

**DEVELOPING WORDWALL FOR VOCABULARY LEARNING IN
SEVENTH GRADE AT SMPN 15 TANJUNGPINANG**

SKRIPSI



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DEPARTMENT OF LANGUAGE AND ARTS EDUCATION
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITAS MARITIM RAJA ALI HAJI
TANJUNGPINANG**

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Submitted to fulfill part of the requirement for the degree of
Bachelor of Education (S.Pd)

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2025



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STATEMENT OF THE ORIGINALITY OF SKRIPSI

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Should it later be revealed that this Skripsi contains partly or wholly plagiarized of other's works, I will readily accept the sanction established by the University.

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MOTTO

"We have reached this point not because we are the smartest, but because we carry the power of prayer, relentless effort, and unwavering persistence."

(Winda Triomadani)

★ *"Maka sesungguhnya bersama kesulitan ada kemudahan,"* ★

"Sesungguhnya bersama kesulitan ada kemudahan."

(QS. Al-Insyirah 94:5-6)

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The Researcher



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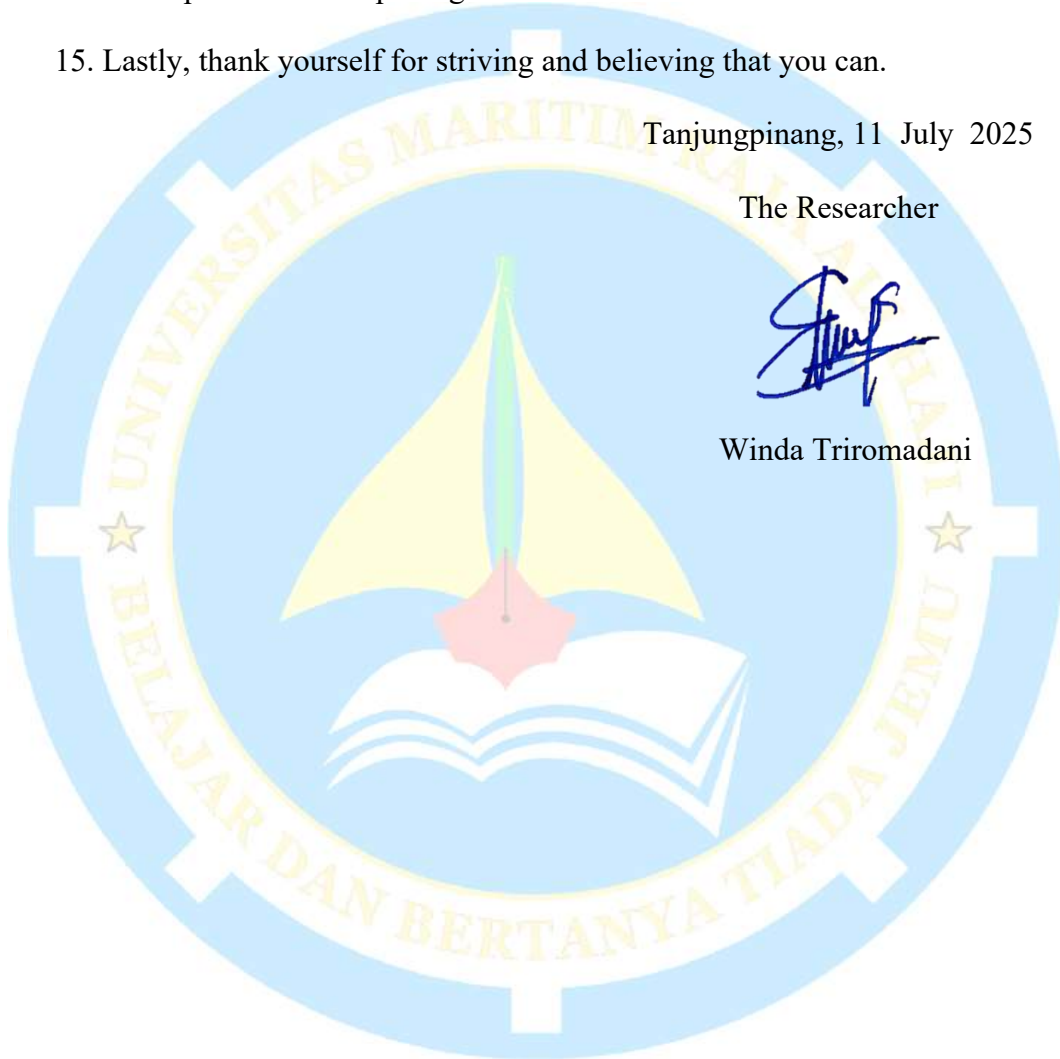


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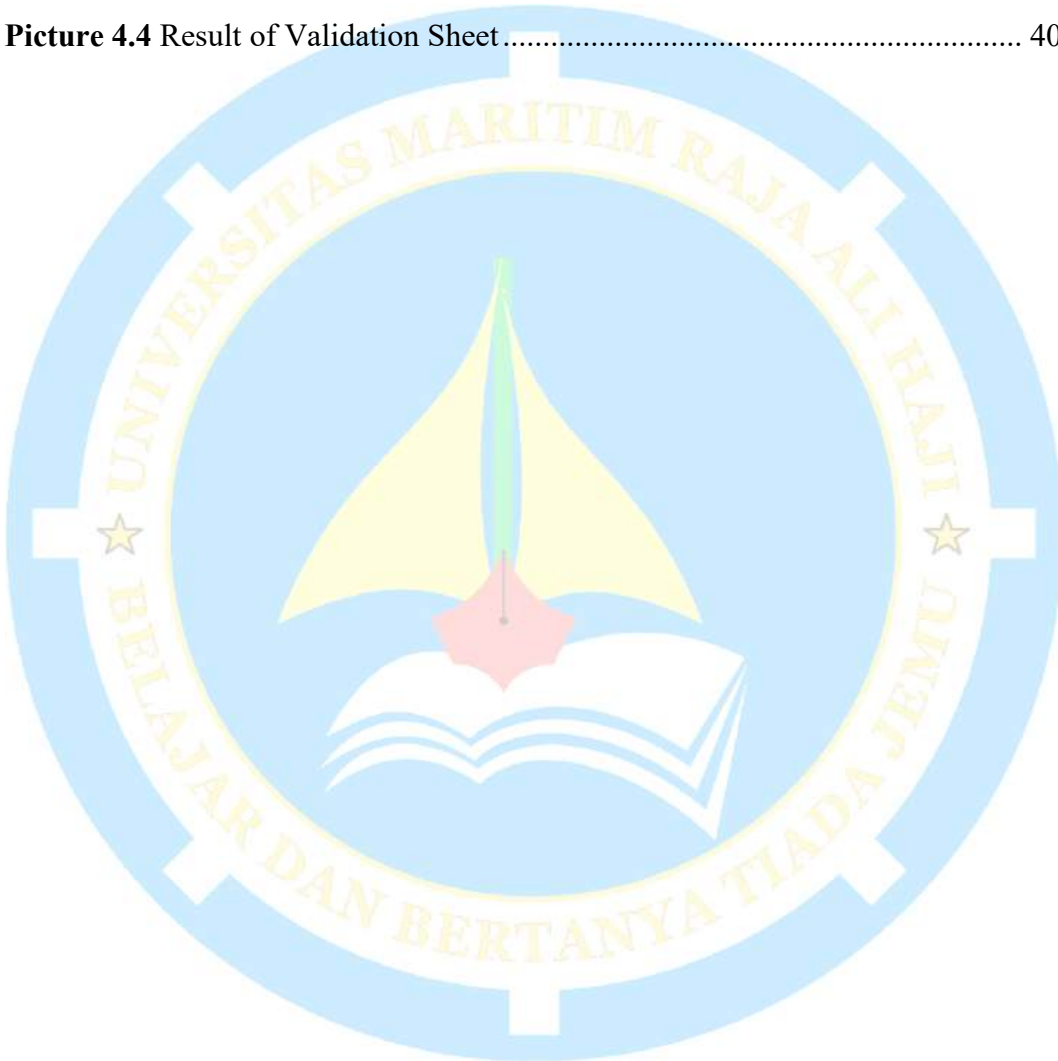
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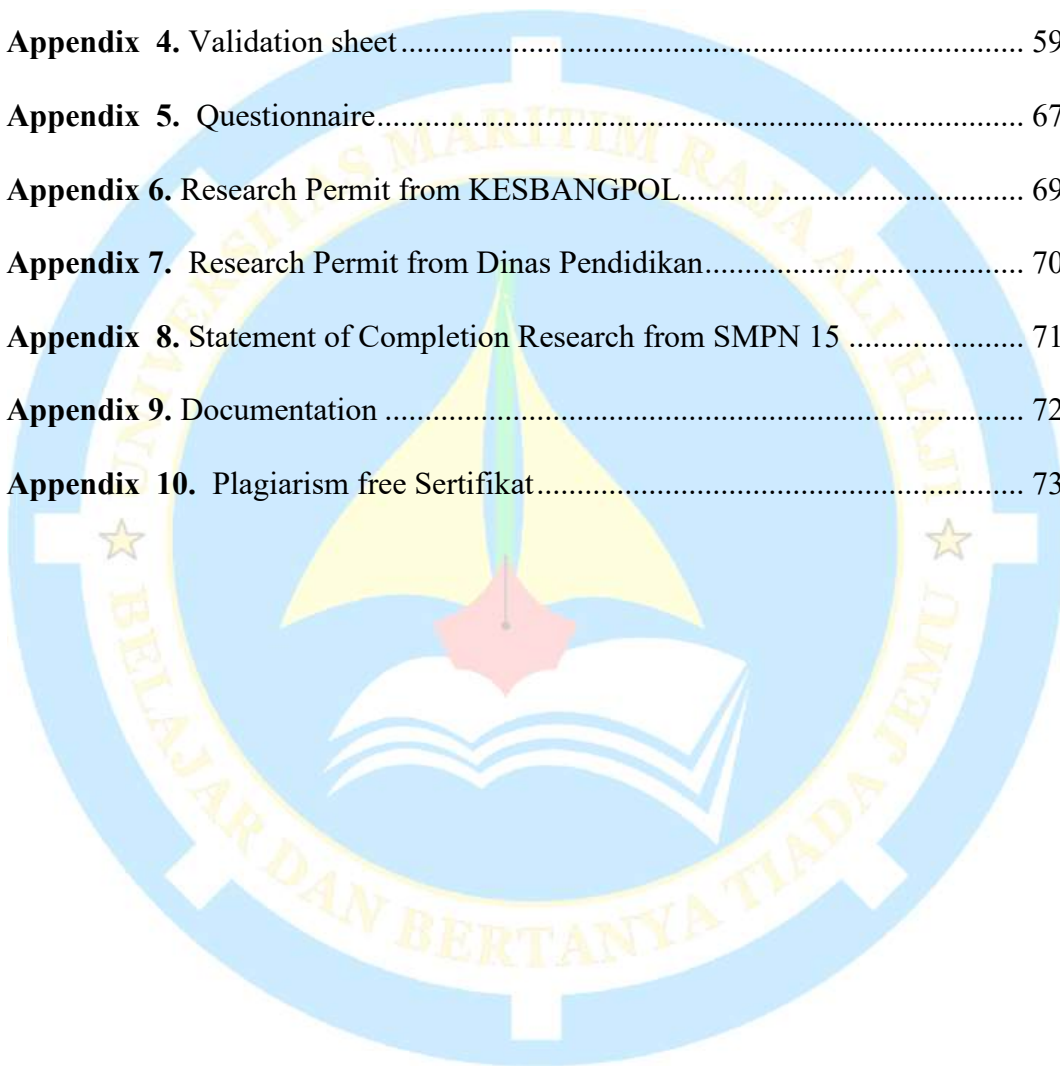
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ABSTRAK

Triomadani, Winda. 2025. Pengembangan Wordwall Untuk Media Pembelajaran Kosakata bagi Siswa Kelas VII di SMPN 15 Tanjungpinang. Skripsi. Tanjungpinang: Program Studi Pendidikan Bahasa Inggris, Jurusan Pendidikan Bahasa dan Seni, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Maritim Raja Ali Haji. Pembimbing I: Assist. Prof. Dewi Murni, S.S., M.Hum. Pembimbing II: Assist. Prof. Rahma Nuzulia, S.Pd., M.Li.

Kata Kunci: Wordwall, Pembelajaran Kosakata, Media.

Penelitian ini bertujuan untuk mengembangkan Wordwall sebagai alat bantu pembelajaran digital yang mendukung siswa kelas VII di SMPN 15 Tanjungpinang dalam belajar kosakata bahasa Inggris. Wordwall merupakan platform interaktif berbasis permainan yang dapat diakses secara daring. Penelitian ini menerapkan model pengembangan ADDIE yang meliputi lima langkah: Analisis, Desain, Pengembangan, Implementasi, dan Evaluasi. Data diperoleh melalui wawancara dengan guru bahasa Inggris, lembar validasi dari ahli media dan materi, serta kuesioner persepsi siswa. Temuan penelitian menunjukkan bahwa media yang diciptakan dinilai “sangat layak” oleh ahli media (90%) dan “layak” oleh ahli materi (75%). Uji coba terhadap 23 siswa menunjukkan nilai kepraktisan sebesar 91,09%, yang termasuk dalam kategori “sangat praktis”. Oleh karena itu, media Wordwall yang dikembangkan dianggap pantas, interaktif, dan efektif untuk digunakan sebagai alat bantu dalam pembelajaran kosakata bagi siswa kelas VII di SMPN 15 Tanjungpinang.

