. *Journal of Foreign Language Teaching and Learning*, 7(1).

students in understanding and using English effectively. Therefore, students are encouraged to continuously improve their knowledge, including mastering English vocabulary¹⁵.

Vocabulary is not merely the memorization of word meanings, but it also includes pronunciation, spelling, grammatical patterns, collocations, and appropriate contextual usage¹⁶. Learners must understand how words function in sentences and discourse. Therefore, vocabulary instruction should be systematic and contextualized to facilitate long-term retention and meaningful use¹⁷.

Recent studies emphasize that repeated exposure to vocabulary in varied contexts enhances students' lexical retention. When learners encounter words through different learning activities, they are more likely to internalize meaning and usage. This principle supports the use of interactive and multimedia-based learning environments to enrich vocabulary learning experiences¹⁸.

Motivation also plays a significant role in vocabulary acquisition. Students who are motivated tend to engage more deeply with learning materials and demonstrate better learning outcomes.

¹⁵ Al-Qur'an, Q.S Al-Mujadillah [58] : 11

¹⁶ Rizka Amalia Zahra, Khoirul Anwar, "The Effect Using Wordwall Game Applications To Improve Student's Vocabulary In Chumchon Ban Phanokkhao School", *Journal of Jurnal Pemikiran Pendidikan*, Vol 29, No 1 (2023). Hal 21

¹⁷ I. S. P. Nation, *Learning Vocabulary in Another Language* (Cambridge: Cambridge University Press, 2001)

¹⁸ Arsyad, M. (2024). Harnessing Wordwall to enhance vocabulary acquisition and learner engagement in non-formal basic education. *Journal of Language and Language Teaching*, 12(4).

Traditional vocabulary teaching methods often fail to sustain students' interest, leading to boredom and passive learning behaviors.¹⁹

Cognitive theories of learning suggest that active involvement and meaningful engagement are essential for effective vocabulary learning²⁰. Learners should interact with words through problem-solving, games, and contextual tasks rather than rote memorization. This aligns with constructivist perspectives, which emphasize learner-centered and activity-based learning approaches.

Furthermore, vocabulary learning supports learners' confidence in using the target language. Students with strong vocabulary mastery are more willing to participate in classroom discussions and communicative activities. This increased participation reinforces language use and promotes further vocabulary growth.

Vocabulary development also supports higher-order thinking skills such as analyzing texts, synthesizing information, and evaluating ideas. Learners with adequate vocabulary can engage more critically with learning materials, which is essential for academic success across disciplines.

In addition, digital learning environments have expanded opportunities for vocabulary exposure beyond the classroom. Students can access vocabulary materials anytime and anywhere, enabling

¹⁹ Rizka Amalia Zahra, Khoirul Anwar, "The Effect Using Wordwall Game Applications To Improve Student's Vocabulary In Chumchon Ban Phanokkhao School", *Journal of Jurnal Pemikiran Pendidikan*, Vol 29, No 1 (2023). Hal (1).

²⁰ Yanfang Zeng, et al. "Vocabulary Instruction for English Learners : A Systematic Review Connecting Theories, Research, and Practices," *Education Sciences* Vol 15, No 3 (2025). Hal 8

autonomous learning and self-paced practice. This flexibility is increasingly important in modern education systems.

Based on recent literature, it can be concluded that vocabulary mastery is a multidimensional and essential component of language learning. Effective vocabulary instruction requires innovative strategies and supportive learning media to enhance engagement, understanding, and retention.

b. Aspect of Vocabulary

According to Nation, knowing a word involves more than simply understanding in meaning. Learners need to acquire knowledge about the form, meaning, and use of a word²¹. There are three components of vocabulary, namely :

1) Form

The first aspect of vocabulary knowledge is form. This aspect concern how a word is represented in both spoken and written language. Understanding the form of a word enables learners to identify and produce the word correctly.

a) Spoken Form

Spoken form refers to the pronunciation of a word. Learners need to recognize how a word sounds when they hear it and be able to pronounce it correctly when speaking. Knowledge of

²¹ I. S. P. Nation, *Learning Vocabulary in Another Language* (Cambridge: Cambridge University Press, 2001), p. 27

spoken form helps learners improve listening comprehension and oral communication.

b) Written Form

Written form relates to the spelling of a word. Learners should be able to recognize a word in written texts and spell it accurately when writing. Mastery of spelling contributes to effective written communication and reading comprehension.

c) Word Parts

Word parts include prefixes, suffixes, and roots that form a word. Understanding these components helps learners infer the meaning of unfamiliar words and expand their vocabulary.

