

## **CHAPTER II**

### **REVIEW OF THE RELATED LITERATURE**

This chapter consisted of theories based on the research problems and previous studies about this study. This chapter concludes the theories of vocabulary, teaching vocabulary, Wordwall as a pedagogical tool.

#### **2.1 Teaching Vocabulary**

In this chapter, the researcher will discuss in depth about vocabulary teaching, which is a crucial element in the language learning process. First of all, the definition of teaching as an interaction process that aims to transfer knowledge and skills to students will be explained. Next, a specific definition of vocabulary teaching will be outlined as well as various effective techniques in teaching it, which are expected to improve students' understanding and use of vocabulary optimally.

##### **2.1.1 Definition of Teaching**

Teaching is a dynamic process undertaken by educators to impart knowledge, skills, and values to their students. According to Brown (1980), teaching is a complicated undertaking that goes beyond the mere transmission of knowledge to include the facilitation of learning. This interactive approach requires educators to adapt their methods and materials to suit the diverse backgrounds, learning styles, and proficiency levels of their students. Effective teaching, therefore, necessitates a deep understanding of language acquisition principles, the needs and contexts of learners, and the ability to create an engaging learning environment.

Additionally, teaching is recognized as a skill that integrates theoretical knowledge with practical application. Newton (1995), as cited in Rasuan (2018), describes teaching as the ability to guide students toward achieving linguistic and communicative competence in the target language, emphasizing the importance of both linguistic accuracy and effective communication. Hornby (1992) further defines teaching as the process of imparting knowledge to enable understanding and action. From these perspectives, teaching is not only about delivering content but also about equipping learners with the skills necessary to use language meaningfully and effectively in real-world contexts.

Teaching, as a process of imparting knowledge, skills, and values, emphasizes the need for interactive and adaptive methodologies to meet the diverse needs of learners. Effective teaching, particularly in language education, requires strategies that facilitate active engagement and practical application. In this context, digital tools such as Wordwall serve as innovative pedagogical aids that align with the principles of effective teaching by fostering an interactive and student-centered learning environment.

In conclusion, teaching is understood as a dynamic, interactive process that aims to deliver knowledge, skills, and values through adaptive methods that suit the varied backgrounds and learning needs of students. In the context of language education, teaching requires creating learning environments that encourage active participation and practical application. The integration of digital technology, such as Wordwall, aligns with these principles by offering interactive, student-centered activities that foster engagement and language acquisition.

### **2.1.2 Definition of Teaching Vocabulary**

As expressed by Cross (1993), the main goal of most teaching programs is to help students acquire a broad vocabulary, consisting of practical and meaningful words that can be effectively applied in various contexts. Thus, the main focus of teaching is to expand students' vocabulary, with an emphasis on words that are relevant to their needs in academic, professional, and everyday contexts. Having a rich and meaningful vocabulary is expected to enhance students' ability to communicate and understand information better, which is an important foundation in language learning, considering that vocabulary is a key element in language skills.

This opinion is in line with Nation (2001), who defines vocabulary teaching as a process that helps learners acquire the words necessary to communicate effectively in a new language. This process not only includes the presentation of new vocabulary but also involves various teaching strategies that allow students to actively engage in meaningful contexts where they can interact with the taught words. Effective vocabulary teaching involves the introduction of new terms as well as the integration of these words into authentic language use through activities such as reading, writing, speaking, and listening. By creating opportunities for students to encounter vocabulary in various contexts, educators can enhance retention and comprehension, allowing students to apply their knowledge in real-life situations.

Based on the vocabulary teaching theory, it can be concluded that vocabulary teaching is a fundamental aspect of language learning that emphasizes the acquisition of practical and meaningful words for effective communication. The main goal is to equip students with a rich vocabulary, tailored to their academic,

professional, and everyday life needs. The process of teaching vocabulary involves more than just introducing new words; it requires creating meaningful learning experiences where students actively engage with words in various contexts, such as reading, writing, speaking, and listening. By integrating vocabulary into authentic language use, educators can enhance students' retention, comprehension, and ability to apply their knowledge in real-world situations, ultimately fostering effective communication skills.