ABSTRACT

Triromadani, Winda. 2025. Developing Wordwall For Vocabulary Learning In Seventh Grade at SMPN 15 Tanjungpinang. Skripsi. Tanjungpinang: English Language Education Study Program, Department of Language and Arts Education, Faculty of Teacher Training and Education, Universitas Maritim Raja Ali Haji. Advisor I: Assist. Prof. Dewi Murni, S.S., M.Hum. Advisor II: Assist. Prof. Rahma Nuzulia, S.Pd., M.Li.

Keywords: Wordwall, Vocabulary Learning, Media

This study aims to enhance Wordwall as a digital learning tool to assist seventh-grade students at SMPN 15 Tanjungpinang in acquiring English vocabulary. Wordwall is an interactive game-based platform that is available online. The research employs the ADDIE model for development, composed of five phases: Analysis, Design, Development, Implementation, and Evaluation. Information was gathered by conducting interviews with English instructors, validation forms from media and material specialists, along with questionnaires on student perceptions. The research findings indicate that the media created received a rating of "very feasible" from media experts (90%) and "feasible" from material experts (75%). A trial involving 23 students resulted in a practicality score of 91.09%, placing it in the "very practical" category. Hence, the developed Wordwall media is considered appropriate, engaging, and beneficial as an aid for vocabulary acquisition among seventh-graders at SMPN 15 Tanjungpinang.

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Communication is a vital part of human existence, enabling individuals to connect with others and adjust to their surroundings. In the process of learning a language, vocabulary plays a crucial role element. A certain combination of words will form a sentence which will be used as a communication tool to obtain good information. According to Zaen & Fauzi Miftakh (2022), vocabulary is a fundamental element in learning English, they must be able to master vocabulary, and they must also understand reading texts and be able to write and speak English. Vocabulary plays a useful role in language acquisition. Let us assume that students understand and recognize the reasons why the constant influence of vocabulary has great benefits for their learning success. Teachers will have a lot of time to optimally teach vocabulary in the classroom. According to Ur (2022), in Huda & Kusumawanti (2024), the success of more effective vocabulary learning outside the classroom depends largely on motivation.

Furthermore, the wordwall can expand students' ability to remember vocabulary and make sentences because it can prepare an area full of useful words for students (Zaharani, 2022). This Wordwall in learning will certainly create a new learning situation in learning activities that will make students not feel objected when learning. Implementing web-based game learning such as Wordwall, will greatly help students in sharpening their ability to get to know English language

learning not only that, it can also improve students' ability to learn vocabulary material and can train English language skills ranging from speaking, reading, writing, and listening (Putu et al., 2024). According to Ismaya et al. (2024), Wordwall is a great step for students to add new words, learn their abilities, and explore their English. Arafah & Ahmad (2020) also say that using word walls is one of the most effective ways to learn English, especially vocabulary. In addition, wordwall media presents students with a page full of diverse and interesting words, which are believed to improve students' memory and learning ability (Triariani, 2020). Enhancing vocabulary skills can boost achievements in language acquisition. It is crucial to emphasize that expanding vocabulary is highly advised for learners. Vocabulary plays a significant role in mastering a new language. The greater the number of words students are familiar with, the smoother their journey in learning English will be.

Based on the findings observed by the researcher at SMPN 15 Tanjungpinang, an interview with the English teacher revealed that students struggle with grasping vocabulary during the educational process. They fail to fully understand vocabulary, often not recognizing the meanings of words. This limited vocabulary hampers their ability to enhance their English learning skills. The English teacher noted that students today tend to choose online content from platforms like YouTube, websites, applications, and various other forms of media. However, schools infrequently develop such resources, resulting in lower levels of student engagement at times.

Based on the issues mentioned, the researcher aims to create educational tools for helping students learn vocabulary through Wordwall, titling the study "Creating Wordwall for Vocabulary Acquisition in Seventh Grade at SMPN 15 Tanjungpinang. " He anticipated that both teachers and students would utilize Wordwall as a learning resource.

1.2 Formulation of the Problem

In light of the issue at hand, the inquiry can be framed in the ensuing manner : “How can a wordwall be developed to enhance vocabulary learning of seventh grade students in SMPN 15 Tanjungpinang?”

1.3 Objective of the Study

The goal of this research was to develop a word wall to improve vocabulary abilities among seventh graders at SMPN 15 Tanjungpinang. The results of this research were anticipated to offer the following contributions.

1.4 Specification of the Product

There are various important aspects of the product:

1. The tool for learning vocabulary named wordwall is developed on the wordwall platform.
2. The vocabulary created for educational purposes was meant for application in both digital and traditional environments.
3. The vocabulary learning resource wordwall was established to focus on common vocabulary as a helpful asset.
4. The wordwall for vocabulary learning is suitable for both educators and learners.

1.5 Significance of the Study

This study aimed to create a word wall for learning vocabulary in seventh-grade students at SMPN 15 Tanjungpinang. The results of this research were anticipated to offer contributions in the following ways:

1. Theoretically

The conceptual significance of this study can act as a reference for educational goals and boosting students' enthusiasm for learning through the creation of a wordwall aimed at vocabulary acquisition for seventh graders at SMPN 15 Tanjungpinang.

2. Practically

a. For the Students

★ This research proved beneficial for learners, particularly those in the seventh grade, as they can utilize this wordwall as a tool to enhance their abilities, especially in terms of vocabulary.

b. For the English Teacher

This study was advantageous for educators, notably for those teaching English. They may implement the created wordwall as a resource for vocabulary acquisition in English instruction.

c. For the Other Researcher

For additional researchers, this can serve as supplementary information when carrying out future studies in the same area.

1.6 Assumption and Limitation of the Study

The premise behind the created wordwall was to enhance students' vocabulary and assist them in comprehending English better. It was anticipated that educators would utilize it as a resource to teach English-related activities to their students. The word wall that was developed specifically targeted vocabulary to aid English learning at SMPN 15 Tanjungpinang.

1.7 Definition of Key Terms

Based on the title of the research, the definitions of key terms are identified as follows:

According to the title of the study, the meanings of important terms are outlined below:

1. Vocabulary

Vocabulary refers to a collection of words used in the process of acquiring a language to facilitate effective communication.

2. Things around us

Things around us is an English lesson designed to teach the names of items or objects found in our environment.

3. Wordwall

Wordwall is an online application that serves as an educational tool, offering features like quizzes, matching games, randomizing words, word searches, and grouping activities. This app can be accessed both online and offline.

CHAPTER II

LITERATURE REVIEW

2.1 Review of Related Theories

2.1.1 Vocabulary

According to Purwitasari (2022), teaching vocabulary is essential for students who are acquiring English as a foreign language. Moreover, Bandjarjani and Efrata (2023) emphasize that vocabulary is crucial for effective language usage, as it greatly aids in improving the four primary language skills: listening, speaking, reading, and writing. In addition, Fakhruddin et al. (2021) pointed out that vocabulary is vital for successful communication. When learners possess a solid understanding of vocabulary, reaching their educational objectives becomes easier.

According to Nia (2024), becoming proficient in vocabulary is a crucial strategy that must be developed to enhance language abilities. The more words we know, the simpler it becomes for us to interact with others. Additionally, Marpaung and Sinaga (2019) along with Amalia (2020) mention that vocabulary is key to something very significant in language learning, particularly in the context of English. The broader our vocabulary, the more effortlessly we can grasp and interpret a language, as language is fundamentally composed of words. Moreover, Huda (2024) points out that mastering vocabulary is the initial step that anyone must take when studying English, which is a second language for all learners and Indonesians. To effectively learn English as a foreign language, one must become familiar with its vocabulary. Successful communication in any language is

impossible without a strong understanding of its vocabulary. Thus, mastering vocabulary is vital for language learners, especially when it comes to a foreign language.

According to Aisyah (2019), vocabulary consists of words that relate to a specific idea that an individual possesses. Acquiring a strong vocabulary is a crucial step in learning a new language. Learning vocabulary plays a vital role in mastering English. While a speaker might commit a grammatical error, it can be overlooked if the listener grasps the intended message. However, if we can use the precise words and expressions needed, the speaker may feel self-conscious about any grammatical mistakes. Thus, expanding our vocabulary can significantly enhance our English proficiency.

According to Lelawati et al. (2018), without vocabulary mastery, students will struggle to understand abstract concepts due to their limited vocabulary skills, which can cause them to fall behind their peers. Vocabulary plays a crucial role in language fluency, serving as a fundamental component in developing Language abilities in English encompass reading, listening, writing, and speaking (Sanjaya et al., 2022).

According to the explanation provided earlier, proficiency in vocabulary is the key strategy for excelling in speaking, listening, reading, and writing. This proficiency in vocabulary plays a significant role in shaping relevant teaching and learning opportunities in the classroom and in leading an interactive English language session.

2.1.2 Types of Vocabulary

According to Maskor et al. (2016), vocabulary can be categorized into two types. The first type is receptive vocabulary, which refers to the words that learners grasp and understand while reading or listening to content. Learners recognize and identify the meanings of these words, enabling them to comprehend the material they encounter, but they do not actively use them in spoken or written communication. The second type is productive vocabulary knowledge, which consists of words that learners both understand and can actively use. These are the words that students can effectively incorporate into their speech and writing for optimal communication outcomes.

According to Lestari (2018), there are several types of vocabulary as follows:

a. Noun

A noun refers to a word that identifies a specific thing, like a location, an individual, or a concept. Within a sentence, a noun functions as the subject, the direct object, or the indirect object of a clause, and it can appear as either a subject or an object.

b. Verb

Verbs refer to specific actions that are performed with a clear beginning and end and characteristics that do not change in real-time. These verbs present an actual depiction of a particular phenomenon. In addition, all actions that can be performed uniquely have physical similarities that do not change.

c. Adjective

Adjectives show minimal situational involvement and are interconnected with high theoreticality in their use. In other words, adjectives are organized by core semantic networks and not from abstract group factors.

d. Adverb

Adverbs refer to words that can replace verbs and adjectives. In this case, the adverb can be how, when, where, or during what the words will be changed.

1.7.3 Aspect of Vocabulary

Vocabulary plays a crucial role in learning English, and there is significant support for this claim. To begin with, having a solid vocabulary serves as an essential base for acquiring the language. When learners engage in speaking, writing, reading, or listening in English throughout their studies, they do not hesitate to expand their vocabulary. As noted by Azizah (2016), various aspects of vocabulary include the following:

a. Meaning

When applied in various situations and areas, a term can possess multiple definitions. To understand its significance, educators can utilize innovative methods, infer from the context, and consult a dictionary.

b. Spelling

When vocabulary learning, spelling is very important because it can help when you want to read reading. Several different spellings can be used for similar or most common varieties of English.

c. Pronunciation

Pronunciation pertains to how words are articulated, and it is strongly associated with their spelling, which makes it somewhat difficult to perfect. When someone speaks fluently, it significantly aids learners in communicating more effectively.

d. Word classes

A word class refers to a group of words, and it is essential for students to apply grammar correctly, which includes nouns like countable and uncountable nouns, linking verbs, phrasal verbs, adjectives, and adverbs. The way words are categorized in a language relies on their role in communication. Nouns may be found in specific positions within a sentence, and each sentence serves a unique purpose. This is also true for other categories of words, making word class classification a crucial aspect of vocabulary.

e. Word use

Word usage refers to the way in which a word, term, or idea is applied in a language. It may also encompass grammar elements and will be a topic for precise examination.

2.1.4 Vocabulary Learning Strategies

Teaching vocabulary includes some tricks to hone the English competence of someone who will learn English because this vocabulary is an aspect that will be important in leading to the success of the English learning process. For this reason, of course, it will be highly expected to improve students' ability to learn vocabulary, of course, this teacher must have more appropriate strategies. According to Alqahtani (2015), there are several learning strategies :

1. Examining the meaning of a context. He states that a context is useful enough to provide a good way to examine the meaning of a word.
2. Mnemonic devices. She proposes a keyword technique in which students are prompted for the keyword upon seeing or hearing the target word.
3. Vocabulary notebooks. It is a reminder to support students' memory in learning independently by preparing a vocabulary notebook.

Experts indicate that additional methods are needed to assist students in acquiring new vocabulary and vocabulary learning strategies more effectively, based on the techniques currently employed. What researcher see is a more effective way to teach vocabulary through learning in a useful context. in addition, in preparing an organized vocabulary item, teachers should be able to connect more than one technique, meaning not only one but teachers are expected to use reliable vocabulary demonstrations in various forms.

2.1.5 Descriptive Text

Descriptive text refers to a text format that authors or speakers utilize to clarify details about a specific item, individual, location, or incident to their audience (Noprianto, 2017). Similar to other text varieties, descriptive writing is not merely structured through a set of procedures fixed in sentences, but can also be developed by clearly defining both the aim and significance of each component. Educators need to possess adequate expertise to carefully consider how phrases can combine to create coherent meanings. Moreover, Ushchapovska (2020) notes that descriptive text serves as a straightforward modality that functions to depict events connected to nature, objects, actions, or the traits of individuals and elements.

