

CHAPTER 2

LITERATURE REVIEW

This chapter briefly explains some theories that support the research. The theories are related to Wordwall as a teaching media and the theory of learning vocabulary.

2.1 Theoretical Framework

2.1.1 Wordwall as a Teaching Media

Wordwall is an application with various features that can be used to hone students' vocabulary. According to Uspa (2020), Wordwall is a web application with many features that provide bulletin boards with various themes and activities, including the game as support tools for learning vocabulary. Additionally, Hasram et al. (2021) stated that the Wordwall application serves as a gaming platform suitable for enhancing students' vocabulary skills. Wordwall enables the creation of interactive activities for educational purposes.

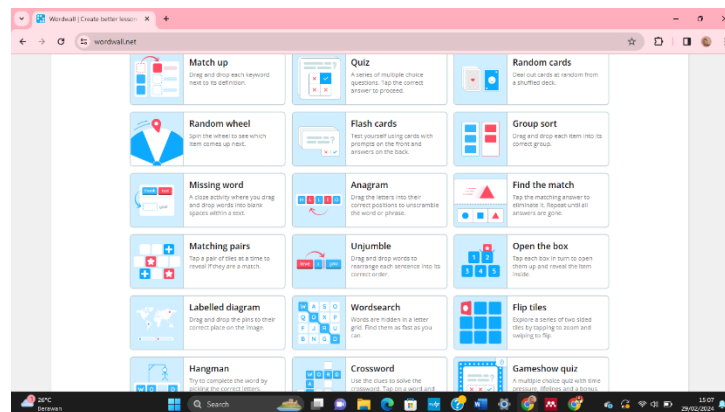


Figure 2. 1 Wordwall Templates

Wordwall has 18 features that can be used for free five times. These features include match-up, quiz, random cards, random wheel, group sort, anagram, missing word, find the match, flashcards, missing pairs, unjumble, open the box, word search, labeled diagram, hangman, flip tiles, crossword, and gameshow quiz, which can be used as learning

media options. In addition, Wordwall can be used as a learning media to enrich vocabulary, improve reading, and improve writing skills.



Figure 2. 2 Wordsearch Wordwall

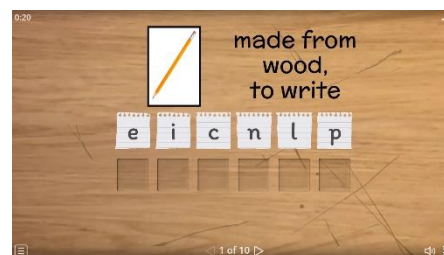


Figure 2. 3 Anagram Wordwall

The use of Wordwall is exciting, besides users can provide access to the media they have made online (Sinaga and Soesanto, 2022). In older versions of Wordwall, there is a print feature that allows quizzes or games that have been created to be printed and distributed to students. However, the latest version of Wordwall now does not have this feature. So, the users must use media such as a laptop or computer connected to the internet network. It was related to Amany (2020), who claimed that Wordwall is a website-based application that can be used to create learning media such as quizzes.

Many previous studies have revealed that Wordwall has many strengths and weaknesses. Some of the strengths include:

1. To encourage students to be more engaged and active in online learning. (Rahmawati and Elijayanti, 2022)
2. Easy to access, has both free and paid options, and comes with several templates (Rahmi and Angria, 2021)
3. Game questions can be sent via WhatsApp, Google Classroom, and several other platforms. In addition, Wordwall can be PDF and

printable, making it easy to use as an exercise for students. (Mahyudi, 2022).

In addition, there are many strengths to Wordwall, and there are certainly some weaknesses:

1. Wordwall offers many templates, but only 6 of them can be used for free. The rest we need to pay if we want to use them. (Swari, 2023)
2. Wordwall cannot upload video or audio, so It cannot focus on learning speaking and listening. (P.M. Sari and Yarza, 2021).