To conclude, teaching vocabulary is a fundamental aspect of language learning aimed at helping learners acquire practical and meaningful words necessary for communication in academic, professional, and daily contexts. It goes beyond introducing new words; it involves creating opportunities for learners to engage actively with vocabulary through contextual and meaningful activities. Effective vocabulary teaching integrates various strategies to ensure words are understood, retained, and applied by students in authentic communication settings.

### **2.1.3 Techniques of Teaching Vocabulary**

Teaching vocabulary should be an engaging and enjoyable experience for students, as this approach not only enhances their motivation to learn but also fosters a positive learning environment that encourages active participation and retention of new words. Teaching vocabulary effectively involves various techniques, each catering to different learning contexts and student needs.

These techniques fall into four categories as follow: 1) decontextualizing, those that eliminate the word from any communicative context as much as possible in order to aid in memory retention and give the learner a sense of how the word is actually used in language. The most decontextualizing techniques appear to be word

lists, flashcards, and traditional dictionary use. 2) semi-contextualizing, techniques allow for some context but fall short of full contextuality, they do not allow for naturalistic communication. As a result, new words may be associated with something that has meaning for the learner. There are several techniques, words grouping, word or concept association, visual imagery, aural imagery, keyword, physical response, physical sensation, and semantic mapping. 3) fully contextualizing, those that incorporate the new words into a context of communication that is more or less typical. Complete context can be provided by practicing the four language skills of speaking, writing, listening, and reading. 4) adaptable, describes a technique that can support other methods at any point along the contextuality continuum (Crookal, 1990). Any of the previously mentioned techniques can be reinforced by structured reviewing at any point along the contextuality continuum: decontextualizing, semi-contextualizing, and fully contextualizing. Regardless of the specific method the learner is using, structured reviewing establishes a structured timetable for going over new words.

Meanwhile, according to Cross (1993), the importance of vocabulary teaching is divided into two, namely presenting and practicing. Presenting is provide students with new vocabulary, showing their meaning in a particular way, or can use language that students are already familiar with to explain the lexical items they are just learning. Cross explains that there are several ways to clarify the meaning of a word and they can be used alone or in combination, are as follow: 1) ostensive means, an approach that involves showing objects or concepts both inside and outside the classroom is effective for all levels of students, including beginners and adults, in teaching the meaning of words and concepts. The media or activities

that can be used are, realia, pictures, and body. 2) verbal definition, a method of using teacher talk to explain the meaning of a new word. Here are some to help with comprehension, such as word sets, synonyms, antonyms, cognates, illustrative sentence, build on general knowledge, scales, and translation. 3) audio presentation, many words are easier to present with cassette recordings than in the ways that have been described. 4) running context, this can be done after the presentation of the words or after the presentation stage ways to define the meaning of a new word using teacher talk.

Based on Cross's theory (1993), the use of Wordwall as a teaching vocabulary medium can encompass the stages of planning, implementation, and evaluation by integrating various vocabulary presentation techniques. At the planning stage, teachers can design activities using Wordwall features, such as interactive quizzes or word-matching games, which support an ostensive approach by using images or digital illustrations to introduce new words. The implementation stage involves carrying out these activities in the classroom, where students interact directly with Wordwall through technology-based activities that support verbal definitions, such as providing synonyms, antonyms, or examples of word usage in sentences. In addition, the audio feature on Wordwall can be used to introduce the pronunciation of new words according to the audio presentation. The evaluation stage is carried out by utilizing Wordwall features, which provide automatic performance analysis results, allowing teachers to assess students' understanding of the vocabulary taught through their responses in games or quizzes. The combination of these various techniques ensures a well-planned, interactive, and evaluative vocabulary learning process.

In summary, various techniques are available to support effective vocabulary teaching. These techniques include decontextualizing, semi-contextualizing, fully contextualizing, and adaptable strategies that cater to different learning contexts and student needs. The combination of these methods ensures that vocabulary is taught in ways that enhance both memory retention and practical application. Furthermore, tools such as Wordwall can facilitate the implementation of these techniques through interactive and engaging activities that support the teaching and learning process.