According to Purnamasari et al. (2021), English descriptive text has two general structures. first, identification means introducing a general description of the topic and specific characteristics of the object, place, or person being described. The second is a description, consisting of illustrations of physical features, explanations of purpose, explanations of people, explanations of features and their use, explanations of interesting facts, and explanations of interesting properties. In the identification part, students can identify the subject. In this part, the learners introduce the subject. In the description, students can describe a specific part, characteristics, and qualities of the object. So these thus instructing the entirety of the notice relating to this topic.

Descriptive writing contains specific language elements. To start, it usually employs the simple present tense to outline objects or events. Additionally,

adjectives are crucial for offering detailed portrayals of nouns and emphasizing their attributes. Lastly, verbs are used to illustrate actions or activities related to the object being described, making the description clearer and more engaging for readers.

2.1.6 Learning Media

According to Akrim (2018), educational tools serve as a way to convey information from teachers to students, aimed at enhancing the learning experience in a more effective and efficient manner within the classroom. Additionally, these tools can boost students' enthusiasm for learning.

Educational tools can act as supportive resources during learning, helping to achieve educational goals. When effectively integrated into the teaching process, these tools become a powerful aid in reaching the desired outcomes of education. Furthermore, they also play a role in elevating students' motivation to learn. As noted by Iswadi (2023), the advantages of educational learning tools include:

1. Employing more engaging educational materials can boost student motivation and enhance the clarity and comprehension of teaching.
2. use teaching methods that can be varied so that students are not bored during learning activities.
3. By using educational media, the learning media available has a wide variety of practical choices, relevant to the subject matter, and can be said to be effective and efficient.

A tool that supports learning through elements including content, media or book channels, videos, applications, and distribution techniques is called educational media, or instructional media. Teachers are the senders of supporting technology, while students are the recipients. Effective material delivery, more engaging and participatory learning, and simpler idea explanations by teachers are all made possible by this media. As a result, both inside and outside of the classroom, instructional media significantly enhances students' comprehension, motivation, and learning outcomes.

According to Baldassarri (2022), learning media are divided into several categories that are believed to facilitate teaching digital media such as instructional apps, as well as conventional media such as books and physical media. and there are interactive tools such as instructional games that provide learning experiences for students. These evolving categories show how technology can transform education by increasing accessibility and student engagement in the learning process.

2.1.7 Wordwall

As stated by Mauluddin et al. (2024), wordwall serves as an interactive educational tool that can function as a reference and resource for learning, as well as a means of assessment for students. Employing Wordwall is highly advantageous for educators during the teaching process. This platform simplifies online learning for students, allowing them to collaborate, engage in practice, stimulate creativity, and enhance motivation while studying alongside their peers.

Furthermore, Dwiningrum et al. (2024), an online game is a website that has not been widely used but has many great advantages in making learning more effective, this learning website can be trusted to facilitate the learning process for students to make it less boring and more fun. Students can learn vocabulary with a wider range of topics studied, which is also called Wordwall. According to Jannah & Syafryadin (2022), wordwall is a platform related to vocabulary in the form of websites that can be utilized as online learning in the form of games.

According to Rachmanita (2021), the wordwall is a tool that can be used to improve vocabulary comprehension skills, improve spelling, and expand thinking through oral interaction. It can be stated that the term word wall is an important tool for learning the English language, particularly for enhancing students' vocabulary acquisition. Wordwall is a creative educational media app designed for teachers.

Furthermore, Alfiah et al. (2024), mention that wordwall is suitable for improving vocabulary learning. Learners are able to engage in the educational experience and hear the teacher's presentation of the content. Nonetheless, it is important for learners to take part by asking questions during vocabulary learning activities using wordwall media, and of course, can interact with other friends in class. With the help of this application, it will also be very helpful for any student to be able to practice the ability and knowledge of any skill related to vocabulary mastery. When mastered, it will make it easier for students to absorb lessons well and will also produce good results.

Therefore, quizzes, matching, pairing, anagrams, word shuffles, word searches, grouping, and many other learning materials can be created with this web-based tool. It's interesting to note that users can download and print their stuff on paper in addition to making it available online. The software offers eighteen free templates, and users can quickly switch between different activity templates. Instructors can also create assignments using their content.

2.2 Review of Related Study

In this study, the researcher cites several literature reviews related to other theses and several researcher have examined the various uses of methods in teaching vocabulary. The results of these studies are:

The initial research was carried out by Shabrina and Wahyu Taufiq in 2023, titled *The Effect of Teaching English Vocabulary to Junior High School Learners Using Wordwall. net*. The purpose of this study was to assess the impact of wordwall. net on the English vocabulary of students at SMP Negeri 1 Wonoayu. A true experimental approach was applied in this investigation. The participants included 35 students in the experimental group and another 35 in the control group. The results showed that wordwall made a significant positive impact on the students' vocabulary. Thus, it can be concluded that the use of Wordwall. net is very advantageous for enhancing students' vocabulary skills.

Another prior study conducted by Heni Okta Darma et al. (2023) is titled *The Impact of Word Wall Media on Students' Vocabulary Skills*. The goal of this study was to find out if using Wordwall media could improve the vocabulary abilities of students. A quantitative approach was employed, utilizing a quasi-

experimental design by comparing two different classes. The participants in this research were seventh-grade students, specifically classes VII1 and VII2. VII1 served as the experimental group consisting of 25 students, while VII2 acted as the control group, also with 25 students. Findings from this research indicate a notable variation in the language abilities of students who received teaching with word wall resources versus those who did not have access to such materials.

Third, Sitompul and colleagues (2025) titled Effect of Wordwall Games on English Vocabulary Mastery seeks to explore how wordwall games influence the word knowledge of eighth-grade learners at SMP Taman Siswa Pematangsiantar during the 2024/2025 academic year. This research implemented a quasi-experimental design with a quantitative methodology. The findings from this research demonstrate a notable impact of wordwall games on vocabulary proficiency.

The similarity of the rated finding with this study was the context of the research, which refers to the wordwall for the research. The difference between those findings with this study was focused on developing wordwall for vocabulary learning the seventh grade at SMPN 15 Tanjungpinang. The initial research was carried out by Shabrina and Wahyu Taufiq (2023), named The Influence of English Vocabulary Instruction on Junior High School Learners via Wordwall. Net. The study involved 35 students in the experimental group and an additional 35 in the control group. A genuine experimental framework was utilized in this study. The second research was led by Heni Okta Darma and colleagues (2023), titled The Impact of Word Wall Media on Students' Vocabulary Proficiency. The participants

in this research were seventh-grade students from classes VIII1 and VII2. A quantitative approach was employed with a quasi-experimental design for this study. The third study was conducted by Sitompul and others (2025), titled The Influence of Wordwall Games on Mastery of English Vocabulary.

The group involved in this study consists of eighth-grade learners from SMP Taman Siswa Pematangsiantar during the 2024/2025 academic year. The research utilized a quasi-experimental design that was enhanced with a quantitative method.

2.3 Conceptual Framework

This research focuses on creating a wordwall for English education in grade VII at SMPN 15 Tanjungpinang. A crucial resource for effective teaching and learning is educational media. The wordwall serves as a learning tool that can be designed and utilized to facilitate English learning. Engaging and creatively developed educational media is likely to enhance students' experiences during English lessons and can lead to better vocabulary acquisition. Educational media plays a significant role in shaping the effectiveness of English language instruction. It is essential to generate suitable learning media to ensure successful educational outcomes.

According to the findings from the researcher's observations at SMPN 15 Tanjungpinang, during a conversation with the English educator, the teacher mentioned that the learners struggled with comprehending vocabulary in the course of lessons. They had not grasped the vocabulary and were unfamiliar with its meanings. Noticing the deficiency in vocabulary skills also makes it difficult for

students to achieve skill improvement in the internet era, they prefer to see something on the internet just to know the world, such as YouTube, Applications, and other media. So, this makes the intensity of students still very low.

Drawing from the earlier issue, a solution has been supplied for the problem mentioned above, namely developing a wordwall for vocabulary learning in class VII SMPN 15 Tanjungpinang. This research and development is based on the ADDIE Developed model by Surdyanto & Kurniawan (2020). The research conceptual framework is in the figure below :

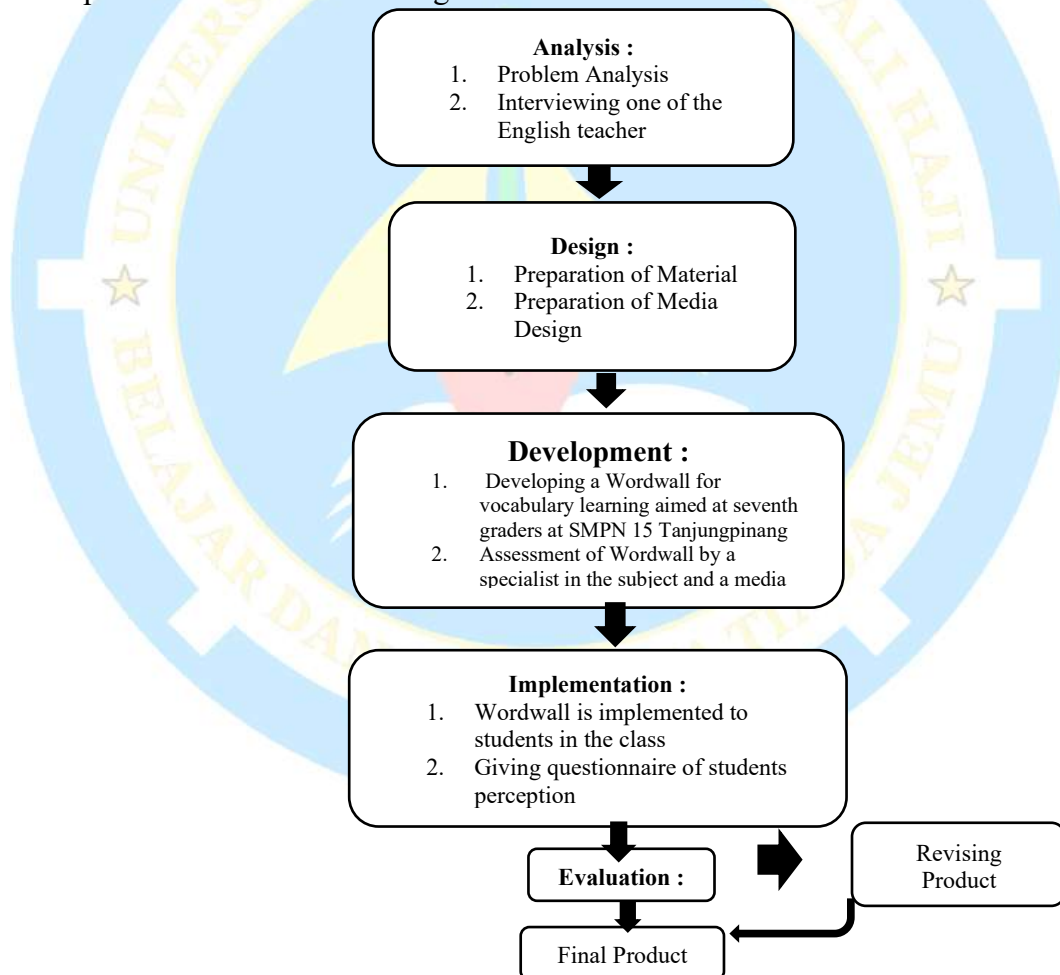


Figure 2. 1 Conceptual Framework

CHAPTER III

RESEARCH METHOD

3.1 Research Design

This research adopts a development-oriented method. The researcher applied the ADDIE model introduced by Surdyanto and Kurniawan back in 2020. ADDIE stands for the phases of Analysis, Design, Development, Implementation, and Evaluation. This framework was implemented to oversee product processes, guaranteeing the incorporation of the newest and most efficient designs.

