

CHAPTER II

REVIEW TO RELATED LITERATURE

This chapter contains vocabulary mastery, recount text, Wordwall Application, theoretical framework, and previous studies.

2.1 Vocabulary

In this section contains, the definition of vocabulary, the kinds of vocabulary, the importance of vocabulary, vocabulary achievement, vocabulary teaching, and vocabulary assesment.

2.1.1 The Definition of Vocabulary

Several experts offer different interpretations of vocabulary. According to (Appiah-Baidoo, 2018), vocabulary is characterized as the assortment of words within an individual's knowledge. Another perspective, presented by Neuman and Drawyer as referenced in (Bintz, 2011), defines Vocabulary the lexical repertoire necessary for successful communication, encompassing both the words used in active expression (expressive vocabulary) and those comprehended during passive reception (receptive vocabulary). (Schmitt & Schmitt, 2020) contributes to this discussion by describing vocabulary as encompassing all the words an individual is familiar with or employs when discussing a specific subject in a particular language. Vocabulary contributes significantly to the acquisition of all language skills. Encompassing this involves receptive language skills, including listening and reading comprehension, and productive language skills, such as spoken and

written expression, highlighting the essential role of vocabulary learning in mastering language skills.

From the various vocabulary definitions presented, it can be inferred that vocabulary is the fundamental building block of language acquisition and crucial for effective communication. Furthermore, synthesizing the provided definitions, it is apparent that vocabulary encompasses all the words an individual knows within a specific language, emphasizing its importance in facilitating effective communication.

2.1.2 The Kinds of Vocabulary

The categorization of vocabulary can be distinguished based on its manifestation in oral and print contexts, as outlined by (Hiebert & Kamil, 2005). Vocabulary takes on an oral form when spoken or read aloud, contrasting with its print form when silently read or written. Additionally, (Hiebert & Kamil, 2005) elaborate on another classification, dividing vocabulary can be categorized into two distinct types: active vocabulary, which is utilized for language production, and passive vocabulary, which is employed for language comprehension. The distinctions between these types will be elucidated as productive vocabulary and receptive vocabulary.

Firstly, productive vocabulary comes into play when an individual expresses their thoughts through speech or writing. During verbal or written communication, they typically employ words that are already familiar to them. These familiar words constitute what is known as productive vocabulary. As (Hiebert & Kamil, 2005), active vocabulary denotes the assemblage of words that

an individual can effectively utilize in written and spoken communication. This lexical subset comprises words that are widely recognized, readily understood, and commonly employed. Haycraft, as cited in, further defines productive vocabulary as words that a student comprehends pronounces accurately, and uses proficiently in both speaking and writing.

Secondly. Receptive vocabulary encompasses the collection of words an individual can comprehend in listening or reading. These words are typically less familiar to students and are used less frequently (Hiebert & Kamil, 2005). In receptive vocabulary, Learners can identify and comprehend vocabulary when presented within a specific context, even though they may struggle to produce these words accurately.

2.1.3 The Importance of Vocabulary

The significance of vocabulary in English language acquisition is crucial, as it is a pivotal element that interconnects the four essential "Competencies in oral communication, aural comprehension, reading comprehension, and written expression. To proficiently acquire these skills, students must possess a strong command of vocabulary. A sufficient repertoire of words students acquire facilitates the mastery of English skills, enabling them to easily articulate their ideas in written and spoken forms and comprehend others' expressions. Dellar H and Hocking D (Thornbury, 2002) further emphasize that dedicating substantial time to learning grammar does not yield significant improvement in English. Instead, notable advancement occurs when individuals focus on expanding their

vocabulary and expressions. While grammar alone may allow one to convey limited information, the absence of words renders communication impossible.

These assertions underscore the vital role of vocabulary in language learning, emphasizing its importance at par with grammar. A deficiency in vocabulary poses challenges for students learning English, hindering their ability to communicate ideas effectively. Therefore, the indispensability of vocabulary in English learning is evident, as it plays a crucial supportive role in helping students master English skills.