It can be concluded that Wordwall is a website-based application that cannot be downloaded on mobile phones or tablets. In addition, Wordwall provides useful and accessible features for teachers, such as sharing quizzes in Google Classroom or providing links and QR codes to make it easier for students to access Wordwall quizzes that teachers have created.

2.1.2 Learning Vocabulary

Vocabulary is an important component in foreign language learning. Vocabulary is one of the components of language. Vocabulary plays a significant role in learning a language. Furthermore, Manangkari (2018) states that students who develop a vocabulary in their brains will easily select words on certain occasions. Vocabulary is a fundamental part of language proficiency and is essential for language competence (Firda et al., 2021). In addition, Urbayati (2017) said, "Vocabulary is a core component of language proficiency and provides much of the foundation for how well learners speak, listen, read, and write." This means that vocabulary is an important element that affects the four English language skills there are listening, speaking, reading, and writing. Therefore, students must have a large vocabulary to support their skills.

There are four different kinds of vocabulary. According to Montgomery's theory (2009), one is speaking vocabulary, the words we use in everyday talk. Among them is writing vocabulary, the words we

use in notes, letters, reports, or other types of writing. It is a bit bigger because we have time to stop and find the right word. The listening vocabulary is still more extensive. It consists of words that we understand when we hear them. Many of these words we will never use in speaking or writing. The reading vocabulary is the largest. It consists of all the words that we recognize when we see them.

Moreover, Sipayung (2018) also mentioned several different types of vocabulary, such as listening vocabulary, speaking vocabulary, reading vocabulary, and writing vocabulary.

1. Listening vocabulary

Listening vocabulary includes all the words that can be identified when listening to a conversation. The size of this vocabulary is influenced by the surrounding context and the intonation of the speaker.

2. Speaking vocabulary

Speaking vocabulary includes all the words that can be used in speech. Due to the spontaneous nature of the speaking vocabulary, words are often misused. While this misuse may occur on a small scale and unintentionally, it can be corrected through facial expressions, voice intonation, or hand gestures.

3. Reading vocabulary

Reading vocabulary is all the words that can be recognized when reading.

4. Writing vocabulary

Writing vocabulary is all the words that can be used in writing. Learning vocabulary must be based on the right strategy, commonly referred to as Vocabulary Learning Strategies (VLS). VLS are specific strategies utilized in vocabulary learning activities in the target language. VLS has become part of language learning strategies, which is intended to encourage self-direction for learners (Ghazal, 2007). Utilizing technology tools is part of VLS that can

assist during learning because technology is a crucial element in facilitating learning (Webb and Doman, 2020). In addition, Asgari (2012) defines vocabulary learning strategies as stages taken by learners when learning new words. VLS can help junior high school students because it helps them understand new words, increases their wealth of vocabulary, and encourages them to become independent learners (Bakti, 2018).

Schmitt & Schmitt (2020) differentiate vocabulary learning strategies into 5 groups. Determination Strategies (DET), Social Strategies (SOC), Memory Strategies (MEM), Cognitive Strategies (COG), and Metacognitive Strategies (MET).

1. Determination Strategies (DET)

Determination strategies are personal methods that learners use to decipher the meaning of new words independently, without relying on others like teachers or classmates. These strategies involve analyzing linguistic structures, such as parts of speech, prefixes, and roots, to infer word meanings (Huong, 2018; Schmitt & Schmitt, 2020).

2. Social Strategies (SOC)

Interaction with others can involve seeking synonyms, rephrasing, or translating unfamiliar words. In group settings, learners can work together to explore and practice the meanings of new vocabulary. Additionally, these strategies recommend engaging with native speakers to enhance vocabulary learning.

3. Memory Strategies (MEM)

Memory strategies help learners retain and recall words by linking them to their existing knowledge or personal experiences (Han, 2014; Pradina & Listyani, 2021; Schmitt & Schmitt, 2020). These strategies enable learners to utilize visual aids or categorization methods to better encode and retrieve new vocabulary.