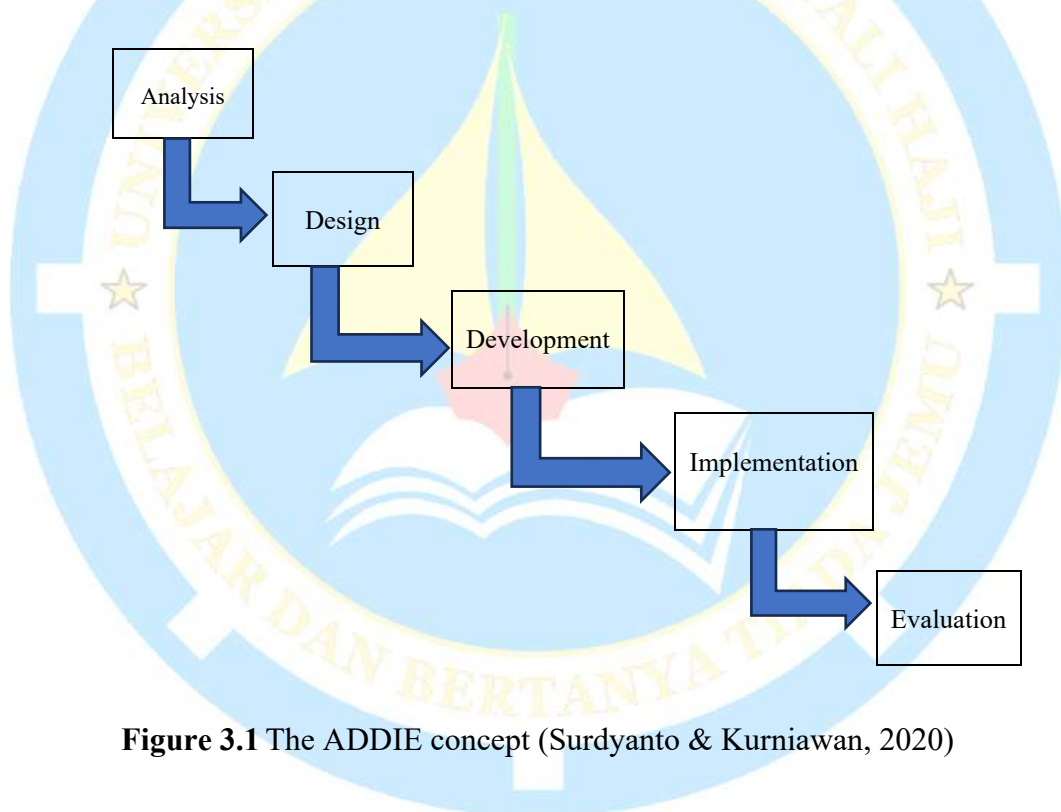


Figure 3.1 The ADDIE concept (Surdyanto & Kurniawan, 2020)

3.2 Research Procedure

This process of research and development is founded on the ADDIE framework utilized by Surdyanto and Kurniawan in 2020. Below are the stages outlined in the ADDIE model:

3.2.1 Analysis

Before creating the wordwall layout, the first step was to investigate the issue and gather details on students' understanding of vocabulary. This was done by interviewing English teachers at SMPN 15 Tanjungpinang and subsequently evaluating the findings, which served as a foundation for developing the wordwall as a tool for vocabulary learning.

3.2.2 Design

This study focused on developing vocabulary learning tools using wordwall. The initial phase involved collecting all the necessary materials for the game, including the content, game components, and thematic elements. In the following phase, the investigator created the media by drafting game instructions, entering the content into the question section, incorporating relevant features and images, detailing the answer choices, and setting the correct answers for students to select during gameplay. After finalizing the questions, the researcher selected an appropriate game theme and generated a shareable link, which was then distributed to students so they could access and play the game during class sessions.

3.2.3 Development

At this stage, the wordwall designed for vocabulary learning was reviewed and validated by experts. The researcher developed the Wordwall for seventh-grade students at SMPN 15 Tanjungpinang. Expert validation was conducted using a validation sheet provided by the researcher. Feedback and suggestions from the experts were used to revise and improve the wordwall until the final version of the product was achieved.

3.2.4 Implementation

In this process, the researcher implemented wordwall for vocabulary learning in the classroom, which meant that the validated product had been implemented by the product users. Then, the product was ready to be shown to the students for testing. If the researcher received further revisions, of course, the product was revised again to achieve better results. The product users were seventh-grade students at SMPN 15 Tanjungpinang.

3.2.5 Evaluation

Evaluation was carried out after the researcher obtained data from the implementation stage, which was collected through students' responses to the perception questionnaire. The data were then analyzed and recapitulated. Before the wordwall was implemented for vocabulary learning, the product was validated by experts. In addition, the researcher tested the wordwall by dividing students into small groups. The resulting data from this trial were also analyzed and recapitulated. Finally, the analysis results were used to revise the wordwall in order

to enhance its effectiveness for vocabulary learning and to understand the students' views on utilizing wordwall as a tool for enhancing vocabulary learning.

3.3 Research Setting and Subject

This research was conducted at SMPN 15 Tanjungpinang, located at Jalan Borobudur No. 33, Kecamatan Tanjung Pinang Barat, Kota Tanjungpinang, Kepulauan Riau. The participants involved in this research were pupils in the seventh grade at SMPN Tanjungpinang, amounting to a total of 23 learners.

3.4 Research Instrument

Instruments served as means to collect data. For this research, the investigator utilized three methods: carrying out interviews with teachers, utilizing validation forms, and handing out questionnaires to gauge student perceptions. These instruments supported the researcher in collecting accurate and structured data, thereby contributing to the reliability of the research findings.

3.4.1 Interview

The researcher interviewed the English teacher at SMPN 15 Tanjungpinang to help the researcher get this information. The interview questions were adopted by Dittmar & Eilks, (2019), the questions can be seen in the table below :

Table 3.1 Questions of Teacher Interview

No	Question
1.	What kind of learning approaches, strategies, methods, and models do you often apply when learning English in the classroom?

2.	What are some of the obstacles you face during the teaching process in class?
3.	What are the problems that students face during English learning activities in the classroom?
4.	Does the lack of vocabulary understanding make it difficult for students to learn English?
5.	What efforts did the teacher take to overcome the problem?
6.	Do you ever utilize technology in the English learning process? What kind of technology?
7.	Do you think the existence of this learning media can overcome the obstacles and problems faced?
8.	Have you ever developed Wordwall media as English learning media?

Adopted from (Dittmar & Eilks., 2019)

3.4.2 Validation Sheet

The validation sheet is designed for experts to assess the developed product's suitability. It serves as a tool to determine whether the product meets the required standards. Media and material experts are responsible for evaluating the product. The validation sheet, adapted from Ma'arif et al. (2021). The aspects that were validated by the experts are as follows:

Table 3.2 Criteria of Score

No.	Category	Score
1.	Very valid	4
2.	Valid	3
3.	Less valid	2
4.	Not valid	1

Table 3.3 Media Validation Sheet (Ma'arif et al., 2021)

Indicator	Assessment indicators	Validation scores			
		1	2	3	4
Media	Wordwall can be loaded and accessed easily.				
	Wordwall is accessible and maintainable.				
	Wordwall can be used as a media for teaching vocabulary.				
	Wordwall does not cause negative effects on the device.				
	Wordwall can be played from any computer or phone with an internet connection at any time.				
Display and layout	The wordwall appearance remains attractive for use on any device.				
	Wordwall was clear and easy to use.				
	Wordwall was an interesting learning media.				
	Wordwall has an interactive developing				
	Wordwall was able to give new variations in teaching vocabulary.				

Table 3.4 Material Validation Sheet (Ma'arif et al., 2021)

Indicator	Assessment indicators	Validation scores			
		1	2	3	4
Material or content	The material in the wordwall is interesting to learn.				
	The material (vocabulary) used is easy to understand.				
	The material (vocabulary) in wordwall is related to the topic (descriptive text).				

	The material in the wordwall was completed: e.g., verb, noun, and adjective.				
Concept accuracy	The material in wordwall was made accordingly : Analyze the social roles, text formats, and language features of various spoken and written description texts by providing and requesting details regarding descriptions of items present in the classroom, at home, and in the surrounding area, using the phrases There is / There are appropriately based on the context.				
	The material was made according to the student's needs.				
	The material was made according to the skill, especially reading skills.				
	The material was appropriate for seventh-grade students.				

3.4.3 Questionnaire

This questionnaire is used to determine students' perceptions of the product. the questionnaire is shown to recognize the product through the product's practicality test. This indicator is adapted from Yermadesi et al. (2019), and is presented in the table below:

Table 3.5 Questionnaire of Students' Perception (Yermadesi et al., 2019)

No.	Indicator	Respon			
<i>A</i>	<i>Easiness</i>	1	2	3	4
1	Wordwall as learning media is easy to use.				
2	Wordwall can be accessed easily.				
3	Wordwall makes it easy for students to learn vocabulary.				

B	Attractiveness				
4	Wordwall was an interesting learning media to use.				
5	The many choices of display on wordwall were very suitable.				
6	Wordwall was able to provide new variations in vocabulary teaching.				
C	Usefulness				
7	The vocabulary learning process can be done effectively by using wordwall.				
8	Wordwall has a positive impact on learning.				
9	Wordwall was very helpful in learning vocabulary.				
10	Wordwall a learning media feasible to use.				

3.5 Technique of Data Analysis

The data was used to develop the media and determine its feasibility as a learning media. Existing data needs to be analyzed to get results and conclusions. In this study, data analysis was generated from interviews and validation sheets using quantitative and qualitative data.

1. Interview analysis

The findings from the informal interviews carried out by the researcher with the English instructor for seventh grade. at SMPN 15 Tanjungpinang were analyzed using descriptive qualitative data, with the presentation through statements following the actual reality without any numerical calculations.

2. Validation Sheet and students' questionnaire

Data analysis of validation sheets and questionnaires can be done using quantitative data analysis to calculate the percentage of validation sheets and questionnaires through the following by Mahfia et al. (2021) :

$$P = \frac{\text{Total score}}{\text{Maximum score}} \times 100\%$$

Figure 3.2 Percentage Formula

The scores from the validation sheet was calculated in percentage form using the eligibility criteria by Ernawati (2017), as follows:

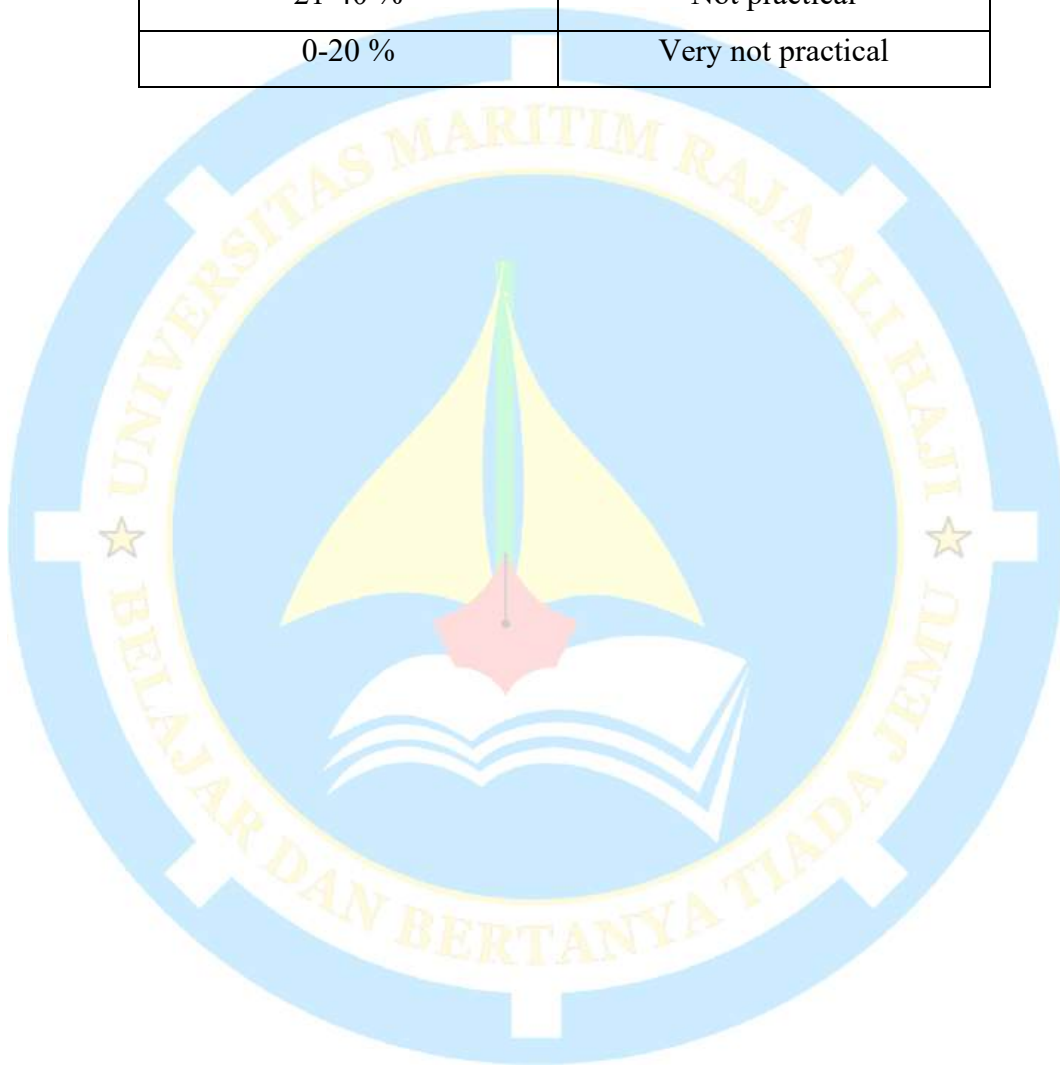
Table 3.6 Feasibility Criteria

Percentages	Feasibility Criteria
81-100 %	Very feasible
★ 61-80 %	Feasible ★
41-60 %	Less feasible
21-40 %	Not feasible
0-20 %	Very not feasible

Based on the table above, the developed product was completed when the validity percentage for learning media has met the feasible requirements with the level of suitability of material and media. wordwall for vocabulary learning also categorized as possible and practical if the percentage of feasibility and practicality has met the practicality criteria determined by Maryuliana et al. (2018).

