

**A THESIS**  
**THE USE OF MULTIMEDIA-BASED BY AUDIOVISUAL AND  
WORDWALL GAME TO IMPROVE STUDENTS  
VOCABULARY AT THE SEVENTH GRADE  
OF SMPN 6 DUA PITUE**



**BY**  
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**ENGLISH EDUCATION PROGRAM  
TARBIYAH FACULTY  
STATE ISLAMIC INSTITUTE (IAIN)  
PAREPARE**

**2024**

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(A Quantitative Research)**



**BY**

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REG NUM. 2020203888203039**

Submitted to the English Program of Tarbiyah Faculty of State Islamic Institute of  
Parepare Partial Fulfillment of the Requirements for the Degree of Sarjana  
Pendidikan (S.Pd)

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**Thesis**

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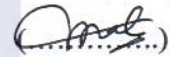
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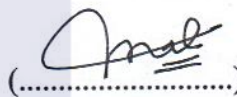

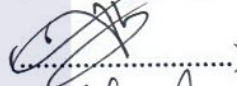
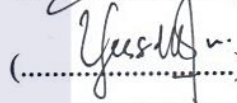
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In the process of writing this thesis, the writer is aware that there are still shortcomings. Therefore, with humility, the writer apologizes if there are any mistakes, whether intentional or unintentional.

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## DECLARATION OF THE AUTHENTICITY OF THE THESIS

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Declaring that this thesis is her own work and if it can be proven that this thesis is a copy, duplicated, then this thesis and the degree she has obtained will be postponed.

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## ABSTRACT

**HERIKA:** *The Use of Multimedia-Based by Audiovisual and Wordwall Game to Improve Students' Vocabulary at The Sevent Grade of SMPN 6 Dua Pitue. Tarbiyah Faculty of The State Islamic Institute (IAIN) Parepare.* (Supervised by Dr. Magdahalena Tjalla, M.Hum and Yulie Asni, M.Pd)

This research aims to determine whether the use of multimedia, combining audiovisual and Wordwall games, improves students' vocabulary in the learning process. The background stems from observations by an English teacher indicating students' vocabulary deficits due to the absence of English lessons in elementary school.

The research adopts a quantitative approach with a one-group pre-test and post-test design, along with a questionnaire involving 18 students from class 7.2 at SMPN 6 Dua Pitue.

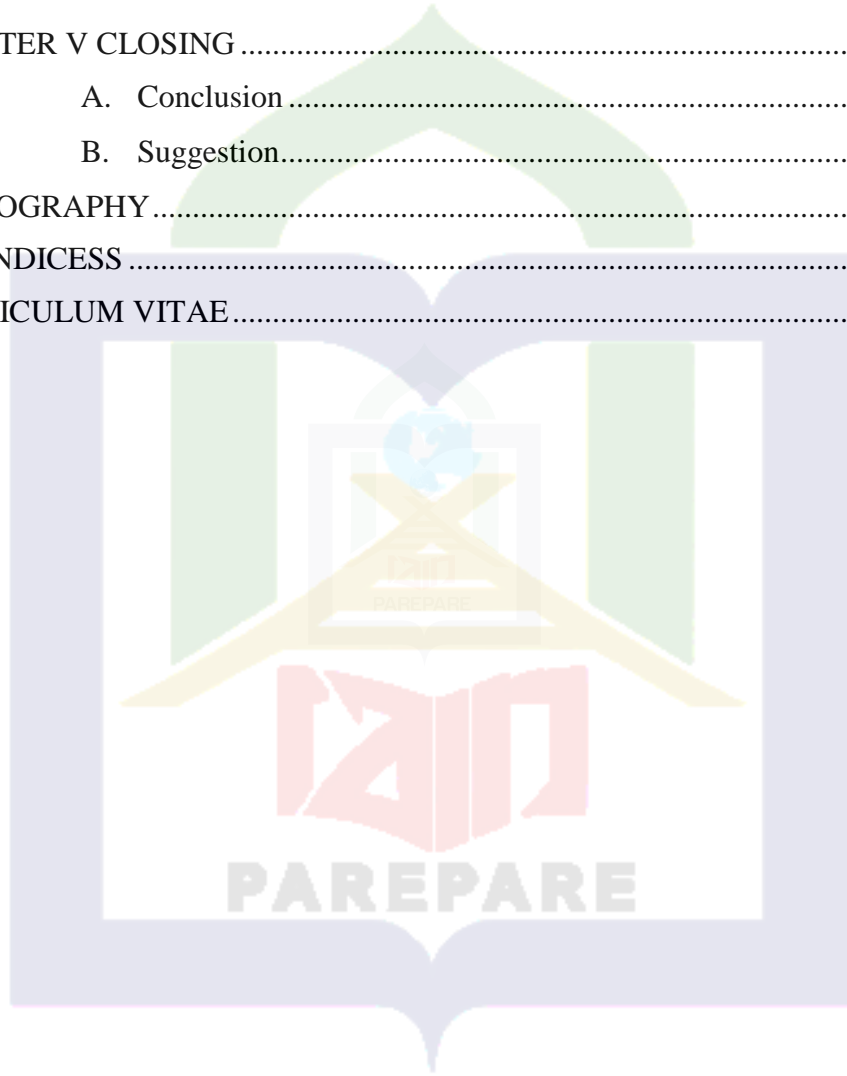
Results indicate vocabulary improvement among students', supported by pre-test 594 point and post-test 1281 point, while t-test (3.52) exceed t-table (1.740), thereby rejecting the null hypothesis ( $H_0$ ) and confirming the alternative hypothesis ( $H_a$ ). Therefore, the use of multimedia-based by audiovisual and Wordwall game able to improve students vocabulary at the seventh grade of SMPN 6 Dua Pitue. Questionnaire analysis reflects positive student perceptions, which are (1) Students felt that multimedia-based by audiovisuals helped them better understand and remember new words, (2) Wordwall made vocabulary learning more fun and interactive, (3) audiovisuals was able in helping them understand the meaning and use of new words, (4) Wordwall game was an improve to practice and test their understanding of new vocabulary, (5) The use of multimedia-based by audiovisuals and Wordwall games was easy to access and did not complicate the learning process.

**Keyword:** *Mutlimedia-Based, Audiovisual, Wordwall Game, Vocabulary*

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## TRANSLITERATION AND ABBREVIATIONS

### A. Transliteration

#### 1. Consonants

Arabic consonant phonemes which in the Arabic writing system are symbolized by letters, in this transliteration some are symbolized by letters and some are symbolized by signs, and some are symbolized by letters and signs.

List of Arabic letters and their transliteration into Latin letters:

Letters	Name	Latin Letters	Name
ا	Alif	Not Denoted	Not Denoted
ب	Ba	B	Be
ت	Ta	T	Te
ث	Tsa	Ts	te dan sa
ج	Jim	J	Je
ح	Ha	ḥ	ha (with a dot below)
خ	Kha	Kh	ka and ha
د	Dal	D	De
ذ	Dzal	Dz	de and zet
ر	Ra	R	Er
ز	Zai	Z	Zet

س	Sin	S	Es
ش	Syin	Sy	es and ya
ص	Shad	ṣ	es (with a dot below)
ض	Dhad	ḍ	de (with a dot below)
ط	Ta	ṭ	te (with a dot below)
ظ	Za	ẓ	zet (with a dot below)
ع	‘ain	‘	Inverted commas up
غ	Gain	G	Ge
ف	Fa	F	Ef
ق	Qaf	Q	Qi
ك	Kaf	K	Ka
ل	Lam	L	El
م	Mim	M	Em
ن	Nun	N	En
و	Wau	W	We
هـ	Ha	H	Ha
ء	Hamzah	’	Apostrof



ي	Ya	Y	Ye
---	----	---	----

Hamzah (ء) which begins a word follows its vowel without any sign. If it occurs in the middle or at the end, it is written with a sign (‘).

## 2. Vocal

- a. Single vowels (monofong) Arabic whose symbols are signs or harakat, transliterated as follows:

Sign	Name	Latin Letters	Name
أ	Fathah	A	A
إ	Kasrah	I	I
أ	Dhomma	U	U

- b. Arabic double vowels (diphthongs) whose symbols are a combination of harakat and letters, transliterated in the form of a combination of letters, namely:

Sign	Name	Latin Letters	Name
أِي	Fathah and Ya	Ai	a and i
أُو	Fathah and Wau	Au	a and u

Example :

كَيْفَ:Kaifa

حَوْلَ: Haula

## 3. Maddah

Maddah or long vowels whose symbols are harkat and letters, transliterated in the form of letters and signs, namely:

Harkat and Letters	Name	Letters and Marks	Name
نَا / نِي	Fatha h and Alif or ya	Ā	a and line above
يِ	Kasrah ah and Ya	Ī	i and line above
يَ	Kasrah ah and Ya	Ī	i and line above
وُ	Kasrah ah and Wau	Ū	u and line above

Example :

مات :māta

رمى : ramā  
 قيل : qīla  
 يموت : yamūtu

#### 4. *Ta Marbutah*

There are two transliterations for tamarbutah:

- Tamarbutah which is alive or received fathah, kasrah and dammah, is transliterated as [t].
- Tamarbutah that dies or gets a sukun, the transliteration is [h].

If the last word with tamarbutah is followed by a word that uses the article al- and the reading of the two words is separated, then the tamarbutah is transliterated with ha (h).

Example :

رَوْضَةُ الْجَنَّةِ : *rauḍahal-jannahataurauḍatuljannah*

الْمَدِينَةُ الْفَاضِلَةُ : *al-madīnahal-fāḍilahatau al-madīnatulfāḍilah*

الْحِكْمَةُ : *al-hikmah*

#### 5. *Syaddah (Tasydid)*

Syaddah or tasydid which in the Arabic writing system is symbolized by a tasydid sign (ّ), in this transliteration is symbolized by a repetition of letters (double consonants) which is given a syaddah sign.

Example :

رَبَّنَا : *Rabbanā*

نَجَّيْنَا : *Najjainā*

أَلْحَقُّ : *al-haqq*

أَلْحَجُّ : *al-hajj*

نُعْمٌ : *nu‘ima*

عَدُوٌّ : *‘aduwwun*

If the letters ىbertasydid at the end of a word and preceded by the letter kasrah ِ, then it is transliterated as the letter *maddah* (i).

Example :

عَرَبِيٌّ : Arabi (not ‘Arabiyyor‘ Araby)

عَلِيٌّ : ‘Ali (not ‘Alyyor‘ Aly)

## 6. Article

The article in the Arabic writing system is symbolized by the letters لا (*alif lam ma’arifah*). In this transliteration guideline, the article of clothing is transliterated as usual, al-, both when it is followed by shamsiah letters and qamariah letters. The article does not follow the sound of the letter directly following it. The article is written separately from the word that follows it and is connected with a horizontal line. (-). Example :

الشَّمْسُ : *al-syamsu (notasy- syamsu)*

الزَّلْزَلَةُ : *al-zalزالah (notaz-zalزالah)*

الفَلْسَفَةُ : *al-falsafah*

الْبِلَادُ : *al-bilādu*

## 7. Hamzah

Rules for transliterating hamzah letters into apostrophes (‘) only applies to hamzahs located in the middle and end of words. However, if the hamzah is located at the

beginning of the word, it is not symbolized, because in Arabic writing it is an alif.

Example:

تَأْمُرُونَ : *ta'murūna*

النَّوْعُ : *al-nau'*

شَيْءٌ : *syai'un*

أُمِرْتُ : *Umirtu*

#### 8. Arabic words commonly used in Indonesian

Arabic words, terms or sentences that are transliterated are words, terms or sentences that have not been standardized in Indonesian. Words, terms or sentences that are already common and part of the Indonesian language treasury, or are often written in Indonesian writing, are no longer written according to the above transliteration method. For example, the word Al-Qur'an (dar Qur'an), Sunnah. However, if these words are part of a series of Arabic texts, then they must be transliterated as a whole.

Example:

*Fīzilālal-qur'an*

*Al-sunnahqablal-tadwin*

*Al-ibāratbi 'umum al-laḫlābikhusus al-sabab*

#### 9. Lafzal-Jalalah (الله)

The word "Allah" which is preceded by particles such as the letters jar and other letters or acts as a mudafilaih (nominal phrase), is transliterated without the letter hamzah.

Example:

دِينُ اللَّهِ : *Dīnullah*

بِاَللّٰهِ : *billah*

As for the tamarbutah at the end of a word that is attributed to lafzal-jalālah, it is transliterated with the letter [t]. Example:

هُمُّ فِي رَحْمَةِ اللّٰهِ : *Humfīrahmatillāh*

#### 10. Capital Letters

Although the Arabic writing system does not recognize capital letters, in this transliteration they are also used based on the prevailing Indonesian spelling guidelines (EYD). Capital letters, for example, are used to write the initial letter of proper names (person, place, month) and the first letter at the beginning of a sentence. If a proper name is preceded by the article (al-), then the initial letter of the proper name is written in capital letters, not the initial letter of the article. If it is at the beginning of a sentence, then the letter A of the article is capitalized (Al).

Example:

*Wamā Muhammadunillārasūl*

*Inna awwalabaitinwudi ‘alinnāsilalldhībiBakkatamubārakan*

*Syahru Ramadan al-ladhīunzilafihal-Qur’an*

*Nasir al-Din al-Tusī*

*AbūNasral-Farabi*

If a person's legal name uses Ibn (son of) and Abū (father of) as the second last name, then both last names must be mentioned as the last name in the bibliography or reference list. Example:

*Abūal-Walid Muhammad ibnuRusyd, ditulismenjadi: IbnuRusyd, Abūal-Walīd Muhammad (bukan: Rusyd, Abūal-Walid Muhammad Ibnu)*

*NaşrḤamīdAbū Zaid, ditulismenjadi: Abū Zaid, NaşrḤamīd (bukan:Zaid, NaşrḤamīdAbū)*

## 11. Abbreviations

Some of the standardized abbreviations are:

swt.	=	<i>subḥānahūwata‘āla</i>
saw.	=	<i>ṣallallāhu ‘alaihiwasallam</i>
a.s.	=	<i>‘alaihi al- sallām</i>
H	=	Hijriah
M	=	Masehi
SM	=	SebelumMasehi
l.	=	Lahir tahun
w.	=	Wafattahun
QS .../...: 4	=	QS al-Baqarah/2:187 atau QS Ibrāhīm/ ..., ayat 4
HR	=	Hadis Riwayat

Some abbreviations in Arabic:

ص	=	صفحة
دم	=	بدون
صلعم	=	صلى الله عليه وسلم
ط	=	طبعة
بن	=	بدون ناشر
الخ	=	إلى آخرها / إلى آخره

ج = جزء

Some abbreviations used specifically in the reference text need to be explained, including the following:

ed. : Editor (or, eds. [from the word editors] if more than one editor). Since in Indonesian the word "editor" applies to either one or more editors, it can remain abbreviated as ed. (without the s).

et al. : "And others" or "and friends" (abbreviation of et alia). Alternatively, the abbreviation et al. ("and friends") is used, written in regular/straight letters.