2.1.4 Vocabulary Achievement

As previously mentioned, (Weinert & Artelt, 2019) defines achievement as proficiency in significant concepts and principles, fundamental facts and propositions, skills, strategic knowledge, and knowledge integration. Additionally, Steinmayr (2014) describes achievement as the evaluative metrics demonstrating the degree to which an individual has achieved particular objectives targeted within an instructional context (past event), particularly in educational institutions such as schools, colleges, and universities.

To assess the success of students' vocabulary acquisition, observing their achievements through the provided process and treatment is essential. Consequently, the researcher concludes that vocabulary achievement refers to the quantity of vocabulary students have acquired following the given treatment.

2.1.5 Vocabulary Teaching

In instruction of a second or foreign language, instructors must consider various factors before teaching vocabulary. Chitavelu et al. (2005), propose several considerations, including. First, learners often derive meaning through their native language by identifying similar word forms. Teachers should be aware of potential challenges related to spelling, pronunciation, and singular and plural forms to aid learners in accessing meanings. Second, teachers need to carefully choose techniques for conveying meaning. For instance, when instructing a group of second language learners, the teacher should determine the most effective way to communicate meanings. Third, intrinsic learner variables like memory, language aptitude, and motivation play crucial roles. Additionally, consideration should be given to the learning (past event), including the time of day, the level of language stimuli, and the available time for language learning when planning instruction. Fourth, teachers control factors such as content selection and organization, time allocation, and the choice of techniques and activities. The teacher's decisions, including whether to include or omit exercises from textbooks or workbooks and whether to incorporate supplementary materials, are pivotal in the teaching process.

According to (Dian & Bahrul, 2020) there are some exciting and effective ways to learn vocabulary. First, apply mnemonics technique, instead of memorizing vocabulary through repetitive learning, mnemonics, such as rhymes or acronyms can be employed. These techniques establish associations between new words and existing knowledge, facilitating their acquisition and retention. Second, utilize new

vocabulary, using words in their proper context is an intelligent way to learn new vocabulary quickly. Rather than creating random lists of words, using them in sentences is recommended. Moreover, adding pictures for difficult words can improve understanding. Third, understand and think about terms directly in the target language, to master a language, we should allocate sufficient room for related phrases, synonyms, and antonyms. For a richer learning experience, avoid translating the term into your native language; explain and demonstrate it within the context of the language you're learning. Fourth, acquire vocabulary directly from real-life contexts, engaging with English content through different mediums such as TV shows, films, radio, music, podcasts, books, and magazines helps you build your vocabulary. When you come across new words, write them down and learn their definitions before using them in your conversations. Five, learn vocabulary by using practical tools. to enhance your vocabulary further, utilize digital resources like Memrise, Duolingo, Quizlet, Wordwall, Vocabla, Wordle, Magoosh, Knoword, Word Hippo, Snappy Words, and Ligerio. Explore these tools one by one to find which ones make learning both fun and effective.

In this research, the researcher utilized an effective tool called Wordwall to enhance vocabulary learning.

2.1.6 Vocabulary Assessment

Beyond the distinctions outlined, such as breadth versus depth (Laufer & Goldstein, 2004) isolated versus contextualized or precise versus holistic lexical comprehension (Kieffer & Lesaux, 2012), vocabulary assessment can be defined as fundamentally vocabulary assessment can be bifurcated into two primary facets:

the evaluation of lexical knowledge, encompassing the nature and depth of word comprehension, and the assessment of vocabulary acquisition, which centers on the capacity to assimilate novel lexical items. The decision regarding which dimension to assess depends on the specific goal. For instance, after an instructional intervention, it might be beneficial to evaluate Precise lexical comprehension (tailored assessment of the instructional content presented) alongside an evaluation of broad lexical comprehension (using a standardized test) to gauge the assimilation of designated vocabulary items presented during instruction and the meta-competencies involved in learning new words (Tseng et al., 2006) .