Table 3.7 Criteria of Practically Test Questionnaire

Percentages	Practically Criteria
81-100 %	Very practical
61- 80 %	Practical
41-60 %	Less practical
21-40 %	Not practical
0-20 %	Very not practical



CHAPTER IV

FINDINGS AND DISCUSSION

4.1 Research Findings

Research and development were performed employing the ADDIE framework, which encompasses the phases of Analysis, Design, Development, Implementation, and Evaluation. The resulting product is wordwall, a digital educational tool featuring vocabulary content for seventh graders at SMPN 15 Tanjungpinang. The wordwall learning tool can enhance the learning experience by making it enjoyable and engaging while assisting students in grasping vocabulary topics in grade VII. According to the development of:

4.1.1 Analysis

At the analysis stage, the researcher interviewed the English teacher at SMPN 15 Tanjungpinang. Based on the interview results, it is evident that many students struggle to understand English vocabulary. The teacher also noted that the school still has very little use of technology-based learning media, despite students' growing interest in interactive and digital learning. This shows the need to develop interesting and easy learning media so that students can understand vocabulary faster by utilizing interactive digital media.

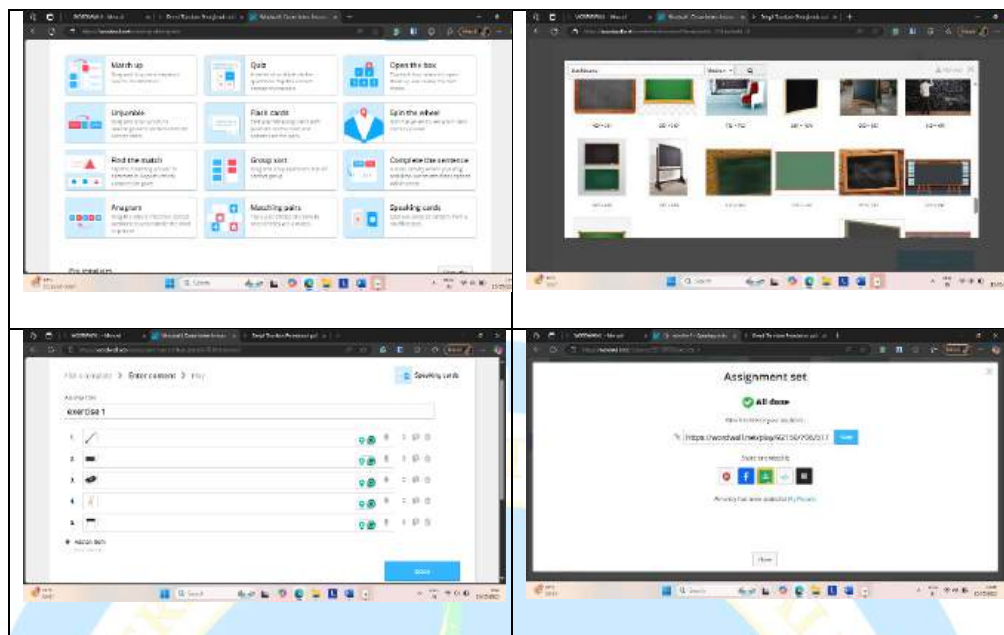
4.1.2 Design

The initial design started with compiling vocabulary materials relevant to the topic "Things Around Us", which is suitable for grade VII. The researcher then designed

interactive games using several templates provided by wordwall, such as Matching Pairs, Word, and Speaking cards. The games were designed to be accessible to students in an easy and fun way. In this process, the researcher also developed media usage instructions, display design, as well as quiz variations that could increase students' interest in learning their vocabulary to be recognized and understood by students.

1.1.1.1 Preparation of materials

In terms of preparing materials, the researcher collected vocabulary related to the theme Things Around Us, focusing on vocabulary about items around them, namely in the classroom, the bathroom, the bedroom, and the kitchen. Then the researcher looked for pictures of surrounding items that matched the vocabulary. The vocabulary chosen is nouns, which are often used in descriptive texts. The materials are organized systematically based on the level of challenge and the situation in which they are used so that learners can grasp and recall them with ease. The investigator also gathered straightforward example sentences and accompanying visual aids to enhance learners' comprehension of the word' meanings.



Picture 4.1 Preparation of Material Design

1.1.1.2 Preparation of Media Design

The researcher prepares the media by determining the type of game template that was used on the wordwall platform. Wordwall provides various types of games, such as Matching Pairs, Quiz, and Speaking cards, all of which are designed to help students learn vocabulary in a fun way. The researcher then created an account on the wordwall website, selected a suitable game template, and began to input vocabulary materials along with pre-designed answer options. Illustrative pictures were also added to attract students' attention and improve their recall of the vocabulary learned.



Picture 4.2 Preparation of Media Design

4.1.3 Development

After the vocabulary learning media using wordwall is finished, the following phase is development. During this phase, the product undergoes an evaluation to determine the authenticity of the materials and the reliability of the media. Validation was conducted by two specialists, one focusing on materials and the other on media. The first validator is led by lecturer Maritim Raja Ali Haji, and the second is an English teacher from SMPN 15 Tanjungpinang. First, the media expert, Rina Kartina S.Pd I, has assessed, advised, and commented on the media, specifically the wordwall from the start of the display and arrangement. The second, material expert is Pradipta Agustina, S.Hum., M.Pd. She has assessed, advised, and commented on the content of wordwall media as well as revamping the vocabulary that is most suitable for vocabulary learning and validating the accuracy of wordwall media material for vocabulary learning.

Data confirmation from the media specialist and the content specialist is described as follows:

1) Outcome of media specialist validation

Data from media experts was collected using a validation sheet on two aspects, which included: First, the media can be accessed easily. Second, the appearance and layout, including the wordwall, are very attractive for use on any device, and the wordwall is an interesting learning media. Media expert validation consists of 10 items. The validation sheet was given to the media expert on May 5, 2025, and then the validation sheet was given input, suggestions, and comments. Next, on May 06, 2025, the media expert gave comments and suggestions regarding the use of the media display. In addition, there are comments and suggestions for validation from media experts as follows:

Table 4.1 Comment and Suggestion

Comment or suggestion	Before revision	After revision
1. Making a development is very good. It's just that you need to add more variations	1. The choice of theme is not suitable	1. This media is flexible as it can be used both for independent practice and group learning activities. Media is suitable for

that are appropriate and appropriate the material.	2. The theme changed	application and a good job.
2. Try adding more themes that students may not have used before.		2. The theme has been replaced and is suitable for use

Before Revision**After Revision****Picture 4.3** Wordwall Before and After revision

The researcher worked on media revisions from the suggestions given by media experts and changed the theme or template according to expert advice. After the media had been revised, the researcher gave back the revised theme and media template. Then the media was tested again by the media expert to be seen and checked again to get validation. The results of the validation are as follows:

Table 4.2 Result of the media expert validation

Indicator	Assessment indicators	Validation scores			
		1	2	3	4
Media	Wordwall can be loaded and accessed easily.				✓
	Wordwall is accessible and maintainable.				✓
	Wordwall can be used as a media for teaching vocabulary.				✓
	Wordwall does not cause negative effects on the device.				✓
	Wordwall can be played from any computer or phone with an internet connection at any time.			✓	
Display and layout	The wordwall appearance remains attractive for use on any device.			✓	
	Wordwall was clear and easy to use.			✓	
	Wordwall was an interesting learning media.				✓
	Wordwall has an interactive development			✓	
	Wordwall was able to give new variations in teaching vocabulary.				✓

Before the calculation process was carried out, the researcher first collected evaluation data using a validated instrument. The data consisted of scores given by respondents for the developed product. All collected scores were then analyzed to assess the viability of the product. Once all the information had been analyzed and documented, the next step involved performing calculations to derive the feasibility percentage through this formula:

$$P = \frac{\text{Total score}}{\text{Maximum score}} \times 100\%$$

After the calculation session, a total of 36 scores have been obtained from the maximum comparison score of 40, with a percentage result reaching 90%, based on the eligibility table of criteria, which means the criteria are “Very Feasible”.

1) Result of material expert validation

Data from material experts is obtained using a validation sheet, which includes three aspects: first, the material and content are complete and clear. Second, the accuracy of the concept, which consists of material made by basic competencies and student needs. Third, the vocabulary used includes verbs, nouns, and adjectives. the validation sheet for material experts consists of 8 items.

This validation sheet was given to the material expert, namely the University Maritim Raja Ali Haji lecturer, on May 06, 2025. Then the validation sheet was filled in again after completing the revision on May 07, 2025. The following are the final results of the validation sheet :

Table 4.3 Result of the material expert validation

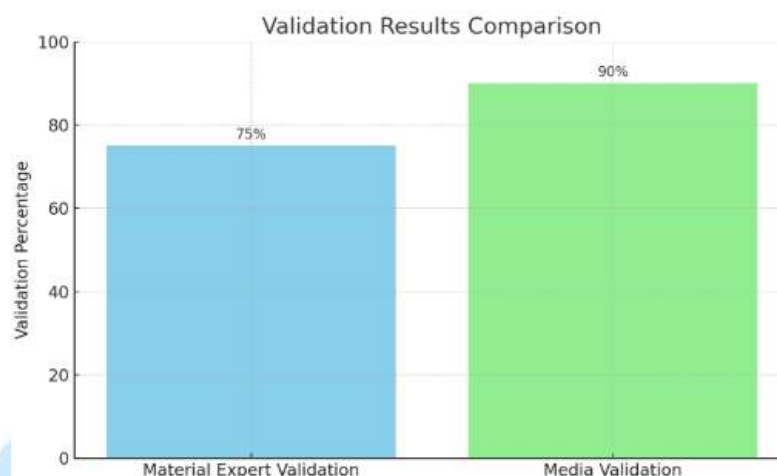
Indicator	Assessment indicators	Validation scores			
		1	2	3	4
Material or content	The material in the wordwall is interesting to learn.			✓	
	The material (vocabulary) used is easy to understand.			✓	
	The material (vocabulary) in wordwall is related to the topic (descriptive text).			✓	
	The material in the wordwall was completed: e.g., verb, noun, and adjective.				
Concept accuracy	The material in wordwall was made accordingly : Compare the social functions, text structures, and linguistic elements of several oral and written description texts by giving and asking for information related to descriptions of objects around, in the classroom, and at home by using the words There is / There are simply, according to the context of use.			✓	
	The material was made according to the student's needs.			✓	
	The material was made according to the skill, especially reading skills.			✓	
	The material was appropriate for seventh-grade students.			✓	

Before the calculation was carried out, the researcher had analyzed the evaluation data collected through a structured assessment instrument. The scores were given by the validator based on their assessment of the developed material. All responses had been carefully reviewed and documented to ensure the accuracy of the data. After all the necessary information had been gathered, the researcher proceeded to calculate the feasibility percentage using the following formula:

$$P = \frac{\text{Total score}}{\text{Maximum score}} \times 100\%$$

After doing the calculation, the total score generated is 24 total scores and 32 total maximums, with the acquisition of a percentage worth 75% based on the table of eligibility criteria, then the material is “Feasible”.

This wordwall media for vocabulary learning is developed based on the ADDIE model through two stages of validation. The first is media experts who conduct validation. In this media validation, there are comments or suggestions, and revisions have been made. After revision, the media expert gave validation to this media. There are no more revisions, but the expert advises that the material is suitable to be applied, which means this media is valid to be tested. The results of the validators were presented in the form of a diagram as follows :

Picture 4.4 Result of Validation Sheet

Based on the results of the two expert validators, the achievement of the results that the product developed is not revised and valid for testing, and can be continued to be implemented in class VII SMPN 15 Tanjungpinang.

4.1.4 Implementation

Before students use the product, the researcher shows the wordwall display and explains how to play the media. The product is implemented for students by practicing wordwall. Playing wordwall with the theme of things around us in the kitchen, bathroom, bedroom, and classroom. Students are directed to answer the pictures displayed on the screen according to the material things around them, to be guessed by them related to what they see, and the translation for students who know the answer, to train their memory. After playing together, the researcher tests their memory by answering quiz questions given through one of the students' WhatsApp and shared in their class group to be accessed together. After that, students can see

the results of correct or incorrect answers that have been filled in by them in the wordwall.