Cet. : Printings. Information on the frequency of printings of books or similar literature.

Terj. : Translation (by). This abbreviation is also used for translated works that do not mention the name of the translator.

Vol. : Volume. Used to indicate the number of volumes of a book or encyclopaedia in English. For Arabic books, the word juz is usually used.

No. : Number. Used to indicate the number of numbers of periodical scientific works such as journals, magazines, etc.



# CHAPTER I

## INTRODUCTION

### A. Background

English serves as an international language, functioning as a global communication tool and playing a crucial role in inter-nation communication. In the current era of globalization, English holds significant importance in a country's development. To keep pace with the rapid advancements of globalization, the government has implemented a policy through legislation regarding the national education system. This policy mandates the inclusion of foreign languages, particularly English, as a compulsory subject at every educational level. Additionally, foreign languages can be utilized as the language of instruction in specific educational units to enhance students' proficiency in foreign languages<sup>1</sup>”.

The significance of English education spans various aspects of life, with education being one of its key domains. English learning proves to be highly effective when initiated with young learners, taking advantage of their ability to absorb material and supporting their cognitive development. The integration of multimedia into the learning process enhances student engagement through visually appealing, interactive, and enjoyable content. Furthermore, multimedia aids in simplifying the understanding of abstract concepts by combining images, audio, text, and video, providing students with a clearer comprehension. Beyond

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<sup>1</sup>Waini Rasyidin D. 2023. “*Landasan Pendidikan*”. Publisher; UPI Press

that, it accommodates diverse learning styles among students. The utilization of multimedia serves the purpose of making lessons more dynamic and interactive. According to Wandah Wibawanto and Creative, the incorporation of interactive learning media has a significant impact on both teachers and students, enabling effective and efficient material delivery<sup>2</sup>.

English which remains a foreign language in Indonesia, is an integral part of the education system, spanning from kindergarten to university. As emphasized by Imam Santoso, mastery of foreign languages serves as an entry point into the realm of globalization. It acts not only as a tool for absorbing knowledge from other countries but also as a means to contribute to Indonesia's development, as highlighted in the research titled "Foreign Language Learning in Indonesia: Between Globalization and Hegemony." In summary, the conclusions drawn above underscore the necessity of studying a foreign language, specifically English<sup>3</sup>.

Nowdays, one of strategy that teachers can employ is the development of teaching materials using multimedia as a foundation, such as audiovisual and wordwall. This strategy enables teachers to capture students' attention during the learning process. The use of multimedia in the form of audiovisuals and word

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<sup>2</sup>Wandah Wibawanto S, Kreatif C. 2017. *“Desain Dan Pemrograman Multimedipembelajaran Interaktif”*. Cerdas Ulet Kreatif Publisher.

<sup>3</sup>Santoso I. 2014 *“Pembelajaran Bahasa Asing di Indonesia: antara Globalisasi dan Hegemoni”*. Jurnal Pendidikan Bahasa dan Sastra 14 (1):

walls can be one of the media used in the learning process, especially in learning vocabulary, which currently is still very much needed by students.

Vocabulary, is a group of words that a person has or uses in a given language. Vocabulary includes all word factors; including pronunciation, meaning, and how the words are used in sentences. Vocabulary is one of the key parts of the four English language skills. A rich vocabulary allows a person to speak and express thoughts and feelings in a clearer and more specific way. With sufficient vocabulary, one can choose the best words for the situation. Therefore, communication becomes more efficient and effective.

According to Laufer of Komachari, vocabulary learning is central to language learning and language use. In fact, that is the essence of language. Vocabulary learning is an important part of language education<sup>4</sup>. According to Nation, Schmidt, White, and Kim, vocabulary learning is widely believed to be one of the most important aspects of language learning. Vocabulary is the basic element of language<sup>5</sup>.

Currently, the development of media has been significant, with several innovations influencing the world of education. As a result, many schools have adopted multimedia as teaching aids. In the realm of English language learning,

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<sup>4</sup>Maryam Eslahcar Komachali dan Mohammadreza Khodareza. "The Effect of using Vocabulary Flash Card on Iranian Pre-University Students' Vocabulary Knowledge". *ERIC: International Education Studies*, 5.3 (2012). P. 134.

<sup>5</sup>Meshari Alharthi, et al. "The Use of Social Media Platforms to Enhance Vocabulary Developing in Learning a New Language: A Review of The Literatur". *Arab World English Journal (AWEJ)*, Special Issue on Call Number 6 (2020). P. 319.

multimedia, including audiovisual elements and game-based websites like wordwall, is extensively utilized. Meanwhile, at SMPN 6 Dua Pitue, specifically in the seventh grade, students are observed to have weak English language skills, possibly due to the absence of English instruction during elementary school. Initial observations in class VII.2 on Monday, December 25th, 2023, revealed that teachers in this school face challenges in the teaching process, particularly concerning students' limited vocabulary mastery. As a researcher, my aim is to integrate multimedia into the English learning process, focusing on improving students' vocabulary. This approach is intended to address the identified issue and enhance the overall effectiveness of English language education in the school.

The incorporation of audiovisual and wordwall game into the learning process implies that teachers must also be prepared to be more creative in developing teaching materials using multimedia. The use of audiovisual and wordwall has the potential to present engaging illustrations for students and spark curiosity in the English learning process. Thus, it is expected that the integration of multimedia will make the learning experience attractive and motivating for students to excel in English.

This research aims to investigate whether the use of multimedia, combining audiovisual and wordwall games, improve students' vocabulary in the learning process.. Based on the identified problems and explanations above, the research is titled, "The Use of Multimedia-based by Audiovisual and Wordwall

Game to Improve Students Vocabulary at the Seventh Grade of SMPN 6 Dua Pitue.”

### **B. Research Question**

Based on the background, the researcher formulates the research question:

1. Is the use of multimedia-based by audiovisual and wordwall game able to improve students vocabulary at the seventh grade of SMPN 6 Dua Pitue?
2. What are the students perceptions of using audio visual and wordwall game in the learning process?

### **C. Objective of the Research**

Based on the previous research question, , this research has purpose to find out:

1. The use of multimedia-based audiovisual tools and wordwall games has been shown to able improve students' vocabulary.
2. To understand students' perceptions of the use of audiovisual tools and wordwall games in the learning process.

### **D. Significance of the Research**

The results of this research are expected to provide the following benefits:

1. For the Teachers

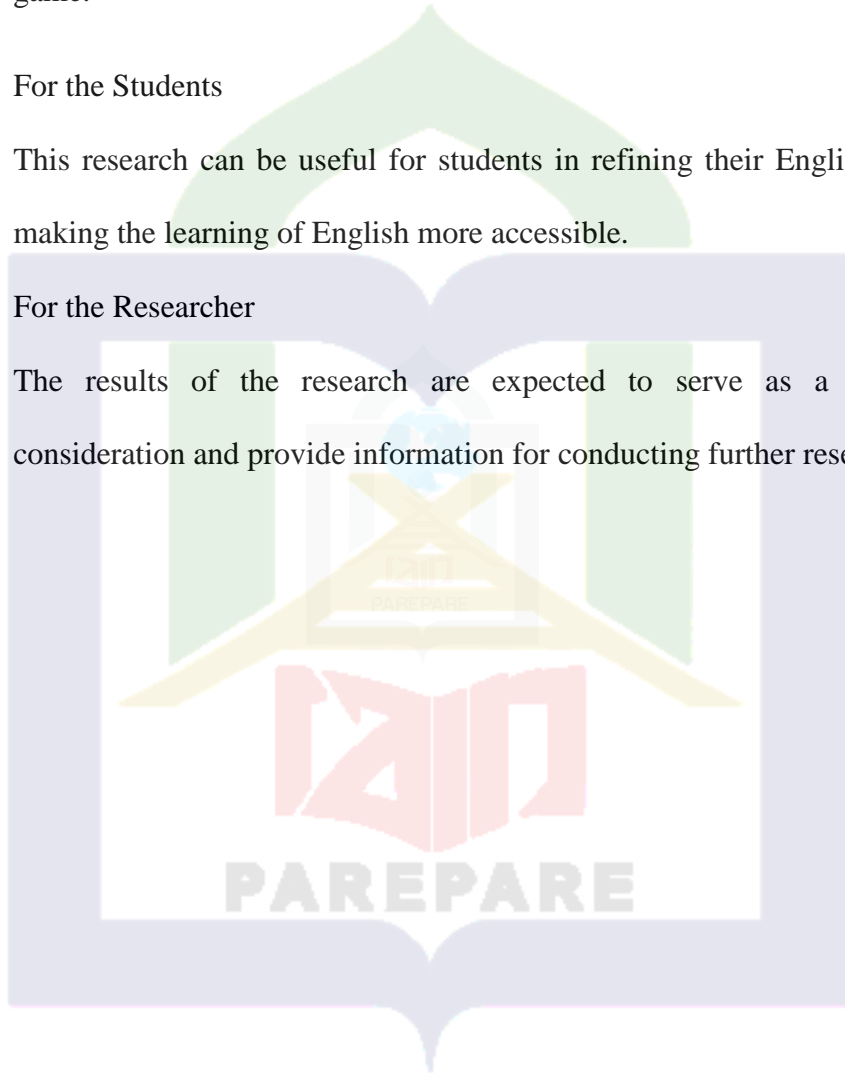
This research can serve as a reference and motivation for the use of audiovisual and wordwall game as teaching materials, posing a challenge for teachers in developing instructional materials using audiovisual and wordwall game.

2. For the Students

This research can be useful for students in refining their English skills and making the learning of English more accessible.

3. For the Researcher

The results of the research are expected to serve as a fundamental consideration and provide information for conducting further research.



## CHAPTER II

### REVIEW AND RELATED LITERATURE

This chapter describes the findings of previous research and provides relevant background information for the current study.

#### A. Previous Related Research Findings

There have been some previous studies related to the implementation of multimedia-based to improve vocabulary issues in students, as follows:

The issues related to the implementation of multimedia in teaching were investigated by Valentino Tamara et.al., *Improving Students' Vocabulary Through Audio-Visual by Using Youtube Videos At SMA Negeri 2 Tondano*. The purpose of this study was “to find out whether or not the use of audio visual by YouTube videos improves vocabulary”. This research was used quantitative research through pre-experimental research with one group pre-test and post-test design. And the result is the use of audio visual by YouTube indicated successfully influence the learning outcomes from each students, because they willing to improve and improve through utilizing their hobbies in watching YouTube while at the same time they can explore their English learning preferences in a proper way<sup>6</sup>.

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<sup>6</sup>Valentino Tamara et.al. “*Improving Students' Vocabulary Through Audio-Visual By Using Youtube Videos At Sma Negeri 2 Tondano*”. JoTELL Journal of Teaching English, Linguistics, and Literature published by English Education Study Program, Faculty of Languages and Arts, Universitas Negeri Manado, Vol. 1 No. 10, pp.1140-1152. 2022

The issues regarding multimedia in teaching and learning the English language were investigated by Syamsidar et.al., “Wordwall on Mastery of Vocabulary in English Learning”. This study aims to analyze the effectiveness of wordwalls on vocabulary mastery in learning English. The research method used is quantitative with a one-shot case study, namely grade 8 junior high school. Data was collected through a questionnaire with a Likert Scale. The result of this study is By using a wordwall in the English learning process you can increase students' vocabulary effectively<sup>7</sup>.

A similar study was conducted by Erizar, Andi Syaputra, and Tuti Hidayati titled, "The Effectiveness of Using Multimedia in English Teaching at SMPN 1 Meulaboh". This study utilized a mixed-method, which integrates both qualitative and quantitative methodologies. The result indicated that integrating multimedia into English learning at SMP 1 Meulaboh proved to be beneficial. Reasons necessitating the incorporation of multimedia in English education encompassed: (1) aiding teachers in delivering instructional content effectively, (2) fostering conducive learning atmospheres for both teachers and students, and (3) assisting teachers in assessing students' progress throughout the teaching-learning journey<sup>8</sup>.

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<sup>7</sup>Syamsidar et.all. “*Wordwall on Mastery of Vocabulary in English Learning*”. Al-Ishlah: Jurnal Pendidikan Vol.15, 2 (June, 2023), pp. 1801-1806

<sup>8</sup>Erizar A, Saputra, Tuti H. “*The Effectiveness of Use Multimedia in English Teaching at SMPN 1 Meulaboh*”. Advance in Social Science, Education and Humanities Research (ASSEHR). Vol.208 2019.



Another study on multimedia aimed at increasing students' vocabulary was conducted by Caroline Victorine Katemba, titled "Vocabulary Enhancement through Multimedia Learning Among Grade 7th EFL Students". This study used quantitative method with experimental approach. Where Section D of the 7th grade comprised 31 students who received instruction through educational videos, while Section E, also consisting of 31 students, received instruction through educational online games. Section B, also with 31 students, served as the control group and received traditional instruction methods. The research concludes that multimedia methods are effective in enhancing students' vocabulary, as supported by statistical analysis<sup>9</sup>.

Based on several previous studies. There are several studies that use qualitative methods and there are also those that use quantitative with an experimental approach, but these studies focus on three different classes. What is different from the current research is that the researcher will use multimedia by combining audiovisuals and wordwall game in the learning process, this aims to make students more active in learning and still enjoy it. Quantitative methods with pre-experimental approach but only focuses on one class, then the current research focuses on the specific use of multimedia such as the use of audiovisuals and wordwall games.

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<sup>9</sup>Caroline Victorine Katemba. "Vocabulary Enhancement Through Multimedia Learning Among Grade 7th EFL Students"

## B. Part of Related Ideas

### 1. Multimedia in Language Teaching

Multimedia is a facility that can be utilized in the learning process, according to the opinion of one expert. Multimedia encompasses any combination of text, images, sounds, animation, and video transmitted through computers and other electronic devices or through digital manipulation, as stated by Vagion<sup>10</sup>.

Judging from the understanding of multimedia by one expert, it can be concluded that multimedia is very suitable to be used as a teaching material to accompany textbooks in the process of learning English.

There are several multimedia options that can be used in learning activities:

#### a. Audiovisual

##### 1) Definition of Audiovisual

Audiovisual is a multimedia content production that combines sound and images. Audiovisual is one of the most popular multimedia tools used for learning today.

According to Yuhdi Munadi (2008: 55), audiovisual media is media that involves the senses of hearing and sight simultaneously in one process<sup>11</sup>.

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<sup>10</sup><https://student-activity.binus.ac.id/himsisfo/2016/10/pengertian-multimedia-menurut-parahli/> (Accessed on November 27<sup>th</sup>, 2023 at 07.40 pm)

<sup>11</sup>Yudi Munadi. "Media Pembelajaran Sebuah Pendekatan Baru". Gaung persada press. 2008

Meanwhile, according to Wina Sanjaya (2014), audiovisual media is a type of media which, apart from containing sound, can also display images that can be seen<sup>12</sup>. From these two same meanings, it can be concluded that audiovisual is media that can be heard and seen directly, such as videos, films and so on.