2) Meaning

The second aspect of vocabulary knowledge is meaning. Knowing a word requires learners to understand not only its definition but also the concepts and associations related to it²².

a) Form and meaning

This aspect refers to the connection between a word and its meaning. Learners should be able to identify the meaning of word when they encounter its spoken or written form. Establishing this connection is essential for effective language comprehension.

b) Concept and references

²² I. S. P. Nation, *Learning Vocabulary in Another Language* (Cambridge: Cambridge University Press, 2001), p. 27

Concept and referents refer to the ideas, objects, actions, or situations represented by a word. A single word may have multiple meanings depending on the context in which it is used. Therefore learners need to understand the specific concept conveyed by a word in different situations.

c) Associations

Associations involve the relationship between a word and other words that are semantically related. For instance, the word “teacher” may be associated with words such as school, student, classroom, and education. Developing word associations can strengthen vocabulary retention and facilitate language production²³.

3) Use

The third aspect of vocabulary knowledge is use. This aspect concerns how words are used appropriately in communication.

a) Grammatical Functions

Grammatical functions refer to the grammatical patterns in which a word can occur. Learners need to understand the grammatical role of a word, such as whether it functions as a noun, verb, adjective, or adverb. Understanding grammatical functions helps learners construct correct sentences.

²³ I. S. P. Nation, *Learning Vocabulary in Another Language* (Cambridge: Cambridge University Press, 2001), p. 27

b) Collocations

Collocations are combinations of word that frequently occur together. Certain words naturally pair with specific words. For example, English speakers commonly say “make a decision” rather than “do a decisions”. Knowledge of collocations enables learners to use language more naturally and accurately.

c) Constraints on Use

Constraints on use refer to the conditions that influence when, where, and how a word should be used. These constraints include factors such as formality, frequency, social context, and cultural appropriateness. Learners need to understand these restrictions to communicate effectively in different situations²⁴.

c. Kinds of Vocabulary

a. Word Classes

According to Jurayeva and Astanova, Words are classified based on their functions and roles within sentences through parts of speech. The eight main parts of speech in English help us understand how words relate to one another, convey meaning, and form grammatical structure²⁵. These consist of :

²⁴ I. S. P. Nation, *Learning Vocabulary in Another Language* (Cambridge: Cambridge University Press, 2001), p. 27

²⁵ Jurayeva Zarnigor Bo dan Astanova Dilafruz Murodovna, *Importance of Parts of Speech*, 3, no. 1 (2025).

1) Nouns

In grammar, nouns are words we use to name people, places, things, or ideas. They play an important role in sentences because they tell us what or who is being discussed. Nouns usually function as the subject, object, or complement, making sentences clearer and easier to understand. According to Sholihatul hamidah daulay, noun is all about everything that we can see (chair, table, and so on), hear (voice), touch (water, face, ears, and so on) and feel (wind, smoke, and soon)²⁶. Nouns plays an important role in sentence construction because they often serve as the main elements of the subject and the object²⁷.

2) Pronouns

Pronouns are words that replace nouns to avoid repetition in sentences. They help make sentences more concise, coherent, and easy to understand. Pronouns refer to people, objects, animals, or ideas that are mentioned earlier or are already clear from the context of the coversations. For example : she, he, they, we, it, and you.

3) Verbs

Verbs are the most important class of words in a sentence because they show actions, events, or states experienced by the subject²⁸.

²⁶ Daulay, *Developing Vocabulary by Educational Game*.

²⁷ Asriani Hasibuan, et al., "A Correlation Between Vocabulary Mastery and Students' Reading Comprehension (A," *Jurnal LINER* (Tapanuli Selatan) 2, No 1 (2019).

²⁸ Arni Arsyad Sultan, *Vocabulary is An Asset* (Jawa Timur: Global Aksara Pers, 2024), hal 14

They function as the core of the predicate and explain what the subject does, experiences, or feels in the sentence. For example : walk, speak, run, read, etc.

4) Adjective

Adjectives are words that describe nouns or pronouns to make their meanings more specific and clear²⁹. Adjectives give detailed information about people, objects, or things, such as size, shape, qualities, and color. For example : beautiful, big, happy, blue, etc.