At the end of the lesson, students were given a practical test questionnaire to find out students' perceptions of the media developed through a questionnaire link distributed to their respective cellphones. The results of the student perception questionnaire of the product are as follows:

Table 4.4 Result Data of Questionnaire

No.	Indicator	Respon				Score
		1	2	3	4	
A	<i>Easiness</i>					
1	Wordwall, as learning media is easy to use.			11	12	81
2	Wordwall can be accessed easily.			11	12	81
3	Wordwall makes it easy for students to learn vocabulary.			6	17	85
B	<i>Attractiveness</i>					
4	Wordwall was an interesting learning media to use.			5	18	87
5	The many choices of display on wordwall were very suitable.			11	12	81
6	Wordwall was able to provide new variations in vocabulary teaching.			6	17	85
C	<i>Usefulness</i>					
7	The vocabulary learning process can be done effectively by using wordwall.			11	12	81
8	Wordwall has a positive impact on learning.			7	16	85
9	Wordwall was very helpful in learning vocabulary.			8	15	84
10	Wordwall as learning media feasible to use.			4	19	88

Total score	838
Maximum score	920

Before the calculation was carried out, the researcher collected and examined the results of the student response questionnaire to measure the practicality of using wordwall in vocabulary learning. The questionnaire consisted of several statements related to students' experiences and perceptions. After all the responses were recorded and verified, the researcher calculated the practicality percentage using the following formula:

$$P = \frac{\text{Total score}}{\text{Maximum score}} \times 100\%$$

Based on the student response questionnaire scores, a total score of 838 was obtained, with a maximum score of 920. After calculating, the percentage result is obtained with a value of 91.09%. Based on the table of practicality criteria, this category is included in the "highly functional" category, it can be determined that word walls are effective and the most suitable resource for learning vocabulary.

4.1.4 Evaluation

This evaluation was carried out after researcher obtained data from the implementation stage. The data was analyzed and then recapitulated. Before implementing the vocabulary learning wordwall to students, experts conducted validation. There were two expert validators. After revising the product based on Following the recommendations from the media specialist, the initial expert also

gained favorable feedback from the media specialist. The media specialist mentioned, "This media is flexible as it can be used both for independent practice and group learning activities, good job". The second was the material expert, and the expert said that the material is suitable for application.

The researcher implemented the product on 23 seventh-grade students at SMPN 15 Tanjungpinang. A total of 23 students were interested in learning by using wordwall media, and vocabulary learning presented simply becomes interesting because wordwall is easy to use, and also serves as a learning media to improve vocabulary through games because it has a simple appearance, easy to understand, varied and suitable for use in vocabulary learning.

4.2 Discussion

Based on the results of interviews with SMPN 15 Tanjungpinang English teacher, students lack vocabulary in the learning process, and students' interest is still lacking in the learning process. Because in the digital era, students prefer to see things digitally through YouTube, the Web, Applications, and other media. With this research entitled "Developing Wordwall For Vocabulary Learning In Seventh Grade At SMPN 15 Ttanjungpinang". Researchers developed a wordwall using the wordwall website as the media of choice to help students' understanding of learning vocabulary received good responses from material and media experts. Rosidah et al. (2024) stated that wordwall is a web-based learning media, and practically, various kinds of games can be used by teachers to make the learning process more interesting with students in the classroom.

This interactive learning media will function to overcome students' difficulties in learning, when compared to learning that only uses student books and teacher books, because there is interest in the learning process when using digital media. Wordwall has been implemented in class VII students at SMPN 15 Tanjungpinang, and students are very interested when doing the learning process using wordwall. After completing the implementation, the researcher then gave a questionnaire and asked students to fill it in honestly to find out students' perceptions of the product that had been used.

First, as responded by the media expert, the conclusion was drawn from the aspects of the media validation sheet about media, display, and layout. Based on the result of the media expert, the result of validation from media expert was 90 %. Based on the criteria's feasibility, the criteria were very feasible. Wordwall is the best media for vocabulary learning. This is the same as the theory by Novia et al. (2024), wordwall is a learning media that should be used and developed, but not just displayed or viewed displayed or seen only because this media is very extraordinary. Moreover, based on Sitompul et al. (2025) from wordwall, students can expand their understanding of English vocabulary without having to rely on dictionaries or teacher-provided translations.

Second, as the results by the material expert concluded that from the aspect of the material validation sheet, the validation results from the material expert were achieved with a total of 75% based on the eligibility criteria, which means that the material is feasible. The material about the vocabulary of objects around is clear and easy to understand, because the material is presented with a collection of simple and

easy to understand vocabulary. Therefore, the material can be validated to be tested and implemented for students of grade VII SMPN 15 Tanjungpinang.

Third, the students' perception of the product made and can be concluded from the questionnaire aspect. According to the outcomes from the usability assessment questionnaire, students' perceptions of the product given received a score of 91.09%. Based on practical criteria, which means that wordwall can be categorized as practical as a practical learning media for seventh-grade students at SMPN 15 Tanjungpinnang. This is the same as the theory that has been stated. According to Fakhruddin et al. (2021) the wordwall application is very influential on students' vocabulary comprehension. Students feel that with this learning, learning is more fun, and by using the wordwall application, understanding the material becomes easier to master, especially vocabulary learning. The wordwall application received a good response from seventh-grade students, so that students can be interested and interested in learning by using this wordwall application.

Based on some of the things above, which can support the practicality of this wordwall can be categorized into the very practical category. Therefore, it can be concluded that the wordwall for vocabulary learning in class VII at SMPN 15 Tanjungpinang meets students' perceptions of the product. The results of previous research conducted by Badas (2024), this study only focused on material up to descriptive text using vocabulary related to animals and houses for junior high school students. Although these studies have similarities in the context of the research, which leads to wordwalls. There are only differences, and the difference is that the previous study was made by designing a wordwall. Whereas, this research is

developed in vocabulary learning as a learning media to enable students can be involved and interested in learning new vocabulary. From the differences above, it seems that this research has novelty in developing wordwall for vocabulary learning in class VII at SMPN 15 Tanjungpinang.



CHAPTER V

CONCLUSION & SUGGESTION

5.1 Conclusion

Based on the research and development results obtained in developing wordwall for vocabulary learning in grade seven at SMPN 15 Tanjungpinang, wordwall has been developed by following the steps or procedures of the ADDIE model proposed (Surdyanto & Kurniawan, 2020). It begins with analyzing student needs through observations of interviews with English teachers at SMPN 15 Tanjungpinang.

After that, develop the wordwall by incorporating the material and validate the wordwall media with media experts. The media specialists achieved a score of 90%, while the content specialists received a score of 75%. This indicates that the wordwall is highly practical. After obtaining validation, the wordwall was then implemented in the classroom and tested directly with a total of 23 seventh-grade students, along with a questionnaire to gather student perceptions of the product. The outcomes of the survey revealed a significant rate of 91.09%. At present, Wordwall serves as an effective educational tool for seventh graders at SMPN 15 Tanjungpinang.

5.2 Suggestion

This study extends the ADDIE development framework (Surdyanto and Kurniawan, 2020). The next phase involves validating the product with specialists and evaluating the product to assess its suitability and accuracy. For future advancements, it is advised to utilize Wordwall as an educational tool not only for vocabulary acquisition but also for various subjects, as it can engage students with this tool while also enhancing their critical thinking skills to be more progressive, capable, and competent.



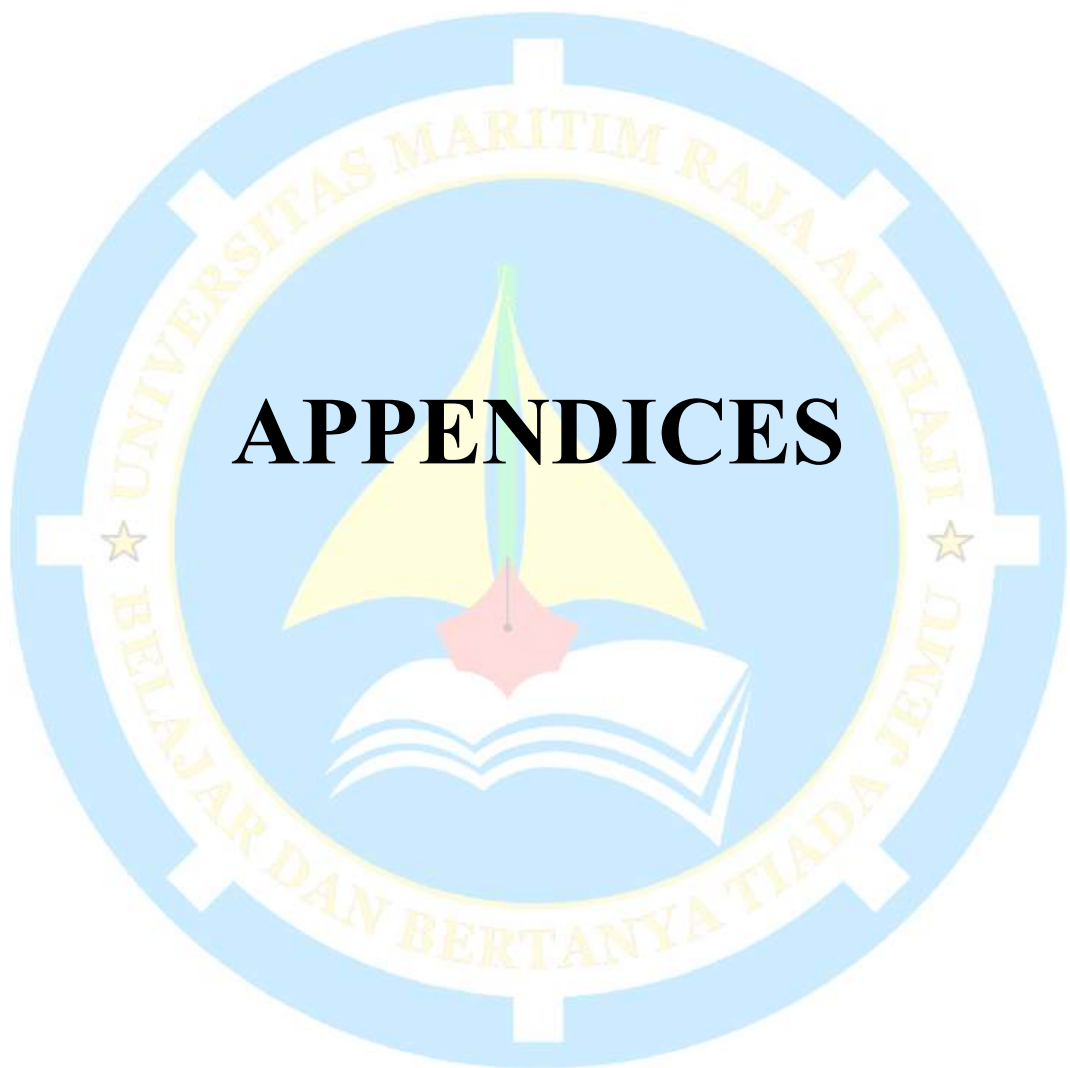
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Appendix 1. Result of the Interview with an English Teacher

No	Question	Answer
1.	Researcher :”Strategi, metode, atau model pembelajaran bagaimanakah yang sering Anda gunakan saat belajar bahasa Inggris di kelas”?	English Teacher : “Saya menggunakan strategi pembelajaran secara nyata atau langsung karena menurut saya ini akan sangat efektif dengan adanya contoh yang diberikan sesuai dengan yang mereka liat langsung”.
2.	Researcher : ”Apa saja kendala yang Anda alami selama proses mengajar di kelas”?	English Teacher : “Untuk kendala saat ini adalah siswa lebih cenderung dengan hal yang berkaitan dengan digital. Seperti YouTube, aplikasi lain yang mereka jumpai diluar sekolah. Namun dikarenakan akses disekolah masih terbatas dan kami guru juga masih tahap proses menyesuaikan kebutuhan siswa agar mereka semangat lagi dalam belajar”.
3.	Researcher : “Apa saja masalah yang dihadapi siswa selama kegiatan pembelajaran bahasa Inggris di kelas?”	English Teacher : “Siswa masih susah menguasai kosakata, meskipun sudah lumayan banyak latihan soal dan pemahaman untuk mereka pelajari, namun masih kurang yang membuat mereka terkadang tidak suka dengan pembelajaran kosakata”.
4.	Researcher : “Apakah dengan kurangnya pemahaman kosakata membuat siswa sulit belajar bahasa Inggris”?	English Teacher : “Ya, karena selama proses pembelajaran siswa lebih sulit untuk memahami arti dari teks maupun kalimat hal ini yang membuat siswa sulit menjawab pertanyaan”.
5.	Researcher : “Upaya apa yang dilakukan guru untuk mengatasi masalah tersebut”?	English Teacher : “Biasanya kami guru membuat suasana kelas agar lebih menarik kami mengajar menggunakan laptop dan infokus yang terbatas dengan membuat powerpoint dan menampilkannya disaat pembelajaran beserta mengajak siswa nonton video materi penjelasan lengkap dari YouTube”.

6.	Researcher : “Apakah anda pernah memanfaatkan teknologi dalam proses pembelajaran bahasa Inggris? Teknologi seperti apa”?	English Teacher : “Pernah, seperti yang diketahui bahwa guru menggunakan laptop dan infokus untuk menampilkan materi yang dibuat dalam media powerpoint”.
7.	Researcher : “Menurut anda, apakah dengan adanya media pembelajaran ini dapat mengatasi kendala dan masalah yang dihadapi”?	English Teacher : “Ya, sangat bisa diatasi karena siswa cenderung semangat belajar ketika menggunakan media digital seperti powerpoint ini”.
8.	Researcher : “Apakah Anda pernah mengembangkan media Wordwall sebagai media pembelajaran bahasa Inggris”?	English Teacher : “Belum pernah sih”.