## 2) Type of Audiovisual

According to Desya (in Abdul Wahab, et al), audiovisual media grouped into several types. Based on audiovisual media images consist of:

- a) Silent audiovisual media. Silent audiovisual media is media that is presented in a display sound and still images such as sound films, sound slides, comics sound, sound books and so on.
- b) Moving audio-visual media Moving audio-visual media is media that displays images motion and sound such as film, television, and video.

The types of audiovisual media based on sound are as follows following:

- a) Pure audiovisual media is media whose sound source comes from displayed images, such as sound films, television and video.
- b) Audiovisual media is not pure which is the source of sound not from the image displayed but from the source inserted, such as a sound frame (sound slide), an example is Power point application that can be used to produce

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<sup>12</sup>Prof. Dr. H. Wina Sanjaya. "Media Komunikasi Pembelajaran". KENCANA. 2014

sound frame<sup>13</sup>.

### 3) Advantages of Audiovisual

There are six advantages of using audiovisual by Nupur, such as:

- a) Best Motivator. The best motivator is meant because students are more interested in every learning process, and show enthusiasm in every learning process
- b) Fundamentals to Verbal Instructions. What this means is that there are clear instructions for each use so that it doesn't confuse students.
- c) Clear Images. Clear images are formed when we see, hear, touch, taste and smell as our experiences are direct, concrete and more or less permanent. Learning through the senses becomes the most natural and consequently the easiest.
- d) Vicarious Experience. Everyone agrees to the fact that the first hand experience is the best type of educative experience but such an experience cannot always be provided to the pupils and so in some situations certain substitutes have to be provided. For this we find a large number of inaccessible objects and phenomenon. For example all the students in India cannot possibly be shown Taj Mahal etc. In all such cases audio-visual aids provide us the best substitutes.

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<sup>13</sup>Abdul Wahab et al., "*Media Pembelajaran Matematika*". Aceh: Yayasan Penerbit Muhammad Zaini, 2021, h. 43-44

- e) Variety. Audiovisual provide variety and provide different tools in the hands of the teacher.
- f) Freedom. The use of audiovisual provide various occasions for the pupil to move about, talk, laugh and comment upon. Under such an atmosphere the students work because they want to work and not because the teacher wants them to work.<sup>14</sup>

#### 4) The Use Audiovisual for Learning

Learning using audiovisual media helped students more easily understand what they were learning. This media was considered more interesting and created a more interactive and realistic learning atmosphere. Students were more motivated and less likely to get bored. As stated by Febliza et al., learning using audiovisual media is a method of learning that utilizes media containing elements of sound and images, where the process of material absorption involves both the senses of sight and hearing<sup>15</sup>.

#### b. Wordwall Game

##### 1) Definition of Wordwall

A game that serves as a tool for education is called an educational game. According to Prensky, an educational game is a game designed for learning while still offering play and fun. An educational game combines

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<sup>14</sup>Nupur. 2012. advantages of audio visual aids. <http://www.preservearticles.com>. Retrieved on May 5th 2024.

<sup>15</sup>Febliza, Asyti dan Zul Afdal. (2015). "*Media Pembelajaran dan Teknologi Informasi Komunikasi*". Adefa Grafika: Pekanbaru.

educational content, learning principles, and computer games<sup>16</sup>. Wordwall is a multimedia content production game-based tool currently widely applied in the learning process. Wordwall is an interactive media that provides templates such as quizzes, matching, pairing pairs, anagrams, random words, word searches, grouping, etc. Apart from being used as a learning medium, wordwall can also be used as a tool to measure student grades with an interesting system through the games offered. Based on the results of research by Nasru Ilahiyati, Zuliati Rohmah, and Hamamah titled 'The Implementation of Wordwall Games in Teaching Vocabulary,' the study shows that the use of Wordwall games as a learning tool is effective in improving vocabulary, memorization, and the ability to construct sentences<sup>17</sup>. Another research result by Tira Nur Fitria, titled "Creating an Education Game Using Wordwall: An Interactive Learning Media for English Language Teaching (ELT)" also supports the effectiveness of Wordwall as an interactive learning media for English language teaching<sup>18</sup>.

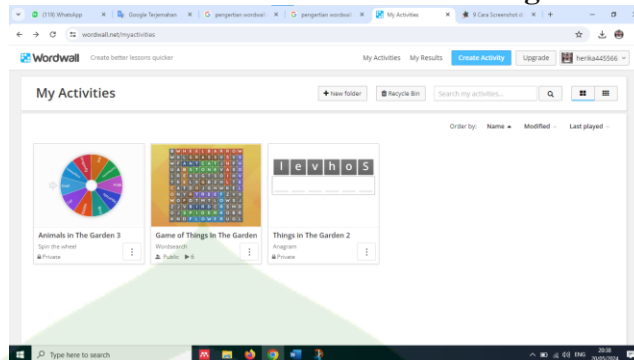
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<sup>16</sup>Prensky, M. (2005). "In Educational Games, Complexity Matters Mini-Games are Trivial—But "Complex" Games Are Not an Important Way for Teachers, Parents and Others to Look at Educational Computer and Video Games". *Educational Technology*, 45, 22-28.

<sup>17</sup>Ilahiyati, Nasru, Zuliati Rohmah, Hamamah. 2023. "The Implementation of Wordwall Games in Teaching Vocabulary". *IJEE (Indonesian Journal of English Education)*. 10 (1): 144-59

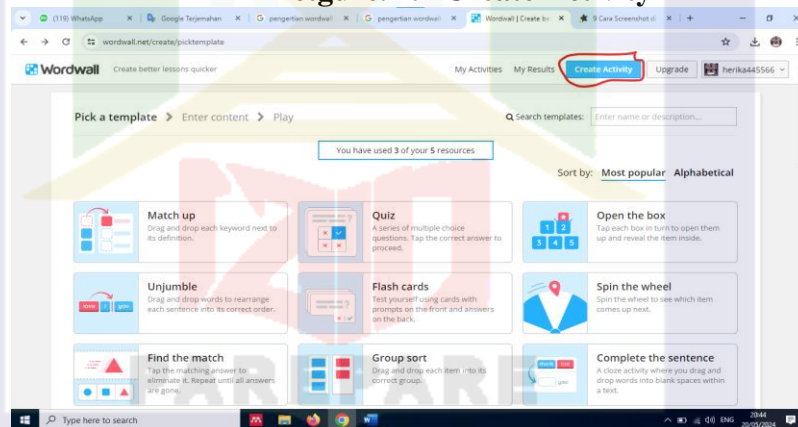
<sup>18</sup>Tira Nur Fitria. "Creating an Education Game Using Wordwall: An Interactive Learning Media for English Language Teaching (ELT)". *Foremost Journal*. Vol.4. No.2 (2023).

**Picture. 2.1 Wordwall Main Page**



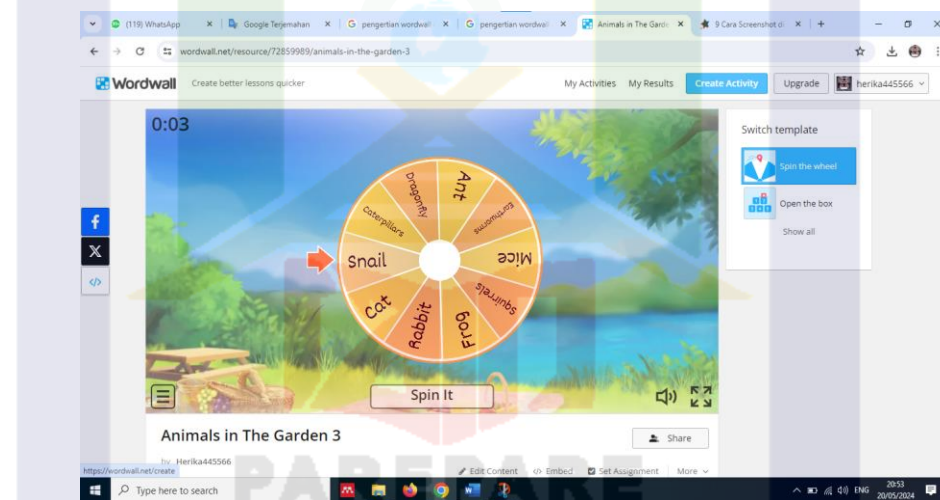
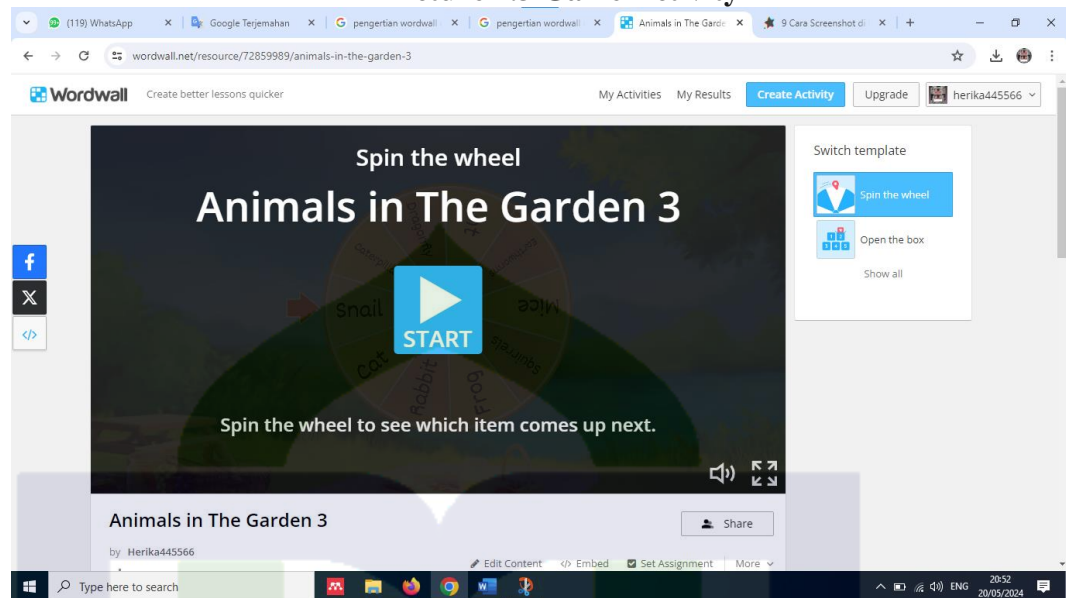
The main page of the wordwall will display all the activities that have been used or games created by the teacher, and will be applied to all students during the learning process.

**Picture. 2.2 Create Activity**



In the create activity tray is a picture of all the game templates on the wordwall, there are many game choices that can make students more active and interactive, then there are also several templates that can be used when purchased.

### Picture 2.3 Game Activity



After selecting the game you want to play, click start to start the game then follow the instructions when playing the game. The example above is a spin game, where students will click on the word spin it, then when they stop at one of the vocabulary words, students will answer the meaning of the vocabulary word and describe it.



## 2) Feature/Template in the Wordwall Game

There are 18 features available in wordwall, including:

- a) Match Up feature, namely a game aimed at matching questions and functions or definitions.
- b) Open the Box feature, a game aimed at guessing the box by pouring the available boxes.
- c) Random Cards feature, a game where you guess the cards that have been shuffled automatically.
- d) Anagram feature, namely by placing the letters according to their arrangement position.
- e) Labeled Diagram feature, namely a game that is played by arranging images using the drag method.
- f) Categorize feature, namely by categorizing in the available columns.
- g) Quiz feature, namely a multiple choice game.
- h) Find the Match feature, a game that matches existing images.
- i) Matching Pairs feature, which is a game where you match tiles by tapping until the answer matches.
- j) Missing Word feature, which is a drag and drop game that is attached to the available empty boxes.
- k) Wordsearch feature (Word search), which is a game that finds letters hidden in a grid (boxes).

- l) Rank Order feature, which is a game by arranging drag and drop until it is correct.
  - m) Spin The Wheel feature, which is a ball spinning game.
  - n) Group Sort feature, namely a drag and drop game to group each answer into groups.
  - o) Unjumble feature (Not mixed up), namely a game of dragging and dropping words so that they form the correct sentence structure.
  - p) Gameshow Quiz feature, which is a multiple choice game with time limits, lives and bonuses.
  - q) Maze Chase feature (Chasing the maze), which is a game of running towards the correct answer while trying to avoid enemies.
  - r) Airplane feature, which is a game where you use the arrows on the keyboard to fly the plane towards the correct answer while avoiding the wrong answer.
- 3) Advantages and Disadvantages of Wordwall Game
- The advantages of the wordwall application are:
- a) Able to provide a meaningful learning system that can be followed easily by elementary and higher level students.
  - b) The assignment model is in the wordwall software, which students can access via their cellphone.
  - c) Be creative.

While the disadvantages are:

- a) When used, it is prone to fraud and the font size cannot be changed.

- b) Some templates or features are used on a paid basis

## 2. Vocabulary

Learning a language, especially English, cannot be denied as vocabulary mastery plays a crucial role. This is because through mastering vocabulary, we can express suggestions, ideas, or convey our thoughts effectively. Furthermore, vocabulary mastery holds significant importance in acquiring proficiency in the four essential English skills: reading, speaking, writing, and listening. Whipper describes the central role of vocabulary as follows: "enrichment and expansion of coverage, one of which is obtained through reading"<sup>19</sup>.

According to Nurgiantoro, vocabulary constitutes the wealth of a language<sup>20</sup>. It is considered a crucial component and is often described as the key to learning a foreign language since the richness of vocabulary can significantly impact language quality. Additionally, according to Ross et al., vocabulary serves as a fundamental element for proficient speaking, listening, reading, and writing<sup>21</sup>. From these definitions, it can be concluded that vocabulary is a key element in learning language skills, and it plays a vital role in effective communication.

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<sup>19</sup>Elprieda H, Hiiebert, Michael L.Kamil. *“Teaching and Learning Vocabulary: Bringing Research to Practice”*. Taylor & Francis. 2005

<sup>20</sup>Muhammad Iqbalullah. *“Vocabulary Mastery and Grammar Mastery Impact On EFL High School Students Writing Skill”*.

<sup>21</sup>Nanda Amelia et al.,2024. *“Improving English Students Vocabulary Mastery Through the Learning Media “Card Games”*”. JURNAL BASICEDU. Vol.8 No.1

There are more than one hundred thousand vocabulary words in English. Despite this extensive vocabulary, it is not necessary to master all words to be able to speak English, as stated by Nation. According to Nation, a person can grasp at least 3,000 vocabulary words to understand reading materials. As per Schonell et al. (1956), around 4,539 vocabulary words are needed to comprehend spoken language. Additionally, for engaging in a conversation and understanding spoken language, approximately 1,200 vocabulary words are required, according to West. Finally, to proficiently write, one needs around 2,000 to 3,000 vocabulary words<sup>22</sup>.

Mastery of vocabulary can be considered achieved when one knows both the spelling and pronunciation of a word, understands its meaning along with other related meanings, and is aware of the function of the vocabulary in constructing sentences.

a. Type of Vocabulary

In general, vocabulary is divided into two types, such as<sup>23</sup>:

1. Active vocabulary is a collection of words that are understood and used in writing, reading, speaking, and listening in everyday contexts.