## **2.2 Wordwall as a Pedagogical Tool**

In this chapter, the researcher will discuss Wordwall as an innovative pedagogical tool in the learning process. First, we will introduce the definition of Wordwall as well as its history and development that shows the evolution of this tool in education. Next, the researcher will outline the main features offered by Wordwall and its advantages, which can support students' interaction and engagement in learning more effectively.

### **2.2.1 Definition of Wordwall**

According to Ma'rifah & Mawardi (2022) wordwall is interactive educational resources, such as word searches, quizzes, and web application-based anagrams. The media can also be downloaded and printed on paper, and users can grant access to it online. Therefore, educators can create an interesting and fun learning experience for students, thus increasing their engagement in the learning process. In addition, wordwall also provides teachers with the option to download and print physical learning materials, so they can be used in the classroom without the need for digital devices. Teachers also have the ability to provide online access to

students, allowing students to work on the activities anywhere and anytime, thus supporting more flexible and independent learning. It is supported by the statement of Aisyah (2019) in Al-Qonita (2023) teachers can use the wordwall application as an interactive tool to help students understand how the material is being taught. In line with the idea by, Amelia et al. (2023) wordwall offers an engaging and entertaining learning experience for children through a variety of creative educational activities, such as quizzes, pair matching games, word searches, and random word games, to name a few.

Based on some of the experts above, researchers can conclude that wordwall is a web application-based interactive educational resource that provides various activities such as word searches, quizzes, and anagrams. It allows educators to create engaging and fun learning experiences, and can be downloaded and printed for classroom use without digital devices. In addition, Wordwall provides flexibility for students to access materials online, so they can learn anywhere and anytime, and offers a variety of creative activities that support understanding of the material in an entertaining way.

### **2.2.2 History and Development of Wordwall**

Wordwall was first developed as a technology-based learning tool to make it easier for teachers to create interactive and engaging activities for students. Wordwall originated in a secondary school classroom in London, UK, in 2006. At that time, teachers used the traditional method of pasting laminated words on the wall to support students' literacy practice. Wordwall's co-founder, who worked as a teacher, created a simple program that allowed users to type in a list of words for the same purpose. He also added a random selector feature with a rotating sound

like in a TV game show. This first version of Wordwall gave birth to early templates known as Flip tiles, which are still available in the Wordwall product today. Development continued with more in-depth innovations as relationships between different templates began to be realized. A set of keywords used to create Flip tiles could easily be used in other templates, such as Wordsearch. This allowed content typed in by teachers to be reused in a variety of ways, giving birth to the Switch template feature that became one of the main cores of Wordwall.

A few months later, the two founders of Wordwall, Josh and Ben, took this early-stage product and founded a company to develop it further. Wordwall evolved into a tool that supports high-tech classrooms by utilizing devices such as an interactive whiteboard (IWB) or an audience response system (ARS). While these tools have been warmly welcomed with dozens of templates, there are significant obstacles. Many teachers cannot afford the expensive hardware required, while such devices are often difficult to manage for large groups and require high technical expertise. As a result, Wordwall became a niche product used only by a handful of enthusiasts over the years. A change of direction came in 2016 when the Wordwall.net website was launched. The site offers a simple but revolutionary concept of enabling all teachers to create and share learning resources globally. Utilizing HTML5 web technology, Wordwall delivers interactive content that can be accessed across multiple devices without the need for additional software or expensive hardware. The product is designed to be easy to use, making an intuitive user experience a top priority. This transformation brings Wordwall into a new era as an inclusive, effective and innovative learning tool.

In summary, Wordwall has evolved from a simple classroom tool into a sophisticated digital platform that supports modern educational needs. Its transformation from a hardware-dependent program to a widely accessible web-based tool demonstrates its adaptability and relevance to contemporary teaching practices. This development enables teachers to create interactive content easily and share it globally, enhancing the quality and accessibility of learning.