QR-Code of the Teacher Interview



Appendix 2. Capaian Pembelajaran Mata Pelajaran Bahasa Inggris SMP/MTs

Elemen	Capaian Pembelajaran
Menyimak – Berbicara	Pada akhir Fase D, peserta didik menggunakan bahasa Inggris untuk berinteraksi dan saling bertukar ide, pengalaman, minat, pendapat dan pandangan dengan guru, teman sebaya dan orang lain dalam berbagai macam konteks familiar yang formal dan informal. Dengan pengulangan dan penggantian kosakata, peserta didik memahami ide utama dan detil yang relevan dari diskusi atau presentasi mengenai berbagai macam topik yang telah familiar dan dalam konteks kehidupan di sekolah dan di rumah. Mereka terlibat dalam diskusi, misalnya memberikan pendapat, membuat perbandingan dan menyampaikan preferensi. Mereka menjelaskan dan memperjelas jawaban mereka menggunakan struktur kalimat dan kata kerja sederhana.
Membaca – Memirsa	Pada akhir fase D, peserta didik membaca dan merespon teks familiar dan tidak familiar yang mengandung struktur yang telah dipelajari dan kosakata yang familiar secara mandiri. Mereka mencari dan mengevaluasi ide utama dan informasi spesifik dalam berbagai jenis teks. Teks ini dapat berbentuk cetak atau digital, termasuk diantaranya teks visual, multimodal atau interaktif. Mereka mengidentifikasi tujuan teks dan mulai melakukan inferensi untuk memahami informasi tersirat dalam sebuah teks.

Menulis – Mempresentasikan	Pada akhir Fase D, peserta didik mengomunikasikan ide dan pengalaman mereka melalui paragraf sederhana dan terstruktur, menunjukkan perkembangan dalam penggunaan kosakata spesifik dan struktur kalimat sederhana. Menggunakan contoh, mereka membuat perencanaan, menulis, dan menyajikan teks informasi, imajinasi dan persuasi dengan menggunakan kalimat sederhana dan majemuk untuk menyusun argumen dan menjelaskan atau mempertahankan suatu pendapat.
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Nama Sekolah : SMPN 15 Tanjungpinang

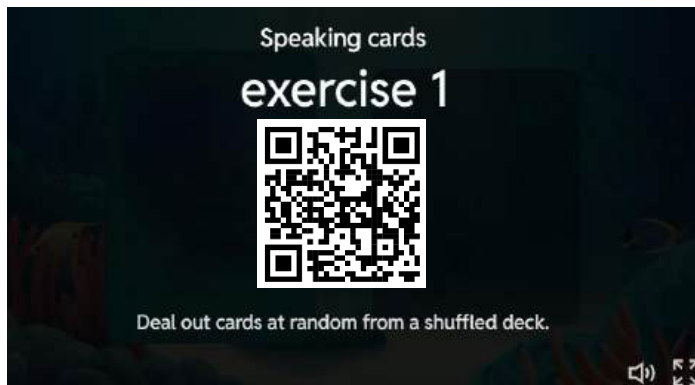
Mata Pelajaran : Bahasa Inggris

Kelas : VII (tujuh)

Elemen Pembelajaran Vocabulary-Bahasa Inggris Kelas VII SMPN 15 Tanjungpinang

Elemen CP	Indikator	keterangan
Mengenal dan menyebutkan kosakata benda di sekitark.	Siswa dapat menyebutkan kosakata benda-benda yang ada di sekitar dengan benar	Menyebutkan kata: table, chair, window, knife, bed dll.
Memahami makna kosakata benda di lingkungan sekitar	Siswa dapat menjelaskan arti kata benda secara sederhana	Menjelaskan arti “table” sebagai “meja” dan penggunaannya
Mengidentifikasi benda di lingkungan sekolah dan rumah	Siswa dapat menyebutkan dan menunjuk benda di sekolah dan rumah menggunakan kosakata yang tepat	Menggunakan tampilan gambar yang disajikan atau objek nyata di kelas atau rumah

Appendix 3. Wordwall display result



Appendix 4. Validation sheet

**VALIDATION SHEET FOR DEVELOPING WORDWALL FOR VOCABULARY
LEARNING IN SEVENTH GRADE AT 15 TANJUNGPINANG FOR MATERIAL
EXPERT**

Research Title	: Developing Wordwall For Vocabulary Learning In Seventh Grade At SMPN 15 Tanjungpinang
Researcher	: Winda Triromadani
Subject/Material	: English Language / Things Around Us
Nama Pembimbing	: 1. Assist. Prof. Dewi Murni, S.S., M.Hum. 2. Assist. Prof. Rahma Nuzulia, S.Pd., M.Li.
Institution	: English Language Education Study Program Faculty of Teacher Training and Education Universitas Maritim Raja Ali Haji

IDENTITY OF QUESTIONNAIRE TAKER

Name : Pradipta Agustina, S.Hum., M.Pd.
NIP : 199008172019032030
Institution : Faculty of Teacher Training and Education Universitas
 Maritim Raja Ali Haji

This assessment sheet is made to know the opinions, criticisms, and suggestions from you regarding “Developing Wordwall For Vocabulary Learning In Seventh Grade at Smpn 15 Tanjungpinang”. as for the opinions, criticisms, and suggestions given will be used as a reference for the author to make improvements and development of this Wordwall learning media. therefore, you can give a check mark (✓) in the appropriate assessment column.

- 1 = Not Valid
2 = Less Valid
3 = Valid
4 = Very Valid

Indicator	Assessment indicators	Validation scores			
		1	2	3	4
Material or content	The material in the wordwall is interesting to learn.			✓	
	The material (vocabulary) used is easy to understand.			✓	
	The material (vocabulary) in wordwall is related to the topic (descriptive text).			✓	
	The material in the wordwall was completed: e.g., verb, noun, and adjective.			✓	
Concept accuracy	The material in wordwall was made accordingly : Compare the social functions, text structures, and linguistic elements of several oral and	✓			

	written description texts by giving and asking for information related to descriptions of objects and things around us, in the classroom, and at home by using the words There is / There are simply, according to the context of use.	✓			
	The material was made according to the student's needs.	✓			
	The material was made according to the skill, especially reading skills.	✓			
	The material was appropriate for seventh-grade students.	✓			

Suggestion:

Fix the vocabulary choices and the quiz. Make sure that the
vocabulary taught are the ones that appear in the quiz. Please
revised.

Tanjungpinang, 6 Mei 2025
 Validator,



(Pradipta Agustina, S.Hum.M.Fil.)
 NIP 199008192019032030

**VALIDATION SHEET FOR DEVELOPING WORDWALL FOR VOCABULARY
LEARNING IN SEVENTH GRADE AT 15 TANJUNGPINANG FOR MATERIAL
EXPERT**

Research Title : Developing Wordwall For Vocabulary Learning In Seventh
Grade At SMPN 15 Tanjungpinang

Researcher : Winda Triomadani

Subject/Material : English Language / Things Around Us

Nama Pembimbing : 1. Assist. Prof. Dewi Murni, S.S., M.Hum.
2. Assist. Prof. Rahma Nuzulia, S.Pd., M.Li.

Institution : English Language Education Study Program Faculty of
Teacher Training and Education Universitas Maritim Raja Ali
Haji

IDENTITY OF QUESTIONNAIRE TAKER

Name : Pradipta Agustina, S.Hum., M.Pd.

NIP : 199008172019032030

Institution : Faculty of Teacher Training and Education Universitas
Maritim Raja Ali Haji

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- 1 = Not Valid
2 = Less Valid
3 = Valid
4 = Very Valid

Indicator	Assessment indicators	Validation scores			
		1	2	3	4
Material or content	The material in the wordwall is interesting to learn.			✓	
	The material (vocabulary) used is easy to understand.			✓	
	The material (vocabulary) in wordwall is related to the topic (descriptive text).			✓	
	The material in the wordwall was completed: e.g., verb, noun, and adjective.			✓	
Concept accuracy	The material in wordwall was made accordingly : Compare the social functions, text structures, and linguistic elements of several oral and			✓	

	written description texts by giving and asking for information related to descriptions of objects and things around us, in the classroom, and at home by using the words There is / There are simply, according to the context of use.				
	The material was made according to the student's needs.			✓	
	The material was made according to the skill, especially reading skills.			✓	
	The material was appropriate for seventh-grade students.			✓	

Suggestion:

Material is suitable to be applied.

Tanjungpinang, 07 Mei 2025

Validator,



(Pradipta Agustina, S.Hum., M.Pd.)
NIP. 199008172019032030

**VALIDATION SHEET FOR DEVELOPING WORDWALL FOR VOCABULARY
LEARNING IN SEVENTH GRADE AT SMPN 15 TANJUNGPINANG FOR MEDIA
EXPERT**

Research Title : Developing Wordwall For Vocabulary Learning In Seventh Grade At SMPN 15 Tanjungpinang

Researcher : Winda Triomadani

Nama Pembimbing : 1. Assist. Prof. Dewi Murni, S.S., M.Hum.
2. Assist. Prof. Rahma Nuzulia, S.Pd., M.Li.

Institution : English Language Education Study Program Faculty of Teacher Training and Education Universitas Maritim Raja Ali Haji

IDENTITY OF QUESTIONNAIRE TAKER

Name : Rina Kartina, S.Pd.I

NIP : 198404212008012005

Institution : SMPN 15 Tanjungpinang

This assessment sheet is made to know the opinions, criticisms, and suggestions from you regarding "Developing Wordwall For Vocabulary Learning In Seventh Grade at Smpn 15 Tanjungpinang". as for the opinions, criticisms, and suggestions given will be used as a reference for the author to make improvements and development of this Wordwall learning media. therefore, you can give a check mark (✓) in the appropriate assessment column.

1 = Not Valid

2 = Less Valid

3 = Valid

4 = Very Valid

Indicator	Assessment indicators	Validation scores			
		1	2	3	4
Media	Wordwall can be loaded and accessed easily.			✓	
	Wordwall is accessible and maintainable.			✓	
	Wordwall can be used as a media for teaching vocabulary.			✓	

	Wordwall does not cause negative effects on the device.			✓	
	Wordwall can be played from any computer or phone with an internet connection at any time.			✓	
Display and layout	The wordwall appearance remains attractive for use on any device.			✓	
	Wordwall was clear and easy to use.			✓	
	Wordwall was an interesting learning media.			✓	
	Wordwall has an interactive development		✓		
	Wordwall was able to give new variations in teaching vocabulary.		✓		

Suggestion :

Making a development is very good. It's just that you need to add more variations that are appropriate and appropriate to the material. Try adding more themes that students may not have used before.

Tanjungpinang, 05 Mei 2025
Validator,

Rh.
(RUSA KARTINA)
NIP. 19040421 200801 2005

**VALIDATION SHEET FOR DEVELOPING WORDWALL FOR VOCABULARY
LEARNING IN SEVENTH GRADE AT SMPN 15 TANJUNGPINANG FOR MEDIA
EXPERT**

Research Title : Developing Wordwall For Vocabulary Learning In Seventh Grade
At SMPN 15 Tanjungpinang

Researcher : Winda Triromadani

Nama Pembimbing : 1. Assist. Prof. Dewi Murni, S.S., M.Hum.
2. Assist. Prof. Rahma Nuzulia, S.Pd., M.Li.

Institution : English Language Education Study Program Faculty of Teacher
Training and Education Universitas Maritim Raja Ali Haji

IDENTITY OF QUESTIONNAIRE TAKER

Name : Rina Kartina, S.Pd.I

NIP : 198404212008012005

Institution : SMPN 15 Tanjungpinang

This assessment sheet is made to know the opinions, criticisms, and suggestions from you regarding "Developing Wordwall For Vocabulary Learning In Seventh Grade at Smpn 15 Tanjungpinang". as for the opinions, criticisms, and suggestions given will be used as a reference for the author to make improvements and development of this Wordwall learning media. therefore, you can give a check mark (✓) in the appropriate assessment column.

1 = Not Valid
2 = Less Valid
3 = Valid
4 = Very Valid

Indicator	Assessment indicators	Validation scores			
		1	2	3	4
Media	Wordwall can be loaded and accessed easily.				✓
	Wordwall is accessible and maintainable.				✓
	Wordwall can be used as a media for teaching vocabulary.				✓
	Wordwall does not cause negative effects on the device.				✓
	Wordwall can be played from any computer or phone with an internet connection at any time.			✓	
Display and layout	The wordwall appearance remains attractive for use on any device.			✓	
	Wordwall was clear and easy to use.			✓	
	Wordwall was an interesting learning media.				✓

	Wordwall has an interactive development			✓	
	Wordwall was able to give new variations in teaching vocabulary.				✓

Suggestion :

This media is flexible as it can be used both for independent practice and group learning activities. The theme has been repeated and suitable. Media is suitable to be applied and good job.