<sup>22</sup>I.S.P. Nation. *Teaching and Learning Vocabulary*. Newbury House Publisher. 1990.

<sup>23</sup><https://blog.cakap.com/vocabulary-adalah/#:~:text=Active%20vocabulary%20adalah%20kumpulan%20kata,menulis%20dalam%20kehidupan%20sehari%20Dhari> (Accessed on March 5<sup>th</sup> at 23.10 pm)

2. Passive vocabulary consists of words that are recognized but not typically used in normal everyday communication.

Based on the type of vocabulary, the researchers used Active Vocabulary to be taught to students at SMPN 6 DUA PITUE. The researchers chose this type of vocabulary because it is the kind of vocabulary used in everyday life. Given the learning focus of seventh grade students, which was more oriented towards writing, this approach helped students understand and remember these words quickly.

b. Levels of Vocabulary

A person's English ability, whether active or passive, can be measured using the CEFR (Common European Framework of Reference for Languages) standard. This international standard is widely applied in Europe to assess language ability or proficiency, and it is also used for English. The CEFR consists of six levels, which is:

1. A1 Beginner. At the first level of that CEFR, individuals have very basic capabilities in understanding and using English. Their proficiency is limited to general vocabulary and simple sentences.
2. A2 Elementary. The second level of CEFR a person's English ability is assessed through limited interactions in English. Individuals with a level A2 can communicate, but their discussions are limited to topics they have mastered. For example, a person might talk about their favorite song.

3. B1 Intermediate. The third level of CEFR, individuals are capable of actively and passively engaging in English conversations on a broader range of topics, encompassing both formal (albeit to a limited extent) and informal situations. For instance, they can discuss lifestyle and dreams in English.
4. B2 Upper Intermediate. The fourth level of CEFR, individuals proficiently navigate English in various situations with minimal difficulty. Typically, they demonstrate the ability to comprehend and use complex English. For instance, they can proficiently compose texts on social topics with detailed explanations.
5. C1 Advanced. The fifth levels of CEFR, individuals are adept at using English for both academic and professional purposes. They face minimal difficulties in comprehending or utilizing English in nearly all situations. They can fluently, spontaneously, and confidently express ideas in both written and verbal forms across a wide range of topics.
6. C2 Proficient. The last level at CEFR, individual reaches a proficiency equivalent to that of a native speaker. This implies the ability to use English in any situation and under any condition<sup>24</sup>.

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<sup>24</sup>Sudaryanto, Pratomo W. "Common European Framework of Reference for Languages (CEFR) dan Implikasinya bagi Buku Ajar BIPA". *IDIOMATIK: Journal Pendidikan Bahasa dan Sastra Indonesia*. Vol.3 No.2 (2020)

### c. Benefits of Vocabulary

#### 1. Communication Skills

Having a rich vocabulary can make it easier for individuals to understand the content of conversations when communicating.

#### 2. More Effective Writing Skill

Having a rich vocabulary can make it easier and more creative to choose words to complete a sentence or create a new paragraph.

#### 3. Improved Reading Comprehension

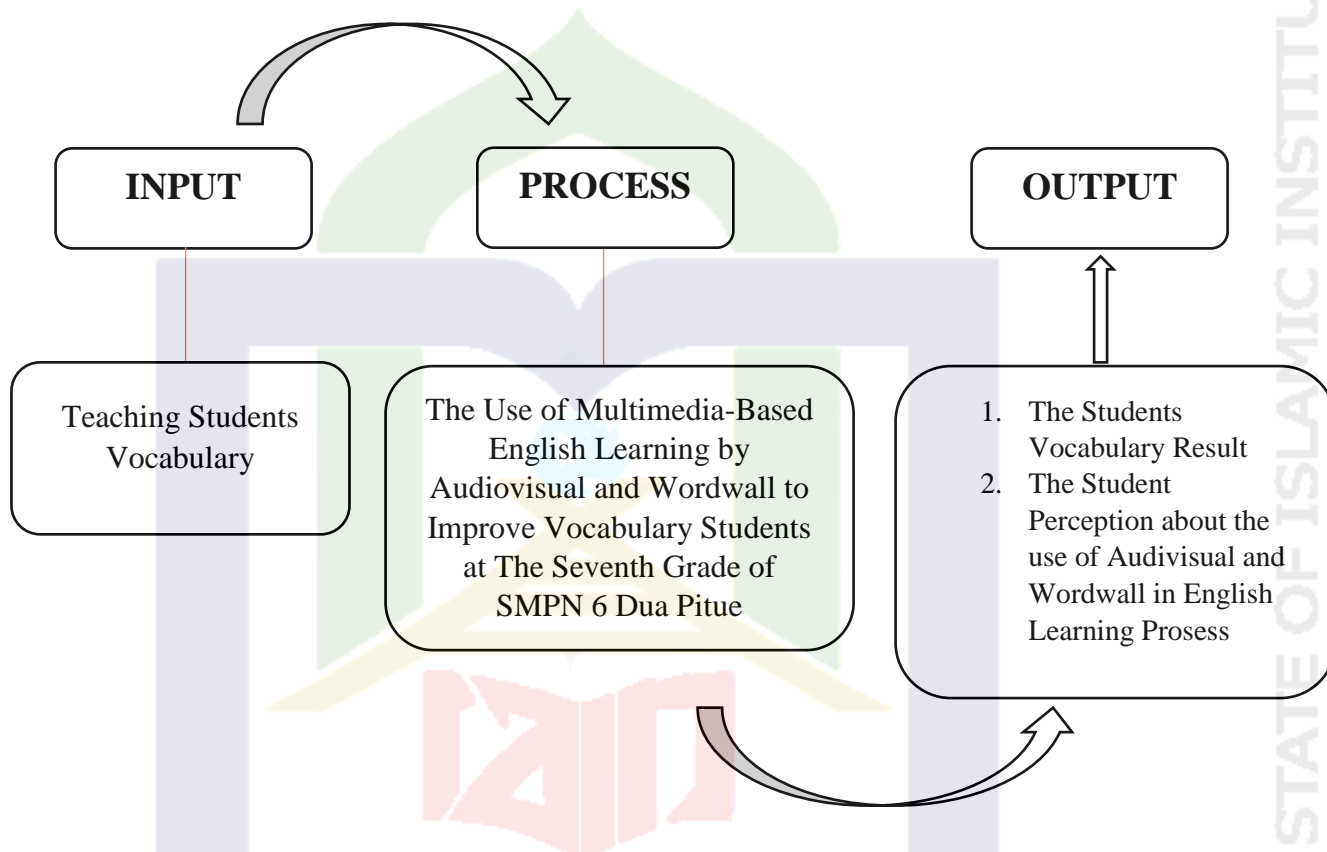
Understanding a wide vocabulary, individuals can easily understand complex texts. Good reading comprehension can improve literacy skills and general knowledge.<sup>25</sup>

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<sup>25</sup>Nagy, W. E., & Scott, J. "A Vocabulary Processes. In *Handbook Of Reading Research*". (Vol. III, Pp. 269-284). Lawrence Erlbaum Associates. (2000).

### C. Conceptual Framework

The framework concept prepared based on the research to be carried out is as a follow;



Explanation of the conceptual framework

1. Inputs: Here is the introduction to teaching English using multimedia by audiovisual and wordwall game.
2. Process: At this stage, after understanding the students' responses to the use of media in learning English, the learning process continues with the selected media to achieve the best results.



3. **Outputs:** At the output stage, the students' vocabulary test results are evaluated to see if the media used can improve their vocabulary. Additionally, students' perceptions of the English learning process while using the media are gathered.

#### **D. Hypothesis**

Based on previous related research and conceptual framework, the researcher provides the following hypothesis:

1. Null Hypothesis ( $H_0$ ) There is no significance in learning English using multimedia by audiovisual and wordwall to improve students' vocabulary
2. Alternative Hypothesis ( $H_a$ ) There is significance to learning English using multimedia by audiovisual and wordwall to improve students' vocabulary.

## CHAPTER III

### RESEARCH METHOD

This chapter describe about the description research method/design, location and time, population, sample, instrument, and procedure of collecting data.

#### A. Research Design

This research employed quantitative methods, emphasizing the depth of data in the form of statistics and aiming to record as much data as possible from a broad population. Quantitative is a type of research activity whose specifications are systematically planned and clearly structured from the start until the creation of the research design<sup>26</sup>.

In this research, the technique applied was a pre-experimental design with a one-group pre-test and post-test design.. The pre-experimental approach is a type of quantitative research that specifically focuses on measurable cause-and-effect relationships. In this research, the focus is only on one class or you could say only one group, thus providing additional advantages because it can confirm other independent variables that might influence change<sup>27</sup>. This is a present as a follow:

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<sup>26</sup>Sugiyono. *“Metode penelitian pendidikan: (pendekatan kuantitatif, kualitatif dan R & D”*. Bandung: Alfabeta, 2008.

<sup>27</sup>Gay L, Geoffrey, Peter A. *“Educational Research”*. Pearson Education. 2012.

**Research Design<sup>28</sup>****E=O1 XO2**

Show of :

E : Pre-Experimental

X : Treatment

O1 : Pre-Test

O2 : Post-Test

**B. Location and Duration**

This research was conducted at SMPN 6 Dua Pitue, Betao Riawa Village, Pitu Riawa District, Sidrap Regency, South Sulawesi Province. The researcher conducted the study over a period of one month.

**C. Population and Sample****1. Population**

A population is a generalized domain consisting of objects or subjects that have certain properties and characteristics that researchers have determined to study them and draw conclusions from them<sup>29</sup>. The population used in this research was the seventh grade of SMPN 6 Duapitue, which consisted of 2 active classes.

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<sup>28</sup>Sugiyono. "Metode Penelitian Kuantitatif, Kualitatif dan R & D". Cetakan ke-19. Bandung: Alfabeta 2013

<sup>29</sup>Sugiyono. 2011. "Metode Penelitian Kuantitatif, Kualitatif dan R & D". Bandung: Alfabeta 143

**Table 3.1 Total Population Seventh Grade of SMPN 6 Dua Pitue**

NO	CLASS	SEX		TOTAL
		MALE	FEMALE	
1.	VII.1	10	11	22
2.	VII.2	5	13	18
TOTAL				40 STUDENTS

## 2. Sample

This sample is a subset of the number and characteristics of the population. When a researcher is unable to study all of a population, such as because the population is large and resources, energy, or time are limited, the researcher used samples from that population<sup>30</sup>. Therefore, the researcher chose class VII.2 as the sample for research.

### D. The Instrument of The Research

The research instrument was implemented by administering an English language test based on the chapter in the book provided during both the pre-test and post-test phases. The pre-test was conducted before the treatment, while the post-test was administered after the treatment. In the pre-test, the researcher formulated essay questions based on the students' learning, and similarly, in the post-test, the researcher presented essay questions based on the material covered during the treatment. In addition to using pre-tests and post-tests, the researcher also used a questionnaire to better understand students' perceptions of using

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<sup>30</sup>Sugiyono. 2011. *“Metode Penelitian Kuantitatif, Kualitatif dan R & D”*. Bandung: Alfabeta 143

audiovisual and wordwall games in the learning process. One of the multimedia tools that was used was audiovisual, and a wordwall game was employed during the treatment.

### **E. Procedure of Collecting Data**

There are several procedure of collecting data methods in this research;

#### **1. Observation**

Observation is a data collection technique that has unique characteristics compared to other techniques, namely interviews and questionnaires. If interviews and questionnaires constantly communicate with people, then observations apply not only to people, but also to other natural objects<sup>31</sup>.

Observation is a complex process consisting of various biological and psychological processes. The two most important things are the observation and memory processes<sup>32</sup>. In collecting data, the researcher made observations about the school context and the English subject teaching and learning process to examine students' ability to master vocabulary for Class VII.2 at SMPN 6 Dua Pitue. This observation was conducted to see how students learn before the research was carried out. This observation serves as the background for conducting research at

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<sup>31</sup>Sugiyono. 2012. "*Metode Penelitian Kuantitatif, Kualitatif dan R & D*". (Vol.8). Bandung: Alfabeta

<sup>32</sup>Sugiyono. 2011. "*Metode Penelitian Kuantitatif, Kualitatif dan R & D*". Bandung: Alfabeta 143

SMPN 6 Dua Pitue by obtaining information from teachers about students' weaknesses in learning English.

## 2. Test

A test is a tool or procedure that can be used to find or measure something in a situation using specific methods and rules<sup>33</sup>. As a data collection tool, a test consists of a series of questions or exercises designed to measure the knowledge, intelligence, skill, or talent of an individual or group. From this definition, it is clear that a test is a set of questions asked of students to determine their learning outcomes.

The purpose of the test was to determine students' vocabulary mastery using a pre-test and post-test.

This research uses several types of tests used to conduct the research. i.e;

- a. **The pre-test** was a test conducted before the learning process. This test was administered to determine the students' level of knowledge about the material they were learning. This data was used as the students' initial ability data. In the pre-test, questions were asked that matched the material provided by the teacher.
- b. **The post-test** was a test administered at the end of the subject to determine the learning outcomes of students at a particular stage after treatment. It was

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<sup>33</sup>Sugiyono. 2011. "*Metode Penelitian Kuantitatif, Kualitatif dan R & D*". Bandung: Alfabeta 143

expected that the scores obtained on the post-test would be higher than the scores on the pre-test. The post-test was similar to the pre-test in that it asked explanatory questions.

### 3. Treatment

Treatment was a process that took place after a preliminary examination. The purpose of the treatment was to observe the students' growth and the influence of the two variables involved. The treatment process was carried out in five sessions, during which the researchers implemented the use of multimedia in the English learning process by showing audiovisuals and using wordwall game.

The steps that were carried out during the treatment process included:

- 1) First Meeting
  - a. Researcher prepared teaching materials.
  - b. Then the researcher divided the students into groups for collaborative efforts.
  - c. After that, the researcher asked students to work together to find the vocabulary in the "Things In The Garden" video, especially for plants in the garden.
  - d. After students found the vocabulary, the researcher provided a challenge by asking them to identify vocabulary related to each part of the plant found in the video "Things In The Garden".

- e. Then, to further train the students' vocabulary, the researcher assigned each group representative to play the wordwall game. Each vocabulary item found was described by each group.
- f. Finally, the researcher appointed a representative from each group to read out each vocabulary word found, while other groups were asked to provide responses.

#### 2) The Second Meeting

The second meeting was the same as the first meeting, where the "Things In The Garden" video was used to focus on animals in the garden

#### 3) The Third Meeting

The third meeting was the same as the first meeting, where the "Things In The Garden" video was used to focus on tools in the garden.

#### 4) The Fourth Meeting

The fourth meeting was the same as the first meeting, where the "Things In The Garden" video was used to review all vocabulary starting from plant vocabulary to tools vocabulary

#### 4. Questionnaire

Questionnaires were given to students at the last meeting after the pre-test, treatment, and post-test. Researcher used this questionnaire to find out if implementing multimedia-based learning improved students' vocabulary. A



questionnaire is a data collection technique that is carried out by giving respondents a set of questions or written statements to answer<sup>34</sup>.