### **2.2.3 Main Features of Wordwall**

As Wordwall has evolved from a simple tool to a web-based learning platform, key features have been developed to support a more interactive and effective learning experience. These features are designed to make it easier for teachers to create engaging learning activities and provide great flexibility in its use. Here are the features offered by wordwall:

- 1) Interactives and printables, wordwall allows the creation of various learning activities that can be used interactively as well as in printed form. Most of the available templates support both formats. Interactive activities can be accessed through web-based devices, such as computers, tablets, mobile phones or interactive whiteboards. These materials can be used by students individually or in teacher-guided activities where students take turns participating in front of the class. Meanwhile, printed materials can be downloaded as PDF files or printed directly, so they can be used as a companion to interactive activities or as independent activities.
- 2) Create using templates, activities within wordwall are designed using a template system, which includes a wide range of options, from classic

games such as quizzes and crosswords, to arcade-style games such as Maze Chase and Airplane. There are also tools for classroom management needs, such as seating plans. In creating a new activity, teachers only need to select the appropriate template and enter the desired content. This process is very simple and allows teachers to create a complete interactive activity in just minutes.

- 3) Switching templates, once an activity is created, teachers can easily change it to another template with just one click. This feature not only saves time but is also very effective for supporting differentiation and reinforcement of learning. For example, a Match Up activity created based on the names of shapes can be changed to Crossword with the same content. In the same way, the activity can be turned into a Quiz, Wordsearch, or any other template, providing great flexibility in the use of learning resources.
- 4) Edit any activity, wordwall gives users the flexibility to customize the activities that have been created. If an activity is deemed inappropriate, the material within it can be easily edited to better align with the needs of the class and the user's teaching style. This allows teachers to maximize the effectiveness of learning according to the desired context.
- 5) Visual styles and options, interactivity can be presented through various visual styles. Each visual style provides a different look and feel through the use of different graphic elements, fonts, and sound effects. In addition, various additional options are available, such as setting timers or modifying game mechanics. Even when it comes to printing, options

are available that allow, for example, the change of fonts or the printing of multiple copies on a single page.

- 6) Student assignments, word wall activities can be utilized as tasks for students to complete. In its application, teachers can direct students directly to a specific activity without the need to access the main page of the activity. This feature can be implemented in the classroom, especially when students have access to personal devices, or as a method to give homework. Each student's work will be recorded and can be accessed by the teacher for evaluation purposes.
- 7) Sharing with teachers, each activity created can be published, allowing sharing of the activity page link via email, social media or other methods. This publication also allows other teachers to find the activity through search results on the community platform, as well as use it or develop it further. However, if desired, activities can be set to private, meaning access is limited to the creator.
- 8) Embedding on a website, wordwall activities can be embedded into other websites using HTML code snippets. This mechanism is similar to the video embed feature available on platforms such as YouTube or Vimeo, allowing the activity to be accessed and run directly through the site in question. This feature is an effective solution to enhance the quality of personal blogs or virtual learning environments (VLEs) used in educational institutions.

Wordwall offers a wide range of features that support interactive and flexible learning, both online and offline. Key features include the ability to create and print

learning activities with a variety of customizable templates, easily replace templates to support differentiation of learning, and edit materials to suit the needs of the class. With various visual styles and additional options, Wordwall provides an engaging interactive experience. Activities created can be used as student assignments, shared with other teachers, or embedded on websites via HTML code, expanding accessibility and collaboration. All these features make Wordwall an effective and practical tool for creating innovative and adaptive learning experiences.

In conclusion, Wordwall offers a variety of features that make it a versatile and user-friendly educational tool. Its templates, interactive and printable activities, customization options, and sharing capabilities allow teachers to design engaging learning experiences. These features support differentiation, creativity, and flexibility in teaching, making Wordwall suitable for various educational levels and learning contexts.