5) Adverbs

Adverbs are words that give information about manner, time, place, frequency, and degree of an action or condition. adverbs make sentences clearer and easier to understand. For example : now, kindly, ago, often, etc.

6) Prepositions

Prepositions are words that show the relationship between nouns or pronouns and other parts of a sentence, expressing meanings such as place, time, direction, and manner. For example : on, in, under, etc.

7) Conjunctions

Conjunctions are words that connect two or more elements in a sentence. Conjunctions connect pieces of information, such as

²⁹ Selviana Napitupulu, et al, *The Eight Words: Parts of Speech* (Yogyakarta: Deepublish, 2019), hal 18

actions, characteristics, or statements, to form a complete meaning. For example : for, and, nor, but, or, yet, so, etc.

8) Interjections

Interjections are words that express a speaker's immediate reaction or feeling toward a situation³⁰. Unlike other word classes, they do not build the main grammatical structure of a sentence but add emotional meaning, such as happiness, sadness, surprise, anger, or admiration.

b. Word Meaning

1) Synonym

Synonyms are words that share the same or nearly the same meaning even though their forms are different. They allow speakers to express the same idea with varied word choices, so the language does not sound repetitive and the meaning fits the context more appropriately. For example : big (large, huge), happy (glad, joyfull), etc.

2) Antonym

Antonyms show a meaning relationship between two or more words that have opposite or contrasting meanings. An antonym is a word whose meaning is different from another word. Antonyms help clarify the meaning of a word by comparing it with its opposite, so speakers understand differences in meaning more

³⁰ Arni Arsyad Sultan, *Vocabulary is An Asset* (Jawa Timur: Global Aksara Pers, 2024), hal 14-17

clearly and systematically. For example : big-small, happy-sad, fast-slow, etc.

3) Homonyms

Homonyms are words that have the same form or pronunciation but carry different meanings, so their interpretation depends greatly on the context³¹. For example :

Bat : kelelawar , Bat : Alat pemukul

- The bat is flying in the cave
- He hits the ball with a bat

The word “bat” has the same form, but different meanings depending on the context of the sentence.

2. Wordwall application

a. Definition of Wordwall Application

The Wordwall application is a digital learning platform designed to create interactive and game-based educational activities³². It allows teachers to design vocabulary exercises such as matching words, multiple-choice quizzes, word searches, and spinning wheel games. These features transform traditional learning activities into engaging digital experiences³³.

³¹ Scott Thornbury, *How to Teach Vocabulary* (Harlow: Longman, 2002) p. 3

³² Rizka Amalia Zahra, Khoirul Anwar, “The Effect Using Wordwall Game Applications To Improve Student’s Vocabulary In Chumchon Ban Phanokkhao School”, *Journal of Jurnal Pemikiran Pendidikan*, Vol 29, No 1 (2023). Hal 20

³³ Gulo, P. B., Harefa, A. T., Telaumbanua, Y. A., & Zebua, E. (2024). The effect of interactive multimedia Wordwall on students’ vocabulary learning outcomes at SMA Negeri 1 Huruna. *Jurnal Seltics*, 7(2), 120–129.

According to Maryanti et al, Wordwall is digital application that can be used as an interactive learning medium and an assessment tool through various educational game activities³⁴. Meanwhile, Prawiyata et al, stated that Wordwall enables teachers to create engaging learning activities such as quizzes, matching games, word searchers, and anagrams, which can increase students' motivation and participation during the learning process³⁵

Based on the explanation above, it can be understood that Wordwall Application is a digital learning application that supports interactive and enjoyable classroom activities. Through features such as quizzes, matching games, word searches, and anagrams, Wordwall Application can help teachers deliver learning materials in a more interesting way while also encouraging students to become more active and motivated during the learning process.

According to Wahdaniar et al, Wordwall is a digital learning application designed to support interactive learning between teachers and students³⁶. It also provides automatic assessment features that assist teachers in evaluating students' learning outcomes efficiently and effectively.

³⁴ Maryanti Sri et al., *Assessment for Learning: Educandy & Wordwall* (Bandung: UIN Sunan Gunung Djati Bandung, 2023), hal 35

³⁵ Prawiyata Yugi Diraga et al., "Wordwall as an Interactive Learning Media in Teaching English Vocabulary," *Jurnal Pendidikan Bahasa* 15, no. 2 (2024): 132.