## F. Technique of Data Analysis

All data was collected before and after the test. The following steps used:

1. Scoring the students answers:

$$\text{Score} = \frac{\text{Students corret answers}}{\text{The total of number}} \times 100$$

2. Classifying the score five level as the following :

*Table 3.2 Classification of the students score<sup>35</sup>*

NO	CLASSIFICATION	SCORE
1.	Excellent	86-100
2.	Good	71-85
3.	Enough	56-70
4.	Poor	41-55
5.	Very Poor	≤ 40

<sup>34</sup>Dr. Sugiyono. "Metode Penelitian Kuantitatif, Kualitatif dan R&D". Cetakan ke-19. Bandung : Alfabeta. 2013

<sup>35</sup>Dirjen Pendidikan Dasar dan Menengah. D. P. D (2005). Peraturan Direktorat Jendral Pendidikan Dasar dan Menenengah, Tentang: *Penilaian Perkembangan Anak Didik*. Jakarta Depdiknas.

3. Finding out the mean of the students score, as follow the form;

$$\bar{x} = \frac{\sum X_i}{n}$$

Which is;

$\bar{x}$  : Mean

$\sum X_i$  : Score Totals

$n$  : The total of students<sup>36</sup>

4. The Formula Calculates The Percentage of Student Scores

$$P = \frac{F}{N} \times 100\%$$

Which is :

$P$  : The Percentage of Student Responds

$F$  : The Frequency of Student Responds

$N$  : The Total of Students

5. The Formula gets The Standard Deviation

$$SD = \sqrt{\frac{\sum x^2 - \frac{(\sum x)^2}{n}}{n - 1}}$$

Which is :

SD: Standard Deviation

$\sum x^2$ : The number of student scores have been squared

<sup>36</sup>Suharsimi Arikunto. "Dasar – Dasar Evaluasi Pendidikan". Jakarta: Bumi Aksara. 2009

$(\sum x)^2$ : The number of student score

n: The total of students

6. The formula gets the different of the mean scores between pre-test and post-test by calculate T-test

$$t = \frac{D}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{n-1}}{n(n-1)}}$$

Which is:

t: Test Significant

D: The mean students score between  $X_1$  and  $X_2$

$\sum D$ : The number of total score

$\sum D^2$ : The number of scores have been squared

n: The total of students<sup>37</sup>

7. To analyze students perception

To analyze students' perceptions of the use of multimedia in learning English, especially in improving students' vocabulary. Researcher gave students a questionnaire. The questionnaire in this study consisted of 20 questions: 10 positive questions and 10 negative questions.

<sup>37</sup>Gay L, Geoffrey, Peter A. "Educational Research". Pearson Education. 2012.

**Table 3.3 The Scale**

Negative Statement Score	Category	Positive Statement Score
1	Strongly Agree	5
2	Agree	4
3	Indesicive	3
4	Disagree	2
5	Strongly Disagree	1 <sup>38</sup>

In this investigation, the information obtained from the survey was analyzed using manual calculation. After getting the score, the analyst categorizes the score into a scale for each address and takes the high level as questions that are a big problem for the student in speaking English. Analysts describe the survey results used the Sudjiono (2004, p. 43) equation as follows:

$$P = \frac{f}{N} \times 100\%$$

Which is:

P = Number of Percentage

F = Frequency

N = Number of Frequency

<sup>38</sup>Sandu Siyoto, Muhammad Ali Soodik. "Dasar Metode Penelitian". Literasi Media Publishing. 2015

## CHAPTER IV

### FINDING AND DISCUSSIONS

#### A. Findings

Researcher tested the use of multimedia by audiovisual and wordwall game in an effort to improve the vocabulary of seventh grade students at SMPN 6 Dua Pitue. Based on research conducted in class, the researcher have fulfilled the requirements to obtain different results on students' pre-test and post-test scores according to the learning process carried out using multimedia by audiovisual and wordwall games in improving students' vocabulary. Researcher gave pre-tests, post-tests and questionnaires to all students' in order to answer the questions in the research question.

#### 1. Result of Students Pre-Test and Post-Test.

##### a. Pre-Test

In this pre-test the researcher distributed 10 essay questions to each students' in class 7.2 of SMPN 6 Dua Pitue, after that the researcher could measured the students' ability to master understanding before carrying out treatment. The following is the classification of student scores before treatment.

**Table 4.1 The Students Vocabulary Score of Pre-Test**

No.	Name	Pre-Test		
		Correct Answer	Score ( $X_1$ )	$(X_1)^2$
1	A	9	56	3136
2	BK	7	41	1681
3	DA	0	0	0
4	K	0	0	0
5	LAP	10	65	4225
6	MR	6	25	625
7	MRS	9	56	3136
8	MRN	10	55	3025
9	NM	10	59	3481
10	NA	0	0	0
11	NA2	10	46	2116
12	NA3	8	44	1936
13	NS	10	50	2500
14	S	8	48	2304
15	S2	0	0	0
16	S3	0	0	0
17	SDP	0	0	0
18	SHN	7	49	2401
<b>Total</b>			$\sum X_1 = 594$	$(\sum X_1)^2 = 30566$

After calculating the students' pre-test scores, the scores are classified into frequency percentages. The frequency percentages for the pre-test are shown in the table below:

**Table 4.2 The Classification Score, Frequency and Percentage of Pre-Test**

No.	Classification	Score	Frequency of Pre-Test	Percentage of Pre-Test
1	Excellent	85 – 99	0	0%
2	Good	75 – 84	0	0%
3	Enough	60 – 74	4	22%
4	Poor	40 – 59	7	39%
5	Very Poor	0 – 39	7	39%
<b>Total</b>			<b>18</b>	<b>100%</b>

Based on Table 4.2 the pre-test percentages showed that 22% of students were classified as “enough”, 39% as “poor”, and 39% as “very poor” in their ability to understand English vocabulary.

Because most students' scores were classified as “poor” and “very poor”, the next step was to calculate the mean and standard deviation of the pre-test scores from Table 4.2.

Finding students mean score of pre-test:

$$\bar{x} = \frac{\sum X_i}{n}$$

$$\bar{x} = \frac{\sum 594}{18}$$

$$\bar{x} = 33$$

From the calculation above, the average pre-test score ( $X_1$ ) is 33.

Based on the pre-test results, the average score was 33. This analysis showed that the 18 students active had very low vocabulary scores before the treatment was given.

Next, after knowing the mean score from the pre-test, the standard deviation of the pre-test score was calculated.

$$SD = \sqrt{\frac{\sum x^2 - \frac{(\sum x)^2}{n}}{n - 1}}$$

$$SD = \sqrt{\frac{30566 - \frac{(594)^2}{18}}{18 - 1}}$$

$$SD = \sqrt{\frac{30566 - \frac{352836}{18}}{17}}$$

$$SD = \sqrt{\frac{30566 - 19602}{17}}$$

$$SD = \sqrt{\frac{10964}{17}}$$

$$SD = \sqrt{644,5}$$

$$SD = 25,39$$

From the calculation above, the standard deviation pre-test score ( $X_1$ ) is 25,39.

After completing the calculation analysis, the pre-test average ( $X_1$ ) was 33 and the pre-test Standard Deviation (SD) was 25.39, indicating that the improvement in students' vocabulary was in the very low category.



## b. Post-Test

**Table 4.3 The Students Vocabulary Score of Post-Test**

No.	Name	The Students' Pre-Test Score		
		Correct Answer	Score ( $X_2$ )	$(X_2)^2$
1	A	10	76	5776
2	BK	10	76	5776
3	DA	10	73	5329
4	K	10	79	6241
5	LAP	10	79	6241
6	MR	10	60	3600
7	MRS	10	72	5184
8	MRN	10	76	5776
9	NM	10	74	5476
10	NA	10	74	5476
11	NA2	10	86	7396
12	NA3	10	85	7225
13	NS	10	69	4761
14	S	10	64	4096
15	S2	10	32	1024
16	S3	10	50	2500
17	SDP	10	82	6724
18	SHN	10	74	5476
<b>Total</b>			$\sum X_2 = 1281$	$(\sum X_2)^2 = 94077$

After calculating the students' post-test scores, the scores were classified into frequency percentages. The frequency percentages for the post-test can be seen in the table below:

**Table 4.4 The Classification Score, Frequency and Percentage of Post-Test**

No.	Classification	Score	Frequency of Pre-Test	Percentage of Pre-Test
1	Excellent	85 – 99	2	11%
2	Good	75 – 84	6	33%
3	Enough	60 – 74	8	44%
4	Poor	40 – 59	1	6%
5	Very Poor	0 – 39	1	6%
<b>Total</b>			<b>18</b>	<b>100%</b>

Based on the previous percentage table, it can be seen that students' vocabulary improved after using multimedia-based by audiovisual and wordwall games during classroom learning. The post-test percentages show that 11% of students were in the “Excellent” category, 33% in the “Good” category, 44% in the “Enough” category, and 6% in the “Poor and Very Poor” category for improving their English vocabulary.”.

Finding students mean score of pre-test:

$$\bar{x} = \frac{\sum X_i}{n}$$

$$\bar{x} = \frac{1281}{18}$$

$$\bar{x} = 71,17$$

From the calculation above, the average post-test score ( $X_2$ ) is 71,17.

Based on the post-test results after the treatment, the average score was 71.17. The analysis showed that almost 18 students had “Good”, “Enough” and

“Excellent” scores. These results indicated that using multimedia-based audiovisuals and wordwall games could improve students' English vocabulary.

Next, after knowing the mean score from the post-test, the standard deviation of the post-test scores was calculated.

$$SD = \sqrt{\frac{\sum x^2 - \frac{(\sum x)^2}{n}}{n - 1}}$$

$$SD = \sqrt{\frac{94077 - \frac{(1281)^2}{18}}{18 - 1}}$$

$$SD = \sqrt{\frac{94077 - \frac{1640961}{18}}{17}}$$

$$SD = \sqrt{\frac{94077 - 91164,5}{17}}$$

$$SD = \sqrt{\frac{2912,5}{17}}$$

$$SD = \sqrt{171,3}$$

$$SD = 13,9$$

From the calculation above, the standard deviation post-test score ( $X_2$ ) is 13,9.

### c. Calculating of The Data Pre-Test and Post-Test

This research explained that it used a pre-test and post-test to measure the improvement in students' vocabulary before and after they used multimedia-based by audiovisuals and wordwall games. The score comparison between the pre-test and post-test is as follows:

**Table 4.5. The Score Comparison between Pre-Test and Post-Test**

No.	Name	The Students' Score	
		Pre-Test (X <sub>1</sub> )	Post-Test (X <sub>2</sub> )
1	A	56	76
2	BK	41	76
3	DA	0	73
4	K	0	79
5	LAP	65	79
6	MR	25	60
7	MRS	56	72
8	MRN	55	76
9	NM	59	74
10	NA	0	74
11	NA2	46	86
12	NA3	44	85
13	NS	50	69
14	S	48	64
15	S2	0	32
16	S3	0	50
17	SDP	0	82
18	SHN	49	74
<b>Total</b>		<b>594</b>	<b>1281</b>
<b>MEAN</b>		<b>33</b>	<b>71,17</b>

Referring to the comparison table of the Pre-test (X<sub>1</sub>) and Post-Test (X<sub>2</sub>) results shows that students' scores improved after the treatment. This proves that students' improved their vocabulary mastery through the use of multimedia-based by audiovisuals and wordwall games. The improvement was measured by the average pre-test score is 33 and the average post-test score is 71.17, with a total pre-test score of 594 and a post-test score of 1281. Before receiving treatment, the pre-test results were at the 'very poor' level. However, after using

multimedia-based by audiovisuals and wordwall games, satisfactory changes began to be seen, and students' vocabulary improvement started to get better.

The classification score, frequency of percentages in the pre-test and post-test are shown in the following table.

**Table 4.6. The Rate Percentage of the Frequency of the Pre-Test and the Post-Test**

No	Classification	Score	Frequency		Percentage	
			Pre-test	Post-test	Pre-test	Post-test
1	Excellent	85 – 99	0	2	0%	11%
2	Good	75 – 84	0	6	0%	33%
3	Enough	60 – 74	4	8	22%	44%
4	Poor	40 – 59	7	1	39%	6%
5	Very Poor	0 – 39	7	1	39%	6%
<b>Total</b>			<b>18</b>	<b>18</b>	<b>100%</b>	<b>100%</b>

The data in the previous table shows the percentage results of the pre-test frequency rate. Seven students scored “Poor” (39%), seven students scored “Very Poor” (39%), while four other students scored “Enough” (22%). Then, the results of the post-test frequency percentage showed that 2 students scored “Excellent” (11%), 6 students scored “Good” (33%), 8 students scored “Fair” (44%), 1 student scored “Poor” (6%), and 1 more student scored “Very Poor” (6%). Based on the post-test percentages, more students achieved good scores compared to those who scored poorly on the pre-test. This indicates that students

improved their vocabulary after treatment with multimedia-based by audiovisuals and wordwall games.

d. T-test Score

To find out the difference in the average scores between the pre-test and post-test, refer to the table below to see how students' vocabulary improved using multimedia-based by audiovisuals and wordwall games.

**Table 4.7 Calculating Pre-test and Post-test to Improve Students Vocabulary English Learning**

NO	X <sub>1</sub>	X <sub>2</sub>	(X <sub>1</sub> ) <sup>2</sup>	(X <sub>2</sub> ) <sup>2</sup>	D(X <sub>2</sub> -X <sub>1</sub> )	(X <sub>2</sub> -X <sub>1</sub> ) <sup>2</sup>
1	56	76	3136	5776	20	2640
2	41	76	1681	5776	35	4095
3	0	73	0	5329	73	5329
4	0	79	0	6241	79	6241
5	65	79	4225	6241	14	2196
6	25	60	625	3600	35	2975
7	56	72	3136	5184	16	2048
8	55	76	3025	5776	21	2751
9	59	74	3481	5476	15	1995
10	0	74	0	5476	74	5476
11	46	86	2116	7396	40	5280
12	44	85	1936	7225	41	5289

13	50	69	2500	4761	19	2261
14	48	64	2304	4096	16	1792
15	0	32	0	1024	32	1024
16	0	50	0	2500	50	2500
17	0	82	0	6724	82	6724
18	49	74	2401	5476	25	3075
<b>TOT</b>	$\sum X_1 =$ <b>594</b>	$\sum X_2$ <b>=1281</b>	$(\sum X_1)^2$ <b>=30566</b>	$(\sum X_2)^2 =$ <b>94077</b>	$\sum D =$ <b>687</b>	$\sum D^2 (X_2 - X_1)^2 =$ <b>63691</b>

To statistically ascertain each student's score, the following tests were applied. The formula below was used to calculate the average difference between pre-test and post-test results:

$$D = \frac{\sum D}{N} = \frac{687}{18} = 38,17$$

So the difference in average score is 38,17

Calculate the T-test score using the following formula to determine the difference:

$$t = \frac{D}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{n-1}}{n(n-1)}}$$

$$t = \frac{38,17}{\sqrt{\frac{63691 - \frac{(687)^2}{18-1}}{18(18-1)}}$$

$$t = \frac{38,17}{\sqrt{\frac{63691 - \frac{471969}{17}}{18(17)}}$$

$$t = \frac{38,17}{\sqrt{\frac{63691 - 27762,9}{306}}}$$

$$t = \frac{38,17}{\sqrt{\frac{35928,1}{306}}}$$

$$t = \frac{38,17}{\sqrt{117,4}}$$

$$t = \frac{38,17}{10,84}$$

$$t = 3,52$$

The result of calculating the t-test is 3.52.