(Coombe, 2011) said that there are several types of vocabulary assesment:

2.1.6.1 Multiple Choice Question

Multiple Choice Questions (MCQs) are commonly employed to evaluate the ability to recall information and comprehend learning materials. They vary in length but typically consist of a question prompt and answer choices, including accurate responses and distractors. Students are tasked with selecting the most appropriate response, utilizing contextual clues in the stem to derive meaning. In cases of novice learners, multiple sentences might be necessary. MCQs offer versatility in assessing vocabulary proficiency, encompassing tasks such as identifying synonyms, providing definitions, understanding contextual meanings, and identifying outliers.

2.1.6.2 Matching Formats

Typically, in matching questions, students are presented with two sets of information and are tasked with correlating them. One set, known as premises, is listed in the left column, while the other set, termed options, is listed in the right column. Unlike multiple-choice questions (MCQs), this format offers a greater variety of distractors, enhancing the challenge for students.

2.1.6.3 Matching Item Writing

Teachers often favor matching items in tests because they are typically simpler to create than multiple-choice questions. If you choose to incorporate matching items in your vocabulary assessments, follow these guidelines.

2.1.6.4 Sentence Completion

Sentence completion or gap-fill exercises evaluate a student's ability to use vocabulary by requiring them to read a sentence and provide the appropriate word or phrase. These tasks prompt students to understand and recall the vocabulary rather than merely recognize it. However, despite these benefits, there are notable drawbacks. One issue is that since students must generate their answers instead of selecting from options, it can be more time-consuming, potentially limiting the number of items included in a test. To address this, include the initial letter of the desired word in the blank.

2.1.6.5 Jumble Word

Assess a student's ability to recognize vocabulary and spelling by providing a scrambled set of letters that must be rearranged to form a correct word. This exercise is beneficial for reinforcing spelling skills and enhancing word recognition.

The simplicity of this format allows educators to easily create numerous questions, making it an efficient tool for practice and assessment.

2.1.6.6 True/False (T/F)

A classic assessment format evaluates students' ability to discern factual and incorrect information. This type of question requires students to determine whether a given statement is true or false, making it an effective tool for quickly assessing comprehension across various topics.

In this research, the researcher chooses the assessment, which includes multiple-choice questions, jumbled words, matching the text, fill-in-the-blank questions, and true/false (t/f).

2.2 Recount Text

In this section consist the definition of recount text, the generic structure, the kinds of recount text, and the language features.

2.2.1 The Definition of Recount Text

One essential type of text that learners in the middle school level should learn is the recount text. The importance of this text lies in its close connection to the students' personal experiences and past events. Recount texts allow students to reflect on and articulate their experiences in a structured way. Essentially, these texts are crafted to convey a series of related events, allowing students to narrate personal stories or historical incidents. By engaging with recount texts, Learners

enhance their written communication proficiency and develop a deeper understanding of how to organize and present their thoughts coherently. This practice is particularly beneficial as it improves their ability to express themselves clearly and effectively, in writing and verbally (Alisya, 2021).

2.2.2 The Generic Structure of Recount Text

According to (Derewianka & Jones, 2010), recount texts have specific generic structures. First, orientation, this section presents the participants, setting, and time, providing the necessary background information. It often addresses the 5Ws (who, what, when, where, and why) to set the scene for the recount. Second, sequence of events, this part describes the sequence of events chronologically order, detailing what happened step-by-step. Third, reorientation, here, the writer includes their comments or reflections on the story.

From the description above, it can be concluded that a recount text is a narrative that retells past events or experiences. Its primary purpose is to entertain or inform the readers. The body of a recount text includes the orientation, the sequence of events, and the reorientation, which together form the core components of this type of text.