#### **2.2.4 The Advantages of Wordwall**

Technology has become an integral part of the learning process, providing a variety of tools and resources that can enhance students' learning experience. One app that stands out in this context is Wordwall, which offers a range of interactive activities designed to make learning more engaging and effective. With innovative features such as quizzes, matching games and word searches, Wordwall not only facilitates comprehension of the material, but also increases student engagement in the learning process. The researcher, will discuss the advantages of the Wordwall app that make it an invaluable pedagogical tool for educators and students, as well as how it can be integrated into various teaching methods to achieve optimal learning outcomes.

The advantages of the Wordwall application include its ability to provide a meaningful learning system that is easy to follow, both for elementary and higher-level students. In addition, the assignment model is already available in the Wordwall software and can be easily accessed by students through their cellphones. Moreover, this application is also considered creative (Mujahidin et al., 2012).

Meanwhile, according to Herta et al. (2023), Wordwall has several advantages, such as having great flexibility that allows its use at different levels of education. The activities provided are interesting and varied, so they do not cause boredom for students. In addition, Wordwall supports creativity through various activity design options. It can also be used to evaluate students' understanding, as the quiz results can be printed and distributed.

In summary, Wordwall provides numerous advantages for vocabulary teaching and general learning activities. It enhances student engagement through creative and varied tasks, supports flexible learning modes, and allows for the evaluation of students' understanding through automated and printable results. These strengths make Wordwall a valuable tool for both teachers and learners in achieving effective and enjoyable learning outcomes.

### **2.2.5 Teaching Vocabulary using Wordwall**

Vocabulary mastery is a fundamental component of language learning, particularly in English as a foreign language. Vocabulary not only serves as the building block for linguistic skills such as speaking, writing, listening, and reading, but it also functions as a key indicator of learners' ability to understand and produce meaningful communication. Schmitt and Schmitt (2014) assert that a broad vocabulary repertoire significantly enhances language proficiency in both receptive

and productive domains. In classroom contexts, learners with rich lexical knowledge are more capable of constructing grammatically accurate sentences, comprehending complex texts, and engaging actively in interactions. Hence, vocabulary learning cannot be treated as a mechanical memorization task; it requires varied, meaningful, and contextual approaches to ensure deep internalization and long-term retention.

In relation to teaching effectiveness, the use of interactive media plays a crucial role in supporting vocabulary instruction. Instructional media are not merely visual or auditory aids; they function as bridges that connect pedagogical messages to learners' psychological needs such as interest, engagement, and motivation. According to Dick and Carey (2005), instructional media should present information systematically and facilitate active student involvement to achieve learning objectives efficiently. Therefore, selecting appropriate media for vocabulary instruction requires careful consideration of how well the tool aids learners in understanding word meanings, usage in context, and memory retention. One digital media platform that meets these criteria and has proven to be effective in practice is Wordwall.

Wordwall is a web-based educational platform that offers various interactive features such as quizzes, crosswords, anagrams, matching pairs, and random word games. It enables teachers to design engaging and customizable learning activities tailored to students' needs. Ma'rifah and Mawardi (2022) describe Wordwall as not only accessible via desktop computers but also compatible with mobile devices and tablets, thus providing greater accessibility for both teachers and students. Its multimodal features, text, images, audio, and animations, support technology

enhanced learning and promote sensory engagement. As a result, Wordwall serves not only as a visual aid but also as a comprehensive tool that enhances learners' overall experience through interactive and enjoyable activities.

The effectiveness of Wordwall in vocabulary instruction has been demonstrated through various empirical studies. Idrus et al. (2021), in a study conducted at SMP Negeri 34 Bandar Lampung, found that the implementation of Wordwall significantly improved students' vocabulary mastery, with an average learning gain of 17.19%. In addition to cognitive improvement, students showed heightened enthusiasm during lessons that incorporated Wordwall-based games. Furthermore, a community service project conducted by Sitohang et al. (2024) at SMK Bima Utomo revealed that Wordwall significantly increased students' learning motivation. Survey data indicated that more than 90% of students felt motivated and engaged when vocabulary instruction was delivered through Wordwall. These findings suggest that Wordwall contributes not only to cognitive gains but also to students' affective development in learning English vocabulary.