Tanjungpinang, 06 Mei 2025
Validator,

R.K.
(RINA KARTINA)
NIP. 198404212008012008

Appendix 5. Questionnaire

Students' Response Perception Toward the Product

Total respons siswa : 23 siswa

Kelas : VII

No.	Indikator	Respon			
A	Kemudahan	1	2	3	4
1	Wordwall sebagai media pembelajaran yang mudah digunakan.	-	-	11	12
2	Wordwall dapat diakses dengan mudah.	-	-	11	12
3	Wordwall memudahkan siswa untuk mempelajari kosakata.	-	-	6	17
B	ketertarikan				
4	Wordwall adalah media pembelajaran yang menarik untuk digunakan.	-	-	5	18
5	Banyaknya pilihan tampilan pada wordwall yang sangat sesuai.	-	-	11	12
6	Wordwall dapat memberikan variasi baru dalam pengajaran kosakata.	-	-	6	17
C	kegunaan				
7	Proses pembelajaran kosakata dapat dilakukan secara efektif dengan menggunakan wordwall.	-	-	11	12
8	Wordwall memiliki dampak positif pada pembelajaran.	-	-	7	16
9	Wordwall sangat membantu dalam mempelajari kosakata.	-	-	8	15
10	Wordwall sebagai media pembelajaran yang layak digunakan.	-	-	4	19



QR-CODE Students' Perception Toward the Product

Result of Students' Response Perception

No.	Nama	Jenis Kelamin	1. Wordwall sebagai media pembelajaran mudah digunakan	2. Wordwall dapat diakses dengan mudah	3. Wordwall memudahkan siswa mempelajari kosakata	4. Wordwall adalah media pembelajaran yang menarik untuk digunakan	5. Banyaknya pilihan tampilan pada wordwall yang sangat cocok	6. Wordwall mampu memberikan variasi baru dalam pengajaran kosakata	7. Proses pembelajaran kosakata dapat dilakukan secara efektif dengan menggunakan wordwall	8. Wordwall memiliki dampak positif pada pembelajaran	9. Wordwall sangat membantu dalam mempelajari kosakata	10. Wordwall sebagai media pembelajaran yang layak digunakan
1.	Putri Mahesa	Perempuan	3	3	4	4	4	3	3	4	4	4
2.	Amira Sofina	Perempuan	4	3	4	3	3	4	4	4	3	4
3.	Fitriana Herliyana	Perempuan	3	3	4	4	3	4	3	4	3	4
4.	Septiana Lesya Putri	Perempuan	4	3	3	4	4	4	3	4	3	4
5.	Bima Septian	Laki-laki	3	3	4	4	3	4	3	3	4	4
6.	Gunawan	Laki-laki	3	3	4	4	4	4	3	4	3	4
7.	Alfira Soviana	Perempuan	4	3	3	4	4	4	3	3	4	3
8.	Piskilia Agata	Perempuan	3	4	4	4	3	3	4	3	4	4
9.	Nisa	Perempuan	3	3	4	4	3	4	3	4	4	4
10.	Vanesha Vivien Zahra	Perempuan	3	3	4	3	4	3	3	4	4	4
11.	Victoria veronika	Perempuan	3	3	4	3	3	3	3	3	3	3
12.	Trindani	Perempuan	4	4	4	4	3	4	4	4	4	4
13.	Umay yulana	Perempuan	4	4	4	4	4	4	4	4	4	4
14.	Fajar	Laki-laki	4	4	4	4	4	4	4	4	4	4
15.	Riski syahputra	Laki-laki	3	4	3	4	3	4	3	4	3	4
16.	Dimas syahputra	Laki-laki	4	4	4	4	4	4	4	4	4	4
17.	Khailila anastasya	Perempuan	4	4	4	4	4	4	4	4	4	4
18.	Wan raja zahari	Laki-laki	4	4	4	4	4	4	4	4	4	4
19.	Rahman Awiyanto	Laki-laki	4	4	4	4	4	4	4	4	4	4
20.	Anugrah Maulidhan	Laki-laki	3	4	3	4	3	3	4	3	3	4
21.	Ishaan Raj Abdul Malik	Laki-laki	3	3	3	3	3	3	3	3	3	3
22.	Berenda Lim	Perempuan	4	4	4	4	4	4	4	4	4	4
23.	Muhammad Danish Wirayudha Pratama	Laki-laki	4	4	3	3	3	4	4	3	4	3

Appendix 6. Research Permit from KESBANGPOL



PEMERINTAH KOTA TANJUNGPINANG
BADAN KESATUAN BANGSA DAN POLITIK
Jalan. Daeng Celak Gedung A Lantai 3 dan 4, Senggarang – Tanjungpinang
Telepon. (0771) 314974, Faksimili. (0771) 314974

REKOMENDASI PENELITIAN
Nomor : 071/58/4.5.01/2025

Dasar : 1. Peraturan Menteri Dalam Negeri Nomor 3 Tahun 2018 Tentang Perubahan atas Peraturan Menteri Dalam Negeri Nomor 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Penelitian;
2. Peraturan Daerah Kota Tanjungpinang No 6 Tahun 2020 Tentang Perubahan atas Peraturan Daerah Kota Tanjungpinang No 11 Tahun 2016 tentang Pembentukan dan Susunan Perangkat Daerah Kota Tanjungpinang.

Menimbang : Surat dari Universitas Maritim Raja Ali Haji Tanjungpinang Nomor: 2302/UN53.5/DT.00.01/2025 tanggal 20 Februari 2025.

Kepala Badan Kesatuan Bangsa dan Politik Kota Tanjungpinang, memberikan rekomendasi kepada :

a. Nama / Obyek : **WINDA TRIROMADANI**
b. NIM/Jurusan /Perguruan : 2103050010/Pendidikan Bahasa Inggris/ UMRH/ S-1
Tinggi / Jenjang
c. Untuk : Melakukan penelitian, dengan proposal berjudul : **"DEVELOPING WORDWALL FOR VOCABULARY LEARNING IN SEVENTH GRADE AT SMPN 15 TANJUNGPINANG"**.

- 1) Lokasi Penelitian:
 - Dinas Pendidikan Kota Tanjungpinang;
 - SMP Negeri 15 Tanjungpinang.
- 2) Waktu / Lama penelitian : selama 3 (tiga) bulan terhitung 25 Februari 2025 s.d. 25 Mei 2025;
- 3) Sebelum melakukan penelitian, agar melapor kepada pemerintah dan atau instansi setempat;
- 4) Apabila masa berlaku pemberitahuan ini sudah berakhir, sedangkan pelaksanaan penelitian belum selesai, perpanjangan masa penelitian harus diajukan kembali kepada instansi yang berwenang;
- 5) Melaporkan hasil penelitian yang telah dilakukan sebagai masukan bagi pemerintah setempat.

Demikian rekomendasi ini dibuat untuk digunakan sebagaimana mestinya.

Dibuat di : Tanjungpinang
Pada tanggal : 25 Februari 2025
a.n KEPALA BADAN,
SEKRETARIS


DEKI ISKANDAR DINATA, S.STP
Pembina Tk. I /IV.b
NIP. 19790526 199810 1 001

Tembusan :
1. Kepala Badan Perencanaan Pembangunan Penelitian dan Pengembangan Kota Tanjungpinang;
2. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Tanjungpinang;
3. Kepala Dinas Pendidikan Kota Tanjungpinang;
4. Kepala SMP Negeri 15 Tanjungpinang;
5. Yang bersangkutan;



Appendix 7. Research Permit from Dinas Pendidikan



PEMERINTAH KOTA TANJUNGPINANG
DINAS PENDIDIKAN

Jalan Soekarno Hatta Nomor 1, Tanjungpinang 29113
 disdik.tanjungpinangkota.go.id

REKOMENDASI
 NOMOR: B/420/91/5.3.04/2025

TENTANG
SURAT IZIN PENELITIAN

Berdasarkan surat dari Badan Kesatuan Bangsa dan Politik Pemerintah Kota Tanjungpinang Nomor: 071/56/4.5.01/2025 tanggal 25 Februari 2025, dengan ini Kepala Dinas Pendidikan Kota Tanjungpinang:

MEMBERIKAN IZIN:

Kepada :
 Nama : **WINDA TRIROMADANI**
 NIM : 2103050010
 Jurusan : Pendidikan Bahasa Inggris
 Perguruan Tinggi : **UMRAH**
 Jenjang : S-1
 Untuk : Melakukan Penelitian dengan proposal berjudul:
**"DEVELOPING WORDWALL FOR VOCABULARY LEARNING
 IN SEVENTH GRADE AT SMPN 15 TANJUNGPINANG".**

1. Lokasi Penelitian:
 - Dinas Pendidikan Kota Tanjungpinang
 - SMP Negeri 15 Tanjungpinang
2. Waktu/ Lama penelitian: selama 3 (tiga) bulan terhitung 25 Februari 2025 s.d. 25 Mei 2025;
3. Sebelum melakukan penelitian, agar melapor kepada Pemerintah dan atau Instansi setempat;
4. Apabila masa berlaku pemberitahuan ini sudah berakhir, sedangkan pelaksanaan penelitian belum selesai, perpanjangan masa penelitian harus diajukan kembali kepada Dinas Pendidikan Kota Tanjungpinang; dan
5. Melaporkan hasil penelitian yang telah dilakukan sebagai masukan bagi Dinas Pendidikan Kota Tanjungpinang.

Demikian Surat Rekomendasi ini dibuat untuk digunakan seperlunya.

Kepala Dinas,



Drs. TEGUH AHMAD SYAFARI, M.Si
 Pembina Utama Muda (IV/c)
 NIP.197403091993031005

Appendix 8. Statement of Completion Research from SMPN 15

Tanjungpinang



PEMERINTAH KOTA TANJUNGPINANG
DINAS PENDIDIKAN
SMP NEGERI 15 TANJUNGPINANG

Alamat : Jln. Borobudur No. 34 Telp (0771) 316349 Tanjungpinang 29121
Email : smpn15tanjungpinang@gmail.com



SURAT KETERANGAN

Nomor : B/422/086/5.3.2.15/2025

Yang bertanda tangan di bawah ini :

Nama : Drs. Arifurahman Ashshiddieqy
Jabatan : Kepala Sekolah

Dengan ini menerangkan bahwa :

a. Nama : WINDA TRIROMADANI
b. Nim : 2103050010
c. Perguruan Tinggi : Universitas Maritim Raja Ali Haji
d. Jenjang Pendidikan : S1
e. Prodi : Pendidikan Bahasa Inggris
f. Judul Penelitian :

"DEVELOPING WORDWALL FOR VOCABULARY LEARNING IN SEVENTH GRADE AT SMPN 15 TANJUNGPINANG."

Yang bersangkutan benar telah selesai melakukan penelitian dan pengumpulan data dalam rangka menyelesaikan skripsi mulai tanggal 25 Februari 2025 s.d 25 Mei 2025 pada SMP Negeri 15 Tanjungpinang.

Demikian Surat Keterangan ini dibuat untuk dipergunakan seperlunya.

Tanjungpinang, 08 Mei 2025
Kepala SMPN 15 Tanjungpinang

Drs. Arifurahman Ashshiddieqy
NIP. 19660807 199702 1 003

Appendix 9. Documentation

Implementation of Wordwall for seventh-grade students



**QR-CODE for Documentation of
Implementation Stage**



Appendix 10. Plagiarism-Free Certificate

	KEMENTERIAN PENDIDIKAN TINGGI, SAINS, DAN TEKNOLOGI UNIVERSITAS MARITIM RAJA ALI HAJI FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS Jalan Raya Dompok, Pulau Dompok, Tanjungpinang 29111 Telepon (0771) 4500099; Faksimile (0771) 4500090, Kotak Pos 155 Laman http://fkip.umrah.ac.id, Posel fkip@umrah.ac.id
SERTIFIKAT BEBAS PLAGIASI	
No: 239/UN53.20.12/DT.01/2025 Diberikan kepada:	
Nama NIM Program Studi Judul Skripsi	: Winda Triomadani : 2103050010 : Pendidikan Bahasa Inggris : Developing Wordwall For Vocabulary Learning In Seventh Grade At SMPN 15 Tanjungpinang
Naskah Skripsi yang disusun sudah memenuhi kriteria anti plagiarasi yang ditetapkan oleh Program Studi Pendidikan Bahasa Inggris Universitas Maritim Raja Ali Haji.	
Tanjungpinang, July 29th 2025 Koordinator Program Studi Pendidikan Bahasa Inggris  Asist. Prok. Dewi Murni, S.S., M.Hum, NIP 197906162014042001	

CURRICULUM VITAE



Winda Triromdani was born in Letung, December 2th 2002. She was the third child of three siblings born to Mr. Yusni and the late Mrs. Atmah. Her older brothers were Yandi Putra and Hendri Gunawan. She began her education at SD Negeri 001 Letung. Then, she continued her study at SMP Negeri 1 Jemaja for her junior high school. After that, she continued to SMA Negeri 1 Jemaja for her senior high school. In 2021, she continued her study at Universitas Maritim Raja Ali Haji. She was accepted as a student of the English Language Education Study Program, Department of Language and Arts Education, Faculty of Teacher Training and Education at Universitas Maritim Raja Ali Haji. Actively participated in the KIP-K UMRAH Scholarship Student Organization during the 2022-2023 period.

She was an active member of the English Language Education Student Association (HIMA PBI) for two periods, from 2022 to 2023. On Wednesday, June 18th, 2025, through the minutes of the thesis session, she was declared "PASSED" from the English Language Education Study Program (S-1 degree) after completing her thesis as one of the final requirements to earn a bachelor's degree, with the title "Developing Wordwall For Vocabulary Learning In Seventh Grade At SMPN 15 Tanjungpinang".