4. Cognitive Strategies (COG)

Cognitive strategies, similar to memory strategies, involve connecting new words to existing knowledge or prior experiences. However, cognitive strategies differ in that they do not rely on specific mental processes or techniques to facilitate this connection.

5. Metacognitive Strategies (MET)

The strategies empower learners to refine their intake and prioritize which words are worth learning. Given the vastness of vocabulary and limited resources, students must focus on acquiring the most practical and useful words to enhance their language proficiency (Huong, 2018).

Students can utilize technology in learning English vocabulary. Many researchers (e.g., Radhakrishnan, 2017; Kramsch & Thorne, 2002; Tseng, 2019; Tran, 2018) have asserted that technology and technological devices could be used to engage English vocabulary learning in developing skills. Additionally, Song and Fox (2008) have confirmed that the utilization of mobile devices can inspire learners to engage in learning activities and prompt them to focus on the necessary vocabulary tasks. Mobile devices can be mobile phones, tablets, laptops, and computers. Golonka et al. (2018) found that that technology had positive effects, including enhancing learners' motivation, efficiency, and communication frequency. Additionally, it contributed to developing learners' language knowledge and skills in areas such as speaking, listening, vocabulary, and grammar, along with metacognitive and metalinguistic knowledge. Furthermore, technology enriched input resources and facilitated peer feedback. This analysis supports the efficacy and feasibility of incorporating technology into language learning. This review underpinned the

effectiveness and practicality of technology-enhanced language learning. This means that the use of technology affects students' English learning, including vocabulary learning. Additionally, the implementation of technological resources to augment vocabulary development might be more effective for outside the classroom learning conditions, as in most cases, formal educational settings are resistant to integrating new technologies into the established curricula and teaching methodologies (Lai & Gu, 2011).

Vocabulary learning certainly has several strategies, such as metacognitive, cognitive, memory, and activation. In vocabulary learning, of course, it can utilize digital technology as a learning medium, such as handphones, tablets, laptops, and computers. It can be accessed via the internet network, such as websites, tools, and applications in vocabulary learning activities.

2.2 Study of Relevant Research

The researchers reviewed and studied relevant studies before deciding to conduct this research. Most studies investigated the influence and concept of teaching vocabulary using Wordwall. The first study was conducted by Fushshilat (2019), who studied how the concept of teaching using Wordwall affects students' vocabulary mastery, which consisted of five classes with a total of 155 students. She studied using quantitative methods and experimental research. There is a significant influence of Wordwall media on students' vocabulary mastery. It can be seen from the scores achieved by those students who got higher scores after the researcher gave the treatment by word wall as a media in teaching vocabulary. Based on the result of the data analysis, the researcher concluded that there was an influence of using Wordwall on the student's vocabulary mastery.

Another research was conducted by Misrawati et al. (2020). They found that the Wordwall technique was effective for teaching vocabulary. The word “effective” here means that the Wordwall technique positively changes teaching and learning. Here, the Wordwall technique helps the students to vocabulary mastery interestingly and communicatively. The subject of this research consisted of 52 students in the first grade of junior high school. The design of the research was quasi-experimental design, where the research used two groups, they experimental group, and the control group. The result of this studied, it could be concluded that word wall technique was an effective technique in teaching vocabulary. The teacher could use this technique as an alternative way in teaching English not only to memorize and understanding the words but the students were more able to make sentences. The class activity was more fun because the students actively participated in the study so they would not feel bored whether the teacher could use this technique for their class based on some specific learning objective, even at the Elementary School or junior High School level.

Jannah and Syafryadin (2022) also conducted similar research. Their research was designed to analyze students' perspectives on the use of Wordwall as vocabulary learning media. Furthermore, the difference in this research lies in data collection. This research used a quantitative method and used simple random sampling. In contrast, this research uses qualitative methods and semi-structured interviews to collect data. In addition, they can also obtain broader results, such as their perceptions and actions related to the use of Wordwall in improving students' vocabulary skills.