³⁶ Wahdaniar, et al, "The Effectiveness of Wordwall Application in English Learning at Fifth Grade Sdn 4 Balangnipa," *Language, Education, and Development (LEAD) Journal* 4, no. 1 (2025), <https://doi.org/https://doi.org/10.20884/1.lead.2025.4.1.15977>. hal 19

Based on wahdaniar et al opinions above, it can be concluded that Wordwall application can be considered an effective digital learning tool that supports interactive engagement between teachers and students. Its features not only facilitate the creation of engaging learning activities but also provide automatic assessment that helps teachers evaluate students' learning outcomes more efficiently and accurately. Therefore, the use of Wordwall application contributes to improving both the quality of interaction in the learning process and the effectiveness of assessment in the classroom.

Wordwall application is widely used in language classrooms because it supports active student participation. Unlike conventional worksheets, Wordwall application encourages learners to interact directly with content, receive instant feedback, and repeat activities for reinforcement³⁷. This interactive nature contributes to improved vocabulary acquisition and learner motivation.

Empirical research indicates that students taught using Wordwall demonstrate significantly higher vocabulary achievement compared to those taught through traditional methods³⁸.

This web-based application can be utilized to create various learning media, such as quizzes, matching activities, pair matching, anagrams, word scramble exercises, word searches, grouping tasks,

³⁷ Az Zahrah, R. A., & Anwar, K. (2023). The effect of using Wordwall game application to improve students' vocabulary mastery. *Didaktika: Jurnal Pendidikan*, 29(1), 45–54.

³⁸ Syamsidar, S., Silalahi, R. M. P., Rusmardiana, A., Febriningsih, F., Taha, M., & Erniwati, E. (2023). Wordwall on Mastery of Vocabulary in English Learning. *Al-Ishlah*, 15(2),

and other interactive educational activities³⁹. The game-based design of Wordwall application reduces learners' anxiety and creates a more relaxed learning atmosphere. Students perceive vocabulary learning as enjoyable rather than burdensome, which increases their willingness to participate actively in class activities. This positive emotional response supports better retention of vocabulary items.

Wordwall application also promotes collaborative learning. Teachers can use Wordwall application activities in group settings, encouraging discussion and peer interaction. This social interaction further reinforces vocabulary learning and enhances students' communicative competence⁴⁰.

Another advantage of Wordwall application is its flexibility in supporting differentiated instruction⁴¹. Teachers can modify activity levels according to students' proficiency, ensuring that both high-achieving and low-achieving learners benefit from the same learning platform. This adaptability makes Wordwall application suitable for diverse classroom contexts.

Research conducted using Chromebooks also demonstrates that Wordwall application improves student engagement and vocabulary

³⁹ Nur Mustika dkk., *Belajar Platform Wordwall Dan Canva*, pertama (CV. Eureka Media Aksara, 2024). Hal 1

⁴⁰ Arsyad, M. (2024). Harnessing Wordwall to enhance vocabulary acquisition and learner engagement in non-formal basic education. *Journal of Language and Language Teaching*, 12(4), 540–551

⁴¹ Wahdaniar, et al, "The Effectiveness of Wordwall Application in English Learning at Fifth Grade Sdn 4 Balangnipa," *Language, Education, and Development (LEAD) Journal* 4, no. 1 (2025), <https://doi.org/https://doi.org/10.20884/1.lead.2025.4.1.15977>. Hal 21

understanding, although technical challenges such as internet connectivity may arise⁴². Despite these challenges, students and teachers report positive learning experiences

Furthermore, Wordwall application supports autonomous learning by allowing students to access activities outside classroom hours. This feature encourages independent practice and reinforces vocabulary learning through repetition, which is crucial for long-term retention.

International studies also confirm the effectiveness of Wordwall application at the tertiary level, particularly among non-English major students. The platform enhances vocabulary proficiency and learner engagement compared to traditional instructional methods⁴³.

In conclusion, the Wordwall application is an effective digital learning medium that enhances vocabulary mastery through interactive, engaging, and flexible learning activities. Its integration into English language teaching aligns with contemporary educational demands and supports improved learning outcomes across educational levels.

⁴² Mazelin, N., Maniam, M., Jeyaraja, S. S. B., Ng, M. M., Xiaoqi, Z., & Jing-jing, Z. (2022). Using Wordwall to Improve Students' Engagement in ESL Classroom. *International Journal of Asian Social Science*, 12(8), 273–280.