Based on the T-test result of 3.52, this serves as a benchmark for the significance of the pre-test and post-test results when compared to the T-table. The T-test is used to determine if there is significance in the calculated scores compared to the statistical results. The t-test is a determinant of whether there is a significant improvement in the conducted research

#### e. Test of the Result Analysis

To determine the significant difference between the average pre-test score and the average post-test score, the researcher used the t-test, resulting in a T-test score of 3.52. To determine the degrees of freedom (df) researcher used the following formula:



$$df = N - 1$$

$$df = 18 - 1$$

$$df = 17$$

To find the t-table score, a significance level of 5% ( $\alpha = 0.05$ ) is used. With degrees of freedom ( $df$ ) = 17, the t-table score is 1.740, and the t-test score is 3.52. This indicates that the t-test score is greater than the t-table score ( $3.52 \geq 1.740$ ). Based on the final scores of the t-test and t-table, it can be concluded that students' vocabulary mastery increased after receiving treatment using multimedia-based audiovisuals and wordwall games. Therefore, the null hypothesis ( $H_0$ ) is rejected, and the alternative hypothesis ( $H_a$ ) is accepted.

**Table 4.8 The test of significant**

Variable	T-test	T-table Score
Pre-test and Post-test	3.52	1.740

The data in table 4.8 showed that the t-test value was greater than the t-table value. This indicated a significant difference between the students' pre-test and post-test results. Therefore, it could be concluded that the use of multimedia-based by audiovisuals and wordwall games improved students' English vocabulary.

## 2. The Result of Questionnaires.

This section analyzed students' perceptions of the use of multimedia-based by audiovisual and wordwall games through distributed questionnaires.

**Table 4.9 The Score of Questionnaires**

Respondent	Items																				TOTAL
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
S1A	3	4	5	5	4	5	4	5	4	4	4	4	5	4	5	4	4	4	5	4	86
S2BK	2	4	4	5	5	4	3	4	4	5	4	4	5	5	5	4	4	5	4	4	84
S3DA	3	4	5	4	5	4	4	5	4	5	4	5	4	5	4	4	4	4	5	4	86
S4K	3	5	5	3	5	3	4	4	4	3	5	4	4	4	4	5	4	5	4	4	82
S5LAP	3	5	4	5	4	5	5	5	5	4	4	4	4	4	4	4	4	4	4	5	86
S6MR	4	5	5	4	4	5	5	4	5	4	4	4	5	5	4	4	4	3	4	4	86
S7MRS	3	5	4	4	4	5	4	5	4	3	4	4	5	5	4	4	4	5	4	4	84
S8MRN	2	4	5	4	4	3	3	4	4	4	4	4	4	4	4	5	3	4	4	5	78
S9NM	2	4	3	5	4	3	4	5	4	4	5	5	4	4	4	4	4	5	5	5	83
S10NA	4	4	3	5	4	4	4	4	5	4	4	5	4	4	4	4	4	4	4	5	83
S11NA.MR	3	4	4	5	3	4	3	4	4	5	4	4	4	4	5	4	4	4	4	5	81
S12NAH	3	4	5	5	5	4	5	5	4	5	5	4	4	5	4	4	5	5	4	4	89
S13NS	2	4	4	3	4	4	3	5	3	4	4	4	5	4	4	4	3	3	4	4	75
S14S	3	4	4	4	5	5	4	3	4	4	4	4	5	4	4	5	5	3	4	4	82

S15SKA	2	4	3	3	4	3	3	3	3	4	4	4	4	4	4	4	3	3	4	4	70
S16SYL	2	4	4	4	5	3	3	4	3	4	4	4	4	4	5	5	4	4	4	5	79
S17SDP	2	4	3	5	4	5	4	4	5	3	4	5	4	4	4	4	5	5	4	5	83
S18SHD	3	4	5	4	5	5	3	4	4	3	4	5	5	4	4	4	4	4	5	4	83
<b>TOTAL</b>																				<b>1480</b>	

$$X = \frac{\sum x}{N}$$

$$X = \frac{1480}{18}$$

$$X = 82,22$$

Table 4.9 showed 10 positive and 10 negative questionnaires. On average, all students' responses were very positive according to the Likert scale. Based on this scale, students' perceptions of using multimedia-based audiovisuals and wordwall games were highly favour able in the English language learning process, particularly in improving vocabulary.

The researcher analyzed by tabulating and analyzing survey data in percentages as follows:

1. Question 1: Students likes learning English

Question 1	Scores	Frequency	Sum the score
Strongly Agree	5	-	-
Agree	4	2	8

Indecisived	3	9	27
Disagree	2	7	14
Strongly Disagree	1	-	-
<b>Total</b>		<b>18</b>	<b>49</b>

Based on the questionnaire table number 1, some students were still unsure, and some others disagreed. In conclusion, most students of class 7.2 at SMPN 6 Dua Pitue were still hesitant in learning English.

It could be described on a continuum, as follows:

	<b>SD</b>	<b>D</b>	<b>N</b>	<b>A</b>	<b>SA</b>
<b>0</b>	<b>16</b>	<b>32</b>	<b>48</b>	<b>64</b>	<b>80</b>
			49		

So, from the explanation above, if the numbers matched, it could be said that students liked learning English using multimedia-based by audiovisuals and Wordwall games. The result was  $49/80 \times 100 = 61.25\%$ , who were categorized as strong.

2. Question 2: Students likes learning English using audiovisual.

Question 2	Scores	Frequency	Sum the score
Strongly Agree	5	4	20
Agree	4	14	56
Indecisived	3	-	-

Disagree	2	-	-
Strongly Disagree	1	-	-
<b>Total</b>		<b>18</b>	<b>76</b>

Based on the questionnaire table number 2, most students agreed that they liked audiovisuals as a medium for learning English. This means that the students of class 7.2 at SMPN 6 Dua Pitue liked learning English using audiovisual media.

It could be described on a continuum, as follows:



So, the continuum above showed that if the numbers matched, then students could be said to have liked learning English using audiovisuals. Specifically,  $76/80 \times 100 = 95\%$ , were categorized as very strong.

3. Question 3: Students likes learning English using the wordwall game.

<b>Question 3</b>	<b>Scores</b>	<b>Frequency</b>	<b>Sum the score</b>
Strongly Agree	5	7	35
Agree	4	7	28
Indecisived	3	4	12
Disagree	2	-	-

Strongly Disagree	1	-	-
<b>Total</b>		<b>18</b>	<b>75</b>

Based on questionnaire table number 3, most of the students agreed that they liked the wordwall game as a medium for learning English. This means that the students of class 7.2 at SMPN 6 Dua Pitue liked learning English using the wordwall game.

It could be described on a continuum, as follows:

	<b>SD</b>	<b>D</b>	<b>N</b>	<b>A</b>	<b>SA</b>
<b>0</b>	<b>16</b>	<b>32</b>	<b>48</b>	<b>64</b>	<b>80</b>
					75

So, the continuum above showed that if the numbers matched, then students could be said to have liked learning English using the wordwall game. Specifically,  $75 / 80 = 93.75\%$ , were categorized as very strong.

4. Question 4: Students likes learning English vocabulary using audiovisual.

Question 4	Scores	Frequency	Sum the score
Strongly Agree	5	8	40
Agree	4	7	28
Indecisived	3	3	9
Disagree	2	-	-
Strongly Disagree	1	-	-

<b>Total</b>		<b>18</b>	<b>77</b>
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Based on questionnaire table number 4, most of the students agreed that they liked learning English vocabulary using audiovisuals. This means that the students of class 7.2 at SMPN 6 Dua Pitue liked learning English vocabulary using audiovisual media.

It could be described on a continuum, as follows:

	<b>SD</b>	<b>D</b>	<b>N</b>	<b>A</b>	<b>SA</b>
<b>0</b>	<b>16</b>	<b>32</b>	<b>48</b>	<b>64</b>	<b>80</b>
					77

So, the continuum above showed that if the numbers matched, then students could be said to have liked learning English vocabulary using audiovisuals. Specifically,  $77/80 \times 100 = 96.25\%$ , were categorized is very strong.

5. Question 5: Using wordwall games made English learning more interesting.

<b>Question 5</b>	<b>Scores</b>	<b>Frequency</b>	<b>Sum the score</b>
Strongly Agree	5	7	35
Agree	4	10	40
Indecisived	3	1	3
Disagree	2	-	-
Strongly Disagree	1	-	-
<b>Total</b>		<b>18</b>	<b>78</b>

Based on questionnaire table number 3, most of the students agreed that using Wordwall games made English learning more interesting. This means that the students of class 7.2 at SMPN 6 Dua Pitue liked using wordwall games made English learning more interesting.

It could be described on a continuum, as follows:

	<b>SD</b>	<b>D</b>	<b>N</b>	<b>A</b>	<b>SA</b>
<b>0</b>	<b>16</b>	<b>32</b>	<b>48</b>	<b>64</b>	<b>80</b>
					78

So, the continuum above showed that if the numbers matched, then students could be said to have found using wordwall games made English learning more interesting. Specifically,  $78/80 \times 100 = 97.5\%$ , were categorized as very strong.

6. Question 6: The use of audiovisuals made learning English more enjoyable

<b>Question 6</b>	<b>Scores</b>	<b>Frequency</b>	<b>Sum the score</b>
Strongly Agree	5	7	45
Agree	4	6	24
Indecisived	3	5	15
Disagree	2	-	-
Strongly Disagree	1	-	-
<b>Total</b>		<b>18</b>	<b>74</b>



Based on questionnaire table number 6, most of the students agreed that the use of audiovisuals made learning English more enjoyable. This means that the students of class 7.2 at SMPN 6 Dua Pitue liked using audiovisuals made learning English more enjoyable .

It could be described on a 5-point continuum, as follows:

	SD	D	N	A	SA
0	16	32	48	64	80
				74	

So, the continuum above showed that if the numbers matched, then students could be said to have found that the use of audiovisuals made learning English more enjoyable. Specifically,  $74/80 \times 100 = 92.5\%$ , were categorized as very strong.

7. Question 7: The use of audiovisual made it easier to understand English language learning.

Question 7	Scores	Frequency	Sum the score
Strongly Agree	5	3	15
Agree	4	8	32
Indecisived	3	7	21
Disagree	2	-	-
Strongly Disagree	1	-	-
<b>Total</b>		<b>18</b>	<b>68</b>

Based on questionnaire table number 7, the majority of students agreed that the use of audiovisual made it easier to understand English language learning. This means that class 7.2 students at SMPN 6 Dua Pitue liked learning English using audiovisual.

It could be described on a continuum, as follows:

	<b>SD</b>	<b>D</b>	<b>N</b>	<b>A</b>	<b>SA</b>
<b>0</b>	<b>16</b>	<b>32</b>	<b>48</b>	<b>64</b>	<b>80</b>
				68	

So, the continuum above showed that if the numbers matched, then students could be said to have found that the use of audiovisuals made it easier to understand English language learning. Specifically,  $68/80 \times 100 = 85\%$ , were categorized as very strong.

8. Question 8: Using wordwall games helped them memorize English learning vocabulary.

<b>Question 8</b>	<b>Scores</b>	<b>Frequency</b>	<b>Sum the score</b>
Strongly Agree	5	7	35
Agree	4	9	36
Indecisived	3	2	6
Disagree	2	-	-
Strongly Disagree	1	-	-
<b>Total</b>		<b>18</b>	<b>76</b>

Based on questionnaire table number 8, the majority of students agreed that using wordwall games helped them memorize English vocabulary. This means that class 7.2 students at SMPN 6 Dua Pitue liked learning English using wordwall games.

It could be described on a continuum, as follows:

	<b>SD</b>	<b>D</b>	<b>N</b>	<b>A</b>	<b>SA</b>
<b>0</b>	<b>16</b>	<b>32</b>	<b>48</b>	<b>64</b>	<b>80</b>
					76

So, the continuum above showed that if the numbers matched, then students could be said to have found that using wordwall games helped them memorize English learning vocabulary. Specifically,  $76/80 \times 100 = 95\%$ , were categorized as very strong.

9. Question 9: The use of audiovisual increased their English learning vocabulary.

<b>Question 9</b>	<b>Scores</b>	<b>Frequency</b>	<b>Sum the score</b>
Strongly Agree	5	4	20
Agree	4	11	44
Indecisived	3	3	9
Disagree	2	-	-
Strongly Disagree	1	-	-
<b>Total</b>		<b>18</b>	<b>73</b>

Based on questionnaire table number 9, the majority of students agreed that the use of audiovisuals increased English learning vocabulary. This means that class 7.2 students at SMPN 6 Dua Pitue liked learning English using audiovisuals.

It could be described on a continuum, as follows:

	<b>SD</b>	<b>D</b>	<b>N</b>	<b>A</b>	<b>SA</b>
<b>0</b>	<b>16</b>	<b>32</b>	<b>48</b>	<b>64</b>	<b>80</b>
					73

So, the continuum above showed that if the numbers matched, then students could be said to have found that the use of audiovisuals increased their English learning vocabulary. Specifically,  $73/80 \times 100 = 91.25\%$ , were categorized as very strong.

10. Question 10: The use of audiovisuals and wordwall games increased their enthusiasm for learning English.

<b>Question 10</b>	<b>Scores</b>	<b>Frequency</b>	<b>Sum the score</b>
Strongly Agree	5	4	20
Agree	4	10	40
Indecisived	3	4	12
Disagree	2	-	-
Strongly Disagree	1	-	-
<b>Total</b>		<b>18</b>	<b>72</b>

Based on questionnaire table number 10, the majority of students agreed that the use of audiovisuals and wordwall games increased their enthusiasm for learning English. This means that class 7.2 students at SMPN 6 Dua Pitue liked learning English using audiovisuals and wordwall games.

It could be described on a continuum, as follows:

	<b>SD</b>	<b>D</b>	<b>N</b>	<b>A</b>	<b>SA</b>
<b>0</b>	<b>16</b>	<b>32</b>	<b>48</b>	<b>64</b>	<b>80</b>
					72

So, the continuum above showed that if the numbers matched, then students could be said to have found that the use of audiovisuals and Wordwall games increased their enthusiasm for learning English. Specifically,  $72/80 \times 100 = 90\%$ , were categorized as very strong.