From the theoretical and empirical perspectives described above, it can be concluded that Wordwall is an adaptive, contextual, and effective instructional media for enhancing vocabulary acquisition in English language learning. The strengths of Wordwall lie in its integration of educational functions and gamified elements within a single learning platform. Pedagogically, it creates an active learning environment, enabling students to explore word meanings, practice vocabulary in context, and receive immediate feedback. Its flexibility also allows for implementation in face-to-face, online, or hybrid learning modalities. Consequently, teachers may consider Wordwall as an innovative pedagogical tool

to combat learner disengagement, diversify teaching strategies, and strengthen vocabulary learning outcomes.

### 2.3 Relevant Studies

In this section, several relevant studies related to the use of Wordwall as a pedagogical tool in teaching vocabulary will be discussed. The following are the findings of relevant studies, which are displayed in the table 2.1 below.

**Tables 2.1 relevant studies**

No	Researcher	Title	Result	Similarity	Difference
1.	Syamsidar, Ronald Maraden Parlindungan Silalahi, Ana Rusmardiana, Fida Febriningsih, Mujahid Taha, Erniwati (2023)	Wordwall on Mastery of Vocabulary in English Learning	The result showed that wordwall improves vocabulary mastery by 73.5 % or is effective in learning english.	Using Wordwall as a tool for research related to vocabulary	Quantitative research used as a research method
2.	Rika Amelia, Selviyanti Nur Zubaedah, Khansa Edlyka, Salwa Azilah, Siti Nurul Azkiyah (2023)	The Effect of Junior High School Vocabulary Mastery Using Wordwall Web	The result showed that with extra practice on wordwall, students can increase their daily vocabulary.	implementing the Word Wall web as a vocabulary learning tool with authorization from the teacher.	Classroom Action Research used as a research method.
3.	Vinna Ainu Zamzam (2024)	Using Wordwall.net to Improve Students's Vocabulary Skills of Fourth Graders: Kampus Mengajar 6	The result showed that using wordwall.net can increase in each student's grade in the first and second cycles.	Using Wordwall as a tool for research related to vocabulary	Class action research method used as a research method.

Relevant studies have proven that Wordwall is an effective learning tool for improving students' vocabulary mastery. One such study was conducted by Syamsidar et al. (2023) titled “*Wordwall on Mastery of Vocabulary in English Learning*”. This study shows that the use of Wordwall can improve students' vocabulary mastery by up to 73.5%. Using a quantitative approach, this study

focuses on learning outcomes. The novelty of this study lies in the use of Wordwall as a digital medium that has been proven effective in the context of outcome-based learning. However, this study does not describe in detail how teachers design and implement this medium in the learning process.

Furthermore, research by Rika Amelia et al. (2023) entitled “*The Effect of Junior High School Vocabulary Mastery Using Wordwall Web*” used the Classroom Action Research (CAR) method and showed that with consistent practice using Wordwall and supervision from teachers, students could significantly improve their daily vocabulary. The novelty of this study lies in the collaborative approach between teachers and students in using Wordwall at the junior high school level. However, this study focuses more on the training process for students than on how teachers systematically plan, implement, and evaluate Wordwall-based learning.

Another study was conducted by Vinna Ainu Zamzam (2024) titled “*Using Wordwall.net to Improve Students’ Vocabulary Skills of Fourth Graders.*” This study also used the PTK approach and found that the use of Wordwall.net could improve students’ vocabulary scores over two learning cycles. The novelty of this study lies in the application of Wordwall at the elementary school level, indicating that this medium can also be effectively used at the elementary education level. However, the focus of this study is limited to improving students’ scores, without delving into the role of teachers as planners, implementers, and evaluators of Wordwall use in learning.