2.2.3 The Kinds of Recount Text

The classification of recount texts encompasses five distinct categories: personal recounts, factual recounts, imaginative recounts, procedural recounts, and biographical recounts. (Derewianka & Jones, 2010). First, personal recount, this type involves the writer narrating an activity they participated in, such as diary

entries or letters. Second, factual recount, they are typically used to provide information about past incidents, like newspaper articles, police reports, and historical events. These accounts are detailed and often include images to give a complete picture of the events. Third, imaginative recount, in this type, the objective is to engage and amuse the reader through the narration of fabricated or imagined occurrences. Fourth, procedural recount, it involves detailing sequential steps to achieve a specific result, like explaining how something was made, often found in instructional books. Fourth, biographical recount, it focuses on recounting a person's life story, highlighting their achievements and significant past events.

2.2.4 The Language Features of Recount Text

Recount texts exhibit several key features that are essential for conveying the narrative effectively (Derewianka & Jones, 2010). First, specific participants or proper nouns identify the individuals or entities involved in the story. This specificity helps the reader understand exactly who is part of the events being recounted. Second, descriptive words are used to provide detailed information about the people, places, time, setting, and plot of the story. Descriptive language enriches the narrative, making it more vivid and engaging for the reader. It helps paint a clear picture of the events and the context in which they occurred. Third, the simple past tense is employed to indicate that the actions described took place in the past. This tense is crucial for maintaining the recount's temporal clarity, of the recount, ensuring that readers can follow the sequence of events accurately. Fourth, sequencing words like "first," "second," "then," and others that show the

order of events are used to organize the narrative logically. These sequencing words guide the reader through the chronological progression of the story, thus enhancing comprehensibility and facilitating ease of comprehension and understanding of the sequence in which events unfolded.

2.3 Wordwall Application

In this section consist the definition of Wordwall, the history of Wordwall, the advantages, and how to use wordwall.

2.3.1 The Definition of Wordwall Application

Utilizing of a Wordwall is a holistic approach to learning that enhances students' engagement and interest, particularly in English language instruction, emphasizing the enhancement of lexical knowledge. As noted by (Bergeron & Bradbury-Wolff, 2003), the Wordwall is a prominent feature in a strategies center classroom. (Dennis, 2013) further defines the Wordwall as a teaching tool to enrich literacy by showcasing a compilation of standard vocabulary or sight words. Teachers employ it as a valuable resource to augment learning, aiding students in absorbing important information, recalling new vocabulary, and gaining a visual understanding.

Moreover, (Jackson et al., 2011)emphasize that Wordwall are intentionally designed visual scaffolds, serving as a widespread classroom tool to support instruction in reading and language arts. Wordwall is a meticulously curated lexicon in large print and prominently displayed in a classroom area for easy visibility.

In summary, drawing from the provided definitions, the investigator posits that a Wordwall is a multimedia tool for teaching vocabulary in the classroom. It facilitates students' learning and retention of new words, fostering motivation through a unique learning approach. Following (Allington & Cunningham, 2003) a Wordwall is a displayed assortment of words strategically supporting ongoing teaching and learning in the classroom.

2.3.2 The History of Wordwall Application

According to (Wordwall, 2023) the history of Wordwall traces back to a secondary school classroom in London (UK) in 2006. Traditionally, teacher used laminated words on walls to aid literacy exercises. One of the founders, while working as a teacher, conceptualized a program that allowed the simple input of word lists for the same purpose. The first version of Wordwall included a random picker with a spinning noise reminiscent of a TV game show, and the initial template was known as Flip tiles, a feature still present in the product today. The next significant innovation came when the founders recognized a deeper connection between templates, realizing that keywords used for Flip tiles could also be input into a Word search. This led to the development of the Switch template feature, a core component ever since.

A few months later, the founders, Josh and Ben, established a company around this evolving product, transforming Wordwall into a tool for the high-tech classroom. Initially designed for use with interactive whiteboards (IWB) or audience response systems (ARS), it expanded to include dozens of templates and

garnered a positive response. However, while exciting, a challenge emerged as high-tech solutions, were financially inaccessible for many teachers, and managing hardware proved cumbersome for larger groups. Despite having a small fan base, Wordwall remained a niche product for several years (Wordwall, 2023).