11. Question 11: The use of audiovisual could not help in learning English.

Question 11	Scores	Frequency	Sum the score
Strongly Agree	1	-	-
Agree	2	-	-
Indecisived	3	-	-
Disagree	4	15	60
Strongly Disagree	5	3	15
<b>Total</b>		<b>18</b>	<b>75</b>

Based on questionnaire table number 11, the majority of students disagreed that the use of audiovisuals could not help in learning English. This means that class 7.2 students at SMPN 6 Dua Pitue liked learning English using audiovisuals.

It could be described on a continuum, as follows:

	<b>SD</b>	<b>D</b>	<b>N</b>	<b>A</b>	<b>SA</b>
<b>0</b>	<b>16</b>	<b>32</b>	<b>48</b>	<b>64</b>	<b>80</b>
					75

So, the continuum above showed that if the numbers matched, then students could be said to have liked learning English vocabulary using audiovisuals. Specifically,  $75/80 \times 100 = 93.75\%$ , were categorized as very strong.

12. Question 12: Using wordwall games was not interesting for learning English.

<b>Question 12</b>	<b>Scores</b>	<b>Frequency</b>	<b>Sum the score</b>
Strongly Agree	1	-	-
Agree	2	-	-
Indecisived	3	-	-
Disagree	4	13	52
Strongly Disagree	5	5	25
<b>Total</b>		<b>18</b>	<b>77</b>

Based on questionnaire table number 12, the majority of students disagreed that using wordwall games was not interesting for learning English. This

means that class 7.2 students at SMPN 6 Dua Pitue liked learning English using wordwall games.

It could be described on a continuum, as follows:

	<b>SD</b>	<b>D</b>	<b>N</b>	<b>A</b>	<b>SA</b>
<b>0</b>	<b>16</b>	<b>32</b>	<b>48</b>	<b>64</b>	<b>80</b>
					77

So, the continuum above showed that if the numbers matched, then students could be said to have been interested in learning English vocabulary using Wordwall games. Specifically,  $77/80 \times 100 = 96.25\%$ , were categorized as very strong.

13. Question 13: The use of audiovisuals does not motivate to learn English.

<b>Question 13</b>	<b>Scores</b>	<b>Frequency</b>	<b>Sum the score</b>
Strongly Agree	1	-	-
Agree	2	-	-
Indecisived	3	-	-
Disagree	4	11	44
Strongly Disagree	5	7	35
<b>Total</b>		<b>18</b>	<b>79</b>

Based on questionnaire table number 13, the majority of students disagreed that the use of audiovisual does not motivate to learn English. This

means that students in class 7.2 at SMPN 6 Dua Pitue liked learning English using audiovisual.

It could be described on a continuum, as follows:

	<b>SD</b>	<b>D</b>	<b>N</b>	<b>A</b>	<b>SA</b>
<b>0</b>	<b>16</b>	<b>32</b>	<b>48</b>	<b>64</b>	<b>80</b>
					79

So, the continuum above showed that if the numbers matched, then students agreed that the use of audiovisuals created enthusiasm for learning English. Specifically,  $79/80 \times 100 = 98.75\%$ , were categorized as very strong.

14. Question 14: The use of audiovisuals made it difficult to learn English

<b>Question 14</b>	<b>Scores</b>	<b>Frequency</b>	<b>Sum the score</b>
Strongly Agree	1	-	-
Agree	2	-	-
Indecisived	3	-	-
Disagree	4	13	52
Strongly Disagree	5	5	25
<b>Total</b>		<b>18</b>	<b>77</b>

Based on questionnaire table number 14, the majority of students disagreed that the use of audiovisuals made it difficult to learn English. This means that students in class 7.2 at SMPN 6 Dua Pitue liked learning English using audiovisual.



It could be described on a continuum, as follows:

	<b>SD</b>	<b>D</b>	<b>N</b>	<b>A</b>	<b>SA</b>
<b>0</b>	<b>16</b>	<b>32</b>	<b>48</b>	<b>64</b>	<b>80</b>

77

So, the continuum above showed that if the numbers matched, then students agreed that using audiovisual did not create difficulties. Specifically,  $77/80 \times 100 = 96.25\%$ , were categorized as very strong.

15. Question 15: Using wordwall games made learning English boring.

<b>Question 15</b>	<b>Scores</b>	<b>Frequency</b>	<b>Sum the score</b>
Strongly Agree	1	-	-
Agree	2	-	-
Indecisived	3	-	-
Disagree	4	14	56
Strongly Disagree	5	4	20
<b>Total</b>		<b>18</b>	<b>76</b>

Based on questionnaire table number 15, the majority of students disagreed that using wordwall games made learning English boring. This means that class 7.2 students at SMPN 6 Dua Pitue liked learning English using Wordwall games.

It could be described on a continuum, as follows:

	<b>SD</b>	<b>D</b>	<b>N</b>	<b>A</b>	<b>SA</b>
<b>0</b>	<b>16</b>	<b>32</b>	<b>48</b>	<b>64</b>	<b>80</b>
					76

So, the continuum above showed that if the numbers matched, then students could be said to have not been bored when learning English using wordwall games. Specifically,  $76/80 \times 100 = 95\%$ , were categorized as very strong.

16. Question 16: The use of audiovisual made learning English difficult to understand.

<b>Question 16</b>	<b>Scores</b>	<b>Frequency</b>	<b>Sum the score</b>
Strongly Agree	1	-	-
Agree	2	-	-
Indecisived	3	-	-
Disagree	4	14	56
Strongly Disagree	5	4	20
<b>Total</b>		<b>18</b>	<b>76</b>

Based on questionnaire table number 16, the majority of students disagreed that the use of audiovisuals made learning English difficult to

understand. This means that class 7.2 students at SMPN 6 Dua Pitue liked learning English using audiovisuals.

It could be described on a continuum, as follows:

	<b>SD</b>	<b>D</b>	<b>N</b>	<b>A</b>	<b>SA</b>
<b>0</b>	<b>16</b>	<b>32</b>	<b>48</b>	<b>64</b>	<b>80</b>
					76

So, the continuum above showed that if the numbers matched, then students could be said to have used audiovisuals that did not create difficulties in understanding English language learning. Specifically,  $76/80 \times 100 = 95\%$ , were categorized as very strong.

17. Question 17: The use of audiovisual did not affect their vocabulary.

<b>Question 17</b>	<b>Scores</b>	<b>Frequency</b>	<b>Sum the score</b>
Strongly Agree	1	-	-
Agree	2	-	-
Indecisived	3	3	9
Disagree	4	12	48
Strongly Disagree	5	3	15
<b>Total</b>		<b>18</b>	<b>72</b>

Based on questionnaire table number 17, the majority of students answered that they disagreed that the use of audiovisuals did not affect their

vocabulary. This means that class 7.2 students at SMPN 6 Dua Pitue liked learning English using audiovisual.

It could be described on a continuum, as follows:

	<b>SD</b>	<b>D</b>	<b>N</b>	<b>A</b>	<b>SA</b>
<b>0</b>	<b>16</b>	<b>32</b>	<b>48</b>	<b>64</b>	<b>80</b>
					72

So, the continuum above showed that if the numbers matched, then students could be said to have used audiovisual to influence their vocabulary.

Specifically,  $72/80 \times 100 = 90\%$ , were categorized as very strong.

18. Question 18: Using wordwall did not improve vocabulary.

Question 18	Scores	Frequency	Sum the score
Strongly Agree	1	-	-
Agree	2	-	-
Indecisived	3	4	12
Disagree	4	8	32
Strongly Disagree	5	6	30
<b>Total</b>		<b>18</b>	<b>74</b>

Based on questionnaire table number 18, the majority of students answered that they disagreed that using Wordwall did not improve their vocabulary. This means that class 7.2 students at SMPN 6 Dua Pitue liked learning English using the Wordwall game.

It could be described on a 69ontinum, as follows:

	<b>SD</b>	<b>D</b>	<b>N</b>	<b>A</b>	<b>SA</b>
<b>0</b>	<b>16</b>	<b>32</b>	<b>48</b>	<b>64</b>	<b>80</b>
					74

So, the continuum above showed that if the numbers matched, then students could be said to have been able to improve their vocabulary by using wordwall games. Specifically,  $74/80 \times 100 = 92.5\%$ , were categorized as very strong.

19. Question 19: Using wordwall games only created confusion during the learning process.

<b>Question 19</b>	<b>Scores</b>	<b>Frequency</b>	<b>Sum the score</b>
Strongly Agree	1	-	-
Agree	2	-	-
Indecisived	3	-	-
Disagree	4	14	56
Strongly Disagree	5	4	20
<b>Total</b>		<b>18</b>	<b>76</b>

Based on questionnaire table number 19, the majority of students answered that they disagreed that using wordwall games only created confusion during the learning process. This means that class 7.2 students at SMPN 6 Dua Pitue liked learning English using the wordwall game.

It could be described on a continuum, as follows:

	<b>SD</b>	<b>D</b>	<b>N</b>	<b>A</b>	<b>SA</b>
<b>0</b>	<b>16</b>	<b>32</b>	<b>48</b>	<b>64</b>	<b>80</b>
					76

So, the continuum above showed that if the numbers matched, then students could be said to have used the wordwall game without causing confusion during the learning process. Specifically,  $76/80 \times 100 = 95\%$ , were categorized as very strong.

20. Question 20: The use of audiovisual and wordwall games only added to difficulties during the learning process.

<b>Question 20</b>	<b>Scores</b>	<b>Frequency</b>	<b>Sum the score</b>
Strongly Agree	1	-	-
Agree	2	-	-
Indecisived	3	-	-
Disagree	4	11	44
Strongly Disagree	5	7	35
<b>Total</b>		<b>18</b>	<b>79</b>

Based on questionnaire table number 20, the majority of students answered that they disagreed that the use of audiovisuals and wordwall games only added to difficulties during the learning process. This means that class 7.2 students

at SMPN 6 Dua Pitue liked learning English using audiovisuals and wordwall games.

It could be described on a continuum, as follows:

	<b>SD</b>	<b>D</b>	<b>N</b>	<b>A</b>	<b>SA</b>
<b>0</b>	<b>16</b>	<b>32</b>	<b>48</b>	<b>64</b>	<b>80</b>
					79

So, the continuum above showed that if the numbers matched, then students could be said to have found that the use of audiovisuals and wordwall games did not add difficulty during the learning process. Specifically,  $76/80 \times 100 = 95\%$ , were categorized as very strong.

**Table. 4.10 Percentages of Positive and Negative Statement Students Perception The Use Multimedia-Based by Audiovisual and Wordwall Game to Improve Students Vocabulary**

NO	FREQUENCY					POINT					SCORE
	SA	A	N	D	SD	SA	A	N	D	SD	
1	0	2	9	7	0	0	8	27	14	0	49
2	4	14	0	0	0	20	56	0	0	0	76
3	7	7	4	0	0	35	28	12	0	0	75
4	8	7	3	0	0	40	28	9	0	0	77
5	7	10	1	0	0	35	40	3	0	0	78
6	7	6	5	0	0	35	24	15	0	0	74
7	3	8	7	0	0	15	32	21	0	0	68

8	7	9	2	0	0	35	36	6	0	0	77
9	4	11	3	0	0	20	44	9	0	0	73
10	4	10	4	0	0	20	40	12	0	0	72
11	0	0	0	15	3	0	0	0	60	15	75
12	0	0	0	13	5	0	0	0	52	25	77
13	0	0	0	11	7	0	0	0	44	35	79
14	0	0	0	13	5	0	0	0	52	25	77
15	0	0	0	14	4	0	0	0	56	20	76
16	0	0	0	14	4	0	0	0	56	20	76
17	0	0	3	12	3	0	0	9	48	15	72
18	0	0	4	8	6	0	0	12	32	30	74
19	0	0	0	14	4	0	0	0	56	20	76
20	0	0	0	11	7	0	0	0	44	35	79
						<b>255</b>	<b>336</b>	<b>135</b>	<b>514</b>	<b>240</b>	<b>1480</b>

The table shows that the cumulative score that they got the questionnaire was 1349 (Strongly Agree).

	<b>SD</b>	<b>D</b>	<b>N</b>	<b>A</b>	<b>SA</b>
<b>0</b>	<b>1000</b>	<b>1200</b>	<b>1300</b>	<b>1400</b>	<b>1490</b>

1480



So the perception that students like learning English using multimedia-based audiovisual and wordwall games based on the results of positive and negative questionnaires is  $1480/1490 \times 100 = 99,33\%$  so it is categorized as very strong..

## **B. Discussion**

### 1. The Implementation of Using Audiovisuals and Wordwall Games to Improve Students' Vocabulary.

The ability to master vocabulary not only makes students achieve higher academic achievements, mastering this vocabulary also enable students to enrich their social interaction experiences and have a broader understanding. The importance of improving vocabulary directly equips students to think critically and communicate effectively. As stated by Nation, I. S. P, that good vocabulary mastery is very important for the ability to read, write, listen and speak in the target language<sup>39</sup>. So a rich vocabulary enable students to read, understand various types of texts better, and ultimately improve their critical thinking and analysis skills. According to Beck, I. L., McKeown, M. G., & Kucan, L, that effective vocabulary teaching helps students develop critical and analytical thinking skills<sup>40</sup>.

To determine if the use of audiovisuals and wordwall games can improve students' vocabulary, the researcher conducted four sessions to apply the

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<sup>39</sup>Nation, I. S. P. (2001). *“Learning Vocabulary in Another Language”*. Cambridge: Cambridge University Press.

<sup>40</sup>Beck, I. L., McKeown, M. G., & Kucan, L. (2002). *“Bringing Words to Life: Robust Vocabulary Instruction”*. New York: Guilford Press.

treatment to the students. Before giving the treatment, the researcher provided information about the learning process during the treatment period. After giving the information, the researcher distributed a pre-test to the students to assess their vocabulary knowledge.

The first meeting on May 27, 2024. The researcher started the class by greeting the students and then preparing the teaching materials. Once everything was ready, the researcher provided information to the students about the rules that would apply during the learning process. Before starting the lesson, the researcher divided the students into four groups. Then, the lesson began by showing a video related to the topic "Things in The Garden," specifically "about plants". For about 30 minutes, the video was shown, and the researcher instructed the students to write down every new vocabulary word they encountered. Afterward, the researcher gave the students 15 minutes to memorize all the new vocabulary they had learned. After 15 minutes, the researcher randomly selected representatives from each group to come forward and name all the vocabulary words related to the pictures provided, such as a tree, where the students would name all the parts of the tree. This was followed by a game where students found vocabulary words in a wordwall game. Each group's representative competed to find as many vocabulary words as possible. The representatives of the losing group were challenged to name all the vocabulary words related to the pictures provided by the researcher.

The second meeting on May 28, 2024, the learning process in the second meeting was the same as in the first meeting, with the topic "Things in The

Garden," specifically about "animals". The third meeting on June 3, 2024, the learning process in the third meeting was the same as in the first and second meetings, with the topic "Things in The Garden," specifically about "tools in the garden".