⁴³ Arsyad, M. (2024). Harnessing Wordwall for Enhanced Vocabulary Acquisition and Engagement in Non-Formal Elementary Education. *Journal of Languages and Language Teaching*, 12(4), 2064–2064.

b. Procedures of Wordwall Application

The following is the procedure for implementing learning using the Wordwall application as a learning medium⁴⁴:

1. At the beginning of the activity, the teacher introduces the vocabulary to be learned and briefly explains the learning objectives in simple language.
2. The teacher then introduced the Wordwall application as an interactive learning medium that would be used, and explained the rules and how to play Wordwall activities so that students understood the flow of the activity.
3. Next, the teacher displays the previously prepared Wordwall activities on the projector screen. The activities used are generally simple games that are appropriate for elementary school students, such as matching pictures with words, choosing the correct answers, and visual-based vocabulary quizzes.
4. During the implementation stage, students are asked to actively participate in playing the Wordwall game, either individually, in turns, or in groups. Students answer questions or complete tasks that appear on the screen according to the teacher's instructions.
5. During the activity, teachers acted as facilitators who supervised the learning process, helped students who had difficulties, and provided immediate corrections for misunderstandings of vocabulary.

⁴⁴ Pradini dan Adnyayanti, "Teaching English Vocabulary to Young Learners with Wordwall Application."

6. After all Wordwall activities are completed, the teacher and students briefly discuss the results of the game. The teacher reviews the vocabulary that has been learned, explains the meaning of the words, and invites students to say the vocabulary together. This stage aims to strengthen students' understanding of the material that has been learned through Wordwall.

3. Effectiveness

a. Definition of Effectiveness

Effectiveness refers to the degree to which predetermined objectives are successfully achieved⁴⁵. In the context of education, effectiveness indicates whether a teaching and learning process is able to produce learning outcomes that align with the intended instructional goals⁴⁶. A learning activity is considered effective when students demonstrate measurable improvement after participating in the instructional process.

According to Bloom, through the concept of mastery learning, almost all students are able to achieve a high level of understanding if they receive appropriate instruction and sufficient learning time⁴⁷. Bloom explains that continuous formative assessment and corrective feedback help students reach mastery standards. Therefore, learning

⁴⁵ Moch Yaziidul Khoiri dan M. Mahrus, "Tinjauan Efektivitas Pembelajaran Sebagai Upaya Peningkatan Mutu Pendidikan," *INTIZAM: Jurnal Manajemen Pendidikan Islam* (Tanjunganom Nganjuk) 8, Nomor 2 (2025).

⁴⁶ Siti Dina Hidayati dkk., *Efektivitas Pembelajaran Daring Pada Program Merdeka Belajar Kampus Merdeka Di Mitra Yayasan Sekolah Ekspor Nasional*, 1 (2020).

⁴⁷ Bloom, B. S. (1968). *Learning for mastery*. Evaluation Comment, 1(2).

effectiveness can be seen from the percentage of students who achieve the expected level of competence.

Learning effectiveness is the extent to which the learning process optimally achieves its planned objectives; this means that learners not only receive information, but are able to understand, master, and apply the knowledge and skills they have learned in a real-world context. This includes the achievement of measurable learning outcomes that are relevant to established educational competency standards⁴⁸.

The effectiveness of learning is not only related to academic achievement, but is also supported by pedagogical approaches, learning theories, internal factors (such as motivation) and external factors (such as educational facilities and learning media)⁴⁹.

b. Indicators of Learning Effectiveness

Learning effectiveness indicators are parameters or measures used to assess the extent to which the teaching and learning process has successfully achieved its objectives⁵⁰. By using these indicators, researchers or educators can evaluate the quality of learning from various aspects, not only from the final results but also from the process itself.

⁴⁸ Khoiri dan Mahrus, "Tinjauan Efektivitas Pembelajaran Sebagai Upaya Peningkatan Mutu Pendidikan."

⁴⁹ Juran Carlos Rodríguez dkk., "Foundations of Effective Learning Through Educational Practices," *Juornal of Studies in Academic, Humanitieas, Research and Innovation* (Jawa Timur) 1, no. 2 (2024).