In 2016, the company shifted its direction, launching the Wordwall.net website. The concept was straightforward: empower all teachers worldwide to create and share resources. This shift was made possible by the new HTML5 web standards, enabling interactive content on any device. With the elimination of installed software and the reliance on expensive hardware, the focus became making the product user-friendly so that people could easily discover and use it themselves (Wordwall, 2023).

2.3.3 The Advantages of Using Wordwall Application

According to (Bergeron & Bradbury-Wolff, 2003), several benefits are associated with the use of a Wordwall. First, Wordwall assist students in building a shared repository or dictionary of words for their reading and writing activities. Second, Wordwall fosters an awareness of conventional spelling. When a word is displayed on the Wordwall, students are likely to spell it correctly in various literacy tasks. Third, Wordwall offers emerging readers continuous exposure to words frequently encountered in texts, promoting children's independence in word crafting.

Furthermore, (Weiser, 2003) discussed advantages of Wordwall namely: First, integrating these words into the student's learning (past event) provides increased exposure to essential vocabulary and contributes to better retention.

Second, students are more likely to incorporate the words into discussions. Third, Wordwall is applicable across all content areas. Fourth, students can also create their own 'Wordwall' to keep on their desks or in a notebook.

In summary, both (Bergeron & Bradbury-Wolff, 2003) and (Weiser, 2003) emphasize the advantages of Wordwall advantages in supporting vocabulary development, conventional spelling awareness, exposure to frequently used words, and overall engagement across various learning activities.

2.3.4 How to Use Wordwall Application

According to (Putri, 2020) teachers using Wordwall as a learning media can create educational games with the following steps. First, visit the Wordwall website at Wordwall.net. Second, Initiate the account creation process by selecting the 'Sign Up' button, or, if you possess an existing account, proceed with authentication by choosing the 'Log In' option. Third, choose your registration method with a Google account or an Email. Fourth, after logging in, click the "Create Activity" button. Fifth, select the type of activity you want to create. Wordwall offers various templates such as "Matching Pairs," "Quiz," "Crossword," etc. Sixth, enter the title and content for your quiz or activity according to the chosen template. Seventh, click "Done" or "Finish" to save your created activity. Eighth, after saving, you can customize the appearance and settings of the activity by selecting "Customize". Ninth, choose the game mode and other settings as needed. Tenth, click "Share" to distribute the activity. You can share via a direct link, access code, or embed it in a Learning Management System (LMS).

Using Wordwall as a learning media, students can play these educational games using the following steps. First, get the link or activity code from your teacher. Second, open the link in your browser or visit the Wordwall website at Wordwall.net. Third, if you are using a code, enter the activity code in the provided field. Fourth, click "Start" or "Play" to begin the activity. Fifth, answer the questions or follow the instructions provided in the activity. Sixth, complete all parts of the activity as per the given instructions. Seventh, after finishing, click the "Submit" button to send your results.

2.4 Theoretical Framework

Based on the findings of a preliminary study at SMP Negeri 1 Gandusari Blitar, it was revealed through teacher interviews and student assessment documentation that students' vocabulary learning outcomes were consistently below the Minimum Completion Criteria (KKM). This is attributed to a lack of motivation among students due to the monotonous and conservatively conducted lessons, with minimal use of media, primarily relying on PowerPoint presentations. This aligns with the (Purwitasari, 2022) discovery in MTsN 4 Magetan, where a majority of students scored below the KKM in daily and mid-term tests, indicating a low level of vocabulary mastery. Possible influencing factors include difficulty in remembering previously taught vocabulary, boredom with conventional teaching methods, lack of communicative interaction, misuse of Google Translate, and passive engagement in the learning process, leading to a lack of confidence in expressing ideas and seeking clarification from teachers.

Recognizing the necessity to enhance students' enthusiasm for learning English, it is highlighted by (Manoppo et al., 2021), that the thimplementation of instructional resources can rejuvenate learning activities, spark new interests, and positively impact students. Integrating of technology in learning is viewed as a way to improve student achievement in language learning. Although numerous learning media products are available, their effectiveness must be evaluated. Utilizing the Wordwall Application to learn English vocabulary is a viable solution.