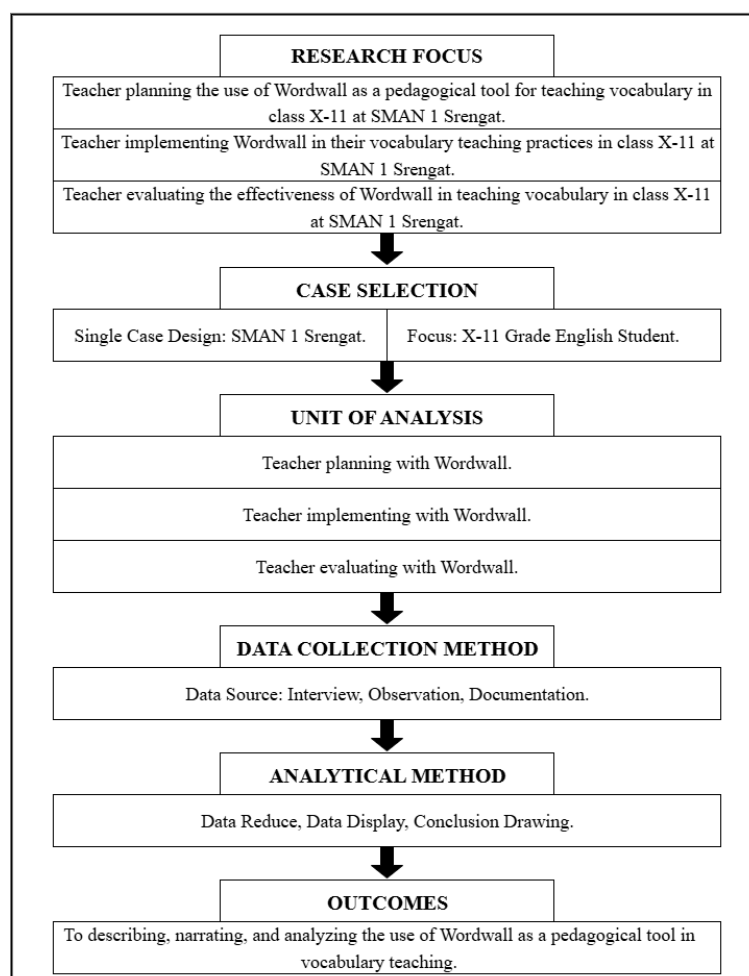
Based on these three studies, it can be concluded that Wordwall is generally effective in improving students' vocabulary mastery at various levels of education. However, there is a gap in the study of how teachers comprehensively plan,

implement, and evaluate the use of Wordwall as a pedagogical tool in the learning process. Therefore, this study offers novelty through a qualitative approach that deeply examines teachers' experiences in using Wordwall as part of vocabulary teaching strategies, particularly at the high school level.

## 2.4 Conceptual Framework

In conducting this research, the researcher designed a conceptual framework to provide a clear and systematic overview of the direction, focus, and stages of the study. This conceptual framework serves as a guide to understand how the research process is carried out, starting from identifying the research focus to generating relevant findings.. The following is the conceptual framework:

**Figures 2.1 Conceptual Framework**



The figure above illustrates the conceptual framework of this research, which is designed to understand the use of Wordwall as a pedagogical tool in vocabulary teaching. The main focus of this study covers three key aspects: the teacher's planning of using Wordwall, the implementation of Wordwall in vocabulary teaching practices, and the evaluation of its effectiveness in class X-11 at SMAN 1 Srengat. This study adopts a single case design focusing on one specific setting and subject, namely the X-11 grade students at SMAN 1 Srengat.

The unit of analysis in this research includes the teacher's activities in planning, implementing, and evaluating the use of Wordwall in the teaching and learning process. To collect relevant data, the researcher employed a triangulation method consisting of interviews, observations, and documentation. The data collected was then analyzed through the three stages of data analysis proposed by Miles and Huberman, namely data reduction, data display, and conclusion drawing.

The final outcome of this research is aimed at describing, narrating, and analyzing how Wordwall is utilized as a pedagogical tool in vocabulary teaching. Thus, this study is expected to contribute to the understanding of technology-based learning practices and provide insights into the effectiveness of the Wordwall application in the context of vocabulary teaching at the senior high school level.