⁵⁰ Hidayati dkk., *Efektivitas Pembelajaran Daring Pada Program Merdeka Belajar Kampus Merdeka Di Mitra Yayasan Sekolah Ekspor Nasional*. Hal 82

In the context of education, effectiveness is not only measured by the presence or absence of learning outcomes, but also by the extent to which these outcomes match the planned targets⁵¹. To assess this, several indicators are often used, namely quantity, quality, and time⁵².

1) Quantity (number of result)

Quantity relates to the number of achievements successfully attained compared to predetermined targets. In learning, quantity can be seen from how many students achieve the minimum passing grade (KKM) compared to the total number of students in a class. For example, if out of 30 students, 26 students achieve a score above the KKM, then quantitatively, the learning can be considered successful because most students have met the set target.

Quantity indicators help teachers or researchers see overall success. If the percentage of completion is high, then the learning process can be said to be effective in terms of the number of achievements. However, these indicators do not fully describe the quality or depth of student understanding.

2) Quality

Quality relates to the level of excellence or standard of results achieved⁵³. This indicator not only looks at how many

⁵¹ Erina Mifta Alvira et al., "Analisis Permasalahan Belajar: Faktor-Faktor Efektivitas Proses Pembelajaran Pada Siswa," *Jurnal Pendidikan dan Ilmu Sosial (JUPENDIS)* 2, no. 1 (2024): 145

⁵² Khoiiri dan Mahrus, "Tinjauan Efektivitas Pembelajaran Sebagai Upaya Peningkatan Mutu Pendidikan."

students pass, but also assesses how well students understand or perform after participating in learning.

For example, students' understanding of the material can be measured through written tests, practical assignments, presentations, or projects. If students are not only able to answer questions correctly but can also explain concepts in their own words and apply them in different situations, then the quality of learning outcomes can be considered good.

Quality indicators provide a more in-depth picture of learning success. In many cases, learning is considered truly effective when students demonstrate strong understanding, not just achieving minimum scores.

3) Time (accuracy of completion)

Time relates to the accuracy of achieving results according to the planned schedule⁵⁴. In education, each learning activity is usually arranged based on the academic calendar and specific time allocations.

For example, completing all material in one semester according to the predetermined schedule shows that the learning process is running efficiently. If the curriculum targets can be completed without reducing the quality of the material and without

⁵³ Khoiiri dan Mahrus, "Tinjauan Efektivitas Pembelajaran Sebagai Upaya Peningkatan Mutu Pendidikan."

⁵⁴ Moch. Yaziidul Khoiiri dan M. Mahrus, "Tinjauan Efektivitas Pembelajaran Sebagai Upaya Peningkatan Mutu Pendidikan," *INTIZAM: Jurnal Manajemen Pendidikan Islam* 8, no. 2 (2025)

disrupting the academic schedule, then the learning can be said to be effective in terms of time.

Punctuality also demonstrates a teacher's ability to manage the classroom and design structured lessons. If lessons are often delayed or material is not completed as planned, then their effectiveness can be questioned even if student learning outcomes are satisfactory.

4) Comparison of actual results with expected results

Effectiveness in learning can be assessed by comparing the actual results achieved (real results) with the predetermined targets (expected results). This comparison provides a quantitative picture of the success rate of a learning program or process⁵⁵.

B. The Relevance of Research

1. The study entitled *The Effect of Using Wordwall Game Applications to Improve Student Vocabulary at Chumchon Ban Phanokkhao School*, written by Rizka Amalia Az Zahrah and Khoirul Anwar, proves that game-based Wordwall applications have a significant effect on improving students' vocabulary mastery. The results of the study show a consistent increase in scores across all grade levels, namely grade VII increased from 75.00 to 92.27, grade VIII from 78.57 to 92.14, and grade IX from 76.92 to 90.00. This increase indicates that Wordwall is effective for use at various grade levels in English vocabulary learning. Wordwall's success in

⁵⁵ Moch. Yaziidul Khoiri dan M. Mahrus, "Tinjauan Efektivitas Pembelajaran Sebagai Upaya Peningkatan Mutu Pendidikan," *INTIZAM: Jurnal Manajemen Pendidikan Islam* 8, no. 2 (2025)

this study was due to its characteristics, which combine game elements with learning materials. Competitive and interactive activities encourage students to participate more actively in learning. In addition, repetition of material through various forms of games helps students remember vocabulary more permanently. Thus, Wordwall not only improves learning outcomes quantitatively, but also helps create a more enjoyable and meaningful learning process for students⁵⁶.