The researcher considers implementing the Wordwall application based on past research. According to (Ramadhan & Zaharani, 2021), Wordwall proved effective in improving students' vocabulary mastery in the eighth grade of SMP Swasta Bina Satria Medan Marelan Tanah 600 in the Academic year 2019/2020. Similarly, (Umar et al., 2023) demonstrated that the Wordwall website effectively enriched the vocabulary mastery of second-grade Junior High School students. Therefore, the Wordwall website is identified as an effective media strategy for teaching vocabulary to beginner-level students.

To assess the effectiveness of learning vocabulary with the Wordwall Application, a research design based on the one-group pre-test post-test approach, as outlined by (Sugiyono, 2019), will be implemented. The purposive sampling method will be used to select students as research subjects, aiming to create optimal conditions at SMPN Negeri 1 Gandusari Blitar. The expectation is that learning vocabulary through the Wordwall Application will significantly improve students' comprehension.

Theoretical Framework

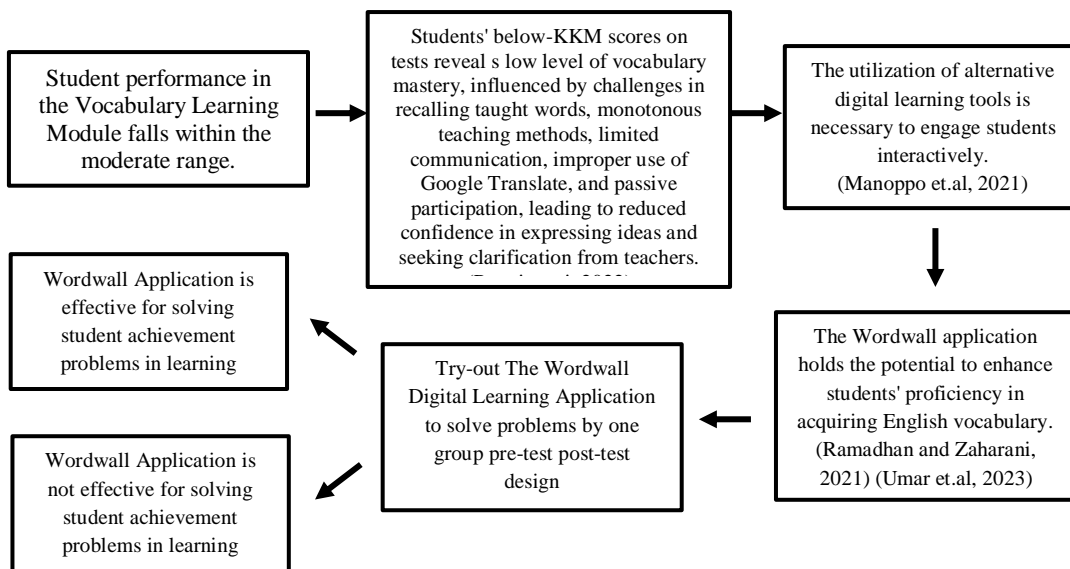


Figure 2. 1 Theoretical Framework

2.5 Previous Studies

Previous investigations serve as the groundwork for researching similar topics. By referring to earlier studies, researchers can compare their findings with those of the past, identifying research gaps, avoiding redundancy in methods and subjects, and establishing connections between previous research clusters. This is a reference point for researchers undertaking more recent studies, contributing to a clearer understanding of the advantages and disadvantages of addressing research gaps in the field. Researchers typically locate prior studies by searching for titles or methodologies employed by their predecessors.

Table 2. 1 Previous Research

Writer's Research Title	Previous Research Titles	Researcher Name	Similarities	Differences
The Effectiveness of Using Wordwall to Enhance Student Vocabulary of Recount Text at SMPN 01 Gandusari	Teaching English to Young Learners with Wordwall Application: An Experimental Study	Putu Cening Pradini and Ni Luh Putu Era Adnyayanti (2022)	This research similarities are on the main variable, which Wordwall and vocabulary. This Research also chose experimental method.	The differences in the experimental design of one-shot case study. This design engaged in the fast way to get data. Then, this research targetting to the elementary students.
	The Effect of Using Wordwall.net in Increasing Vocabulary Knowledge of 5th Grade EFL Students	Esra Çil (2021)	This research similarities are on the main variable, which Wordwall and vocabulary. This Research also chose experimental method.	The researcher chose pre-test post-test control group design with 3 weeks of treatment. Then, the researcher also chose 5 th grade students which they are elementary school students.
	The Effect Of Wordwall Media On Students' Vocabulary Mastery (At the 8th grade of the students in SMP Swasta Bina Satria Medan Marelan Tanah 600 in Academic 2019/2020)	Khairi Ramadhan, Hetty Zaharani (2021)	This research similarities are on the main variable, which Wordwall and vocabulary. This Research also chose experimental method.	The researcher chose pre-test post-test control group design which 30 control group and 30 experiment group.
	Using Wordwall in Teaching English Vocabulary And Its Impact on The Students' Vocabulary Achievement	Wahju Bandjarjani, Claudea Imarwiar Efrata (2023)	This research similarities are on the main variable, which Wordwall and vocabulary. This Research also chose experimental method.	The researcher chose quasi experimental which selecting the sample by purposive method. Then, the subject of the research are Senior High School Students.
Using Word-Wall Games to Improve Students'	Makrub (2024)	This research similarities are on the main variable,	This research targetting to the elementary students.	

Writer's Research Title	Previous Research Titles	Researcher Name	Similarities	Differences
	Vocabulary Mastery: A Classroom Action Research at SD IT Permata Insani Islamic School Kota Jambi		which Wordwall and vocabulary. This Research also chose experimental method.	

First, previous research by (Pradini and Adnyayanti, 2022) entitled "*Teaching English Vocabulary to Young Learners with Wordwall Application: An Experimental Study*". This research has similarities in the main variables, which are Wordwall and vocabulary. This research also chose experimental method. Meanwhile, this research has a difference in the experimental design of one-shot case study. This design is involved in the fast way to get data. Then, this research targeting the elementary students.

Second, previous research by (Çil ,2021) entitled, "*The Effect of Using Wordwall.net in Increasing Vocabulary Knowledge of 5th Grade EFL Students*". This research has similarities in the main variable, which Wordwall and vocabulary. This Research also chose experimental method. Then, this research also has differences because, the researcher chose pre-test post-test control group design with 3 weeks of treatment. Then, the researcher also chose 5th grade students which they are elementary school students.

Third, previous research by (Ramadhan & Zaharani, 2021) entitled, "*The Effect Of Wordwall Media On Students' Vocabulary Master (At the 8th grade of the students in SMP Swasta Bina Satria Medan Marelan Tanah 600 in Academic*

2019/2020)". This research has similarities on the main variable, which Wordwall and vocabulary. This Research also chose experimental method. Then, this research also has differences because, the researcher chose pre-test post-test control group design which 30 control group and 30 experiment group.

Fourth, previous research by (Bandjarjani & Efrata, 2023) entitled, "*Using Wordwall in Teaching English Vocabulary And Its Impact on The Students' Vocabulary Achievement*". This research has similarities on the main variable, which Wordwall and vocabulary. This Research also chose experimental method. Then, this research has differences because researcher chose quasi experimental which selecting the sample by purposive method. Then, the subject of the research are Senior High School Students.

Fifth, previous research by (Makrub, 2024) entitled, "*Using Word-Wall Games to Improve Students' Vocabulary Mastery: A Classroom Action Research at SD IT Permata Insani Islamic School Kota Jambi*". This research has similarities on the main variable, which Wordwall and vocabulary. This Research also chose experimental method. Then, this research has differences because this research targetting to the elementary students.