2. The study *The Effect of Interactive Multimedia Wordwall on Students' Vocabulary Learning Outcomes at SMA Negeri 1 Huruna* by Gulo Prima Belvin, Afore Tahir Harefa, and Yasminar Amaerita Telaumbanua confirms that interactive multimedia-based Wordwall has a significant impact on high school students' vocabulary learning outcomes. This is evidenced by the difference in post-test scores between the experimental group and the control group, where the experimental group obtained an average score of 89.13, while the control group only achieved 74. These findings indicate that Wordwall is more effective than conventional learning methods. The use of multimedia elements such as attractive visuals, educational games, and immediate feedback makes students more actively involved in the learning process. This interactivity increases learning motivation and helps students understand and use vocabulary better. Therefore, this study concludes that Wordwall is an innovative

⁵⁶ Az Zahrah, R. A., & Anwar, K. (2023). *The effect using Wordwall game applications to improve student's vocabulary in Chumchon Ban Phanokkhao School*. **Didaktika**, 29(1).

learning medium that can improve the quality of vocabulary learning, especially at the senior high school level⁵⁷.

C. The Operational Concept

The operational notion is used in reasearch to explain how study variables are measured and used. Specific indicators used to measure research variables are frequently included in operational ideas. Operational concept is a definition used in research to explain how variables in a study are defined and applied in a certain way. To know The Effectiveness of Wordwall Application on Students' Vocabulary Mastery at SDN 50 Bengkalis, the researcher determines some indicators in which the students can :

TABLE II. 1
Operational Concept

Title	Variabel	Sub-variable	Indicator	Number of Items
The Effectiveness of Wordwall Application on	The Effectiveness of Wordwall Application (X)	Wordwall Application	a. The teacher explains the learning objectives and vocabulary	

⁵⁷ Belvin, G. P., Harefa, A. T., & Telaumbanua, Y. A. (2024). *The effect of interactive multimedia Wordwall on students' vocabulary learning outcomes at SMA Negeri 1 Huruna*. **Seltics Journal**, 7(2).

Students' Vocabulary Mastery at SDN 50 Bengkalis			before using Wordwall. b. The teacher explains how to play Wordwall and the rules to the students. c. The teacher displays Wordwall activities that correspond to the vocabulary material. d. Teachers actively involve students in Wordwall	
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			games. e. Teachers guide students who experience difficulties during activities. f. The teacher provides immediate corrections to students' vocabulary mistakes. g. The teacher reviews the vocabulary after the Wordwall game is finished.	
	Students'	a. Noun	a. Students are	1,2,3,4,5, 6,7,8,9,

	Vocabulary (Y)		able to identify the correct spelling of vocabulary words b. Students are able to identify the meaning of vocabulary words through pictures. c. Students are able to use vocabulary appropriately in simple contexts, and sentences.	10
		b. Adjective	a. Students are able to identify the correct spelling of vocabulary	11,12,13, 14,15,16, 17,18,19, 20

			words	
			b. Students are able to identify the meaning of vocabulary words through pictures.	
			c. Students are able to use vocabulary appropriately in simple contexts, and sentences.	

D. The Assumption and Hypothesis

1. Assumption

1. Wordwall Application

It is assumed that the incorporation of learning media such as the Wordwall application in classroom instruction can foster a more enjoyable and engaging learning experience. Through its interactive and game-based features, Wordwall application is expected to encourage students to participate more actively and feel more comfortable during the lesson. This supportive learning environment is believed to enhance students'

motivation and concentration, which ultimately contributes to more effective English vocabulary learning.

2. Vocabulary Mastery

It is assumed that the implementation of the Wordwall application contributes positively to pupils' mastery of vocabulary. The interactive elements provided, such as games, quizzes, and visual-based activities, are considered effective in helping learners comprehend, retain, and utilize the vocabulary presented. Through consistent exposure to new words across a range of engaging exercises, students are expected to recall and apply the vocabulary more accurately in their communication.

2. Hypothesis

(H₀) : Null Hypothesis

There is no significant effect of using wordwall application toward vocabulary of grade 2 students at SDN 50 Bengkalis.

(H_a) : Alternative Hypothesis

There is a significant effect of using wordwall application toward student vocabulary of grade 2 students at SDN 50 Bengkalis.