The fourth meeting on June 4, 2024: In the fourth meeting, the researcher reviewed the vocabulary memorized by the students from the first to the third meetings. In this session, the researcher used a wordwall game to assess how well the students remembered the vocabulary. The game to be played was "Spin The Wheel." The researcher spun the game, and the arrow stopped at a vocabulary word. The researcher then randomly selected a student, who was asked to come forward, define the chosen word, and mention other related words, such as its form, colour, or parts.

After conducting four meetings with the treatment, the researcher then administered a post-test and a questionnaire on June 7, 2024. The post-test aimed to compare the improvement in students' vocabulary before and after the treatment, while the questionnaire was given to students to understand their perceptions of using audiovisual and wordwall games in improving their vocabulary during the learning process.

## 2. Improving Students' English Vocabulary Using Multimedia-Based by Audiovisuals and Wordwall Games.

From the result of pre-test and post-test found in the pre-test showed 39% "very poor" assessments, 39% "poor" assessments, and 22% "enough"

assessments. In the post-test, there were 11% “excellent”, 33% “good”, 44% “enough”, 6% “poor”, and 6% “very poor” assessments. These results indicated an improvement in vocabulary after the treatment using multimedia-based by audiovisuals and wordwall games during English vocabulary learning. Additionally, the t-test calculation was 3.52, while the t-table score was 1.740, meaning the t-test scored of 3.52 was greater than the t-table score of 1.740. This signifies that there was a significant improvement in students' vocabulary after using multimedia-based by audiovisuals and Wordwall games.

In vocabulary learning, integrating multimedia in the learning process enable students to understand and remember new vocabulary better because of the combination of auditory, visual and text. The use of multimedia as teaching materials can increase students' vocabulary because it presents vocabulary in a more interesting and relevant context so that it can help students remember and use it in everyday communication. As stated by AlSeghayer, K. in his research, the use of multimedia, such as images, videos and animations, can increase vocabulary mastery among English as a foreign language (EFL) students<sup>41</sup>.

In this research, the types of multimedia used by researcher are audiovisual and wordwall games. The use of audiovisuals in the learning process can improve students' ability to understanding, because there are visual illustrations that can be seen and heard directly, besides that the concepts given are

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<sup>41</sup>AlSeghayer, K. (2019). *"The Role of Multimedia in Enhancing Vocabulary Learning Among EFL Learners: A Study in a Saudi Context"*. Arab World English Journal

made interesting so that they can make students interested and more active during the learning process. As stated by Febliza et al., learning using audiovisual media is a method of learning that utilizes media containing elements of sound and images, where the process of material absorption involves both the senses of sight and hearing<sup>42</sup>. This result supported by Silvia Eka Safitri et al, they suggest that audiovisual media with interesting pictures, graphs or diagrams can be used to help expand students' understanding because these visuals can provide useful clues about the understanding being studied<sup>43</sup>. This research result is also supported by, Iin Wahyudi. "Improving Students' Vocabulary Mastery Through Audio Visual At Grade VIII Of SMP Negeri 2 Unaaha. CETTA: Jurnal Ilmu Pendidikan", The findings of the study indicated that the use of audiovisual materials significantly enhanced the students' vocabulary mastery<sup>44</sup>. Eky Yudha Asgara et.al. "Improving Vocabulary Mastery and Distinguishing Vocabulary Through Listening To Audio-Visual". The findings demonstrated that: 1. Utilizing audiovisual materials enhanced students' ability to listen to dialogue, and 2. Students improved in distinguishing between words with similar pronunciations but different meanings. This improvement occurred after instruction using audiovisual resources<sup>45</sup>.

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<sup>42</sup>Febliza, Asyti dan Zul Afdal. (2015). "Media Pembelajaran dan Teknologi Informasi Komunikasi". Adefa Grafika: Pekanbaru.

<sup>43</sup>Silvia Eka Safitri et al. "The Effect Of Audio-Visual Media On Vocabulary Retention Of The 9th Grade Students At An Islamic Boarding School In Lombok, Indonesia". JEEF: Journal of English Education Forum. 2022

<sup>44</sup>Iin Wahyudi. "Improving Students' Vocabulary Mastery Through Audio Visual At Grade VIII Of SMP Negeri 2 Unaaha". CETTA: Jurnal Ilmu Pendidikan. 2019

<sup>45</sup>Eky Yudha Asgara et.al. "Improving Vocabulary Mastery And Distinguishing Vocabulary Through Listening To Audio-Visual". Jurnal Ilmiah Mandala Education. 2022

Not only did the researcher use audiovisuals as teaching materials, but they also added wordwall games to improve students' vocabulary. The wordwall game was used by the researcher as an additional medium during the learning process. The researcher used the wordwall game to assess the ability to improve students' vocabulary, which had previously been enhanced through the use of audiovisuals. The researcher gave instructions to each group representative to come forward to play the game on wordwall. With wordwall, students could play various kinds of educational games that helped them broaden their horizons. wordwall also made the class active, interactive, and varied. This result supported by, Ni Nyoman Arsini et al., that the results of their research found that students considered wordwall as a gift to help them enrich their English vocabulary. This was because wordwall improved students' creativity in expressing opinions, enhanced learning motivation, and helped them stay focused in accelerating the thinking process. It gave students the opportunity to learn more vocabulary through selected game features while being active in learning<sup>46</sup>. Also this research supported by Miftahul Jannah & Syafryadin Syafryadin. "EFL Students' Perspectives on The Use of Wordwall.Net as Vocabulary Learning Media". that the results of their research found that most students had a positive perception of using Wordwall.net for vocabulary learning. They enjoyed using Wordwall.net,

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<sup>46</sup>Ni Nyoman Arsini et al., "Hospitality School Students' Perception on the Use of Wordwall to Enrich Students' Work-Ready Vocabulary Mastery". ELSYA Journal of English Language Studies 4(2):1-11 May 2022

feeling that it made learning vocabulary exciting, interesting, motivating, and fun. They also liked the teamwork and competition involved<sup>47</sup>.

Based on the previous results and explanations, it could be said that the use of multimedia-based by audiovisuals and wordwall games to improve students' vocabulary at the seventh grade of SMPN 6 Dua Pitue to able improved students' vocabulary.

### 3. Students Perception of Using Multimedia-Based by Audiovisual and Wordwall Game.

To find out students' perceptions regarding the use of multimedia-based by audiovisual and wordwall games, researcher distributed a 20 question questionnaire where there were 10 positive questions and 10 negative questions. Based on the results of questionnaire data analysis, researcher obtained results related to residual perceptions regarding the use of audiovisual-based multimedia and wordwall games to improve their vocabulary. Students showed positive responses to the use of these two learning media. Overall, 99.33% of students felt that the use of audiovisual-based multimedia and the Wordwall game was a useful medium and helped in the vocabulary learning process. They hope that this method can continue to be used in future learning activities.

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<sup>47</sup>Miftahul Jannah & Syafryadin Syafryadin. "EFL Students' Perspectives on The Use of Wordwall.Net as Vocabulary Learning Media". ELT FORUM: Journal of English Language Teaching. Vol 11 No 2 (2022)

The benefits felt by students based on the questionnaire given by researcher are:

- a. Students felt that multimedia-based by audiovisual helped them better understand and remember new words.
- b. Students felt that Wordwall game made vocabulary learning more fun and interactive.
- c. Students considered that the use of multimedia-based audiovisuals was able in helping them understand the meaning and use of new words in a wider context.
- d. Students found Wordwall games to be an improve for practicing and testing their understanding of new vocabulary.
- e. Students considered that the use of audiovisual-based multimedia and wordwall games was easy to access and did not make the learning process difficult or require high technical skills, so they felt comfortable learning using this media.

This result supported by, Wanda Putri Khasanah & Ratna Prasasti Suminar. "Educational Online Game For Studying Vocabulary: Wordwall On Pupils' Perceptions" The data findings concluded that most students responded positively to the engaging media. Wordwall motivated pupils in the vocabulary



learning process, providing a good effect and ensuring they always enjoyed, anticipated, and did not want to skip playing the online game<sup>48</sup>.



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<sup>48</sup>Wanda Putri Khasanah & Ratna Prasasti Suminar. "Educational Online Game For Studying Vocabulary: Wordwall On Pupils' Perceptions". Academic Journal Perspective: Education, Language, and Literature. 2023

## CHAPTER V

### CLOSING

#### A. Conclusion

1. The results of the data analysis showed that there was a significant improvement in students' vocabulary before and after the treatment. The use of multimedia-based by audiovisual and wordwall games as vocabulary learning media proved to improve students' vocabulary, yielding positive results for students. Therefore, the use of multimedia-based by audiovisual and Wordwall game to improve students vocabulary at the seventh grade of SMPN 6 Dua Pitue proved to improve students' of English vocabulary.
2. The results of the research show that based on the liker scale, students' perceptions were very high regarding their interest in using audiovisual and wordwall games as a medium for learning English vocabulary. This means that students have a positive response to vocabulary learning using audiovisual and wordwall games which they agreed with. This shows that the percentage level of students' positive and negative statements from the questionnaire in vocabulary learning using audiovisual and wordwall games was in the very strong category. Therefore, students' perceptions of learning English when using audiovisual and wordwall games as vocabulary learning media were very good and enthusiastic, which are (1) Students felt that multimedia-based by audiovisuals helped them better understand and remember new words, (2) Wordwall made vocabulary learning more fun and

interactive, (3) Audiovisuals was able in helping them understand the meaning and use of new words, (4) Wordwall game was an improve to practice and test their understanding of new vocabulary, (5) The use of multimedia-based by audiovisuals and Wordwall games was easy to access and did not complicate the learning process.

### **B. Suggestion**

From the research results found, the author would like to provide several suggestions for English teachers and other researcher based on research findings and discussions. It is recommended that English teachers be more creative and innovative in choosing learning media as teaching materials to convey material to students. with the use of multimedia-based by audiovisual and wordwall games, it aroused students' interest and enthusiasm in learning English, especially in improving vocabulary. Therefore, teachers can maintain the use of media-based by audiovisual and wordwall to improve students' vocabulary in the new teaching next semester. To future researchers, especially those who have the same problem and are interested in conducting research, it is recommended that this research can be used as a reference. Hopefully there will be more research on how to complement this technique.

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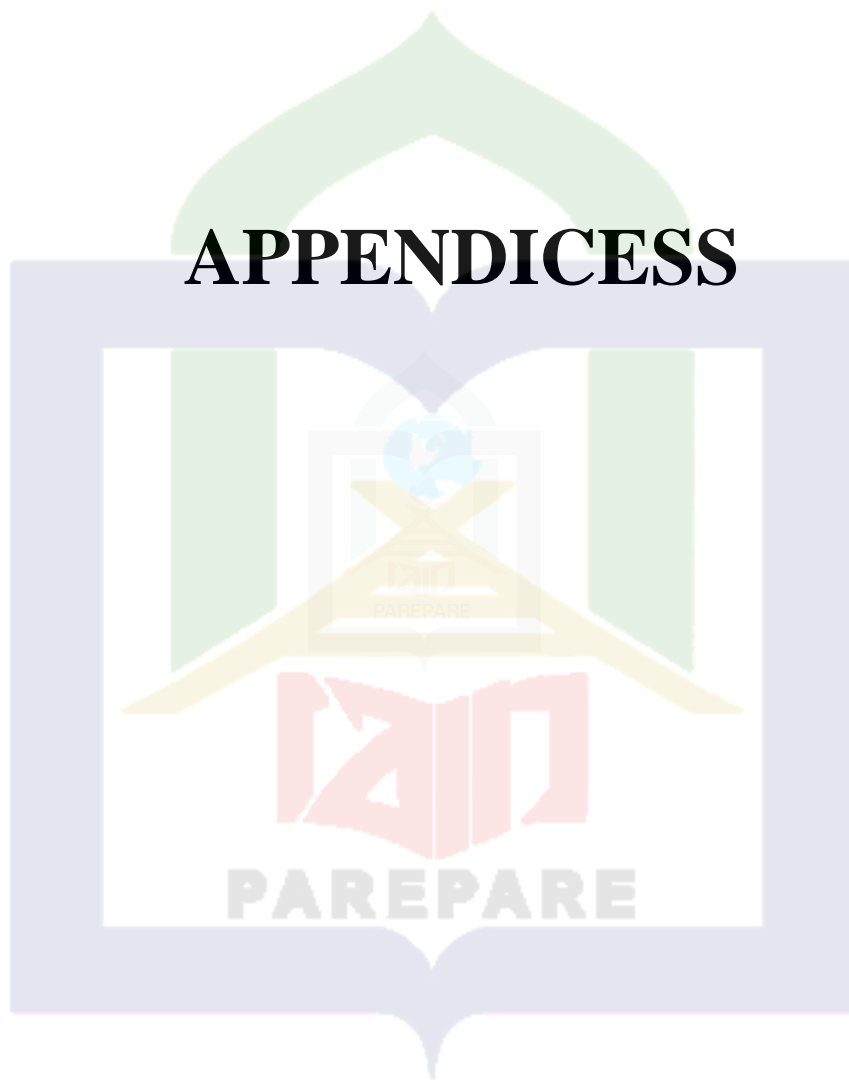
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# APPENDICES





# 1. Virtue of Consultant Degree

  
**KEPUTUSAN  
DEKAN FAKULTAS TARBİYAH  
NOMOR : 4022 TAHUN 2023  
TENTANG  
PENETAPAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBİYAH  
INSTITUT AGAMA ISLAM NEGERI PAREPARE**

---

**DEKAN FAKULTAS TARBİYAH**

Menimbang	a. Bahwa untuk menjamin kualitas skripsi mahasiswa Fakultas Tarbiyah IAIN Parepare, maka dipandang perlu penetapan pembimbing skripsi mahasiswa Tahun 2023;
Mengingat	b. Bahwa yang tersebut namanya dalam surat keputusan ini dipandang cakap dan mampu untuk diserahi tugas sebagai pembimbing skripsi mahasiswa. 1. Undang-undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional; 2. Undang-undang Nomor 14 Tahun 2005 tentang Guru dan Dosen; 3. Undang-undang Nomor 12 Tahun 2012 tentang Pendidikan Tinggi; 4. Peraturan Pemerintah RI Nomor 17 Tahun 2010 tentang Pengelolaan dan Penyelenggaraan Pendidikan; 5. Peraturan Menteri Pendidikan dan Kebudayaan Nomor 3 Tahun 2020 tentang Standar Nasional Pendidikan Tinggi 6. Peraturan Presiden RI Nomor 29 Tahun 2018 tentang Institut Agama Islam Negeri Parepare; 7. Keputusan Menteri Agama Nomor 394 Tahun 2003 tentang Pembukaan Program Studi; 8. Keputusan Menteri Agama Nomor 387 Tahun 2004 tentang Pelunjuk Pelaksanaan Pembukaan Program Studi pada Perguruan Tinggi Agama Islam; 9. Peraturan Menteri Agama Nomor 35 Tahun 2018 tentang Organisasi dan Tata Kerja IAIN Parepare; 10. Peraturan Menteri Agama Nomor 16 Tahun 2019 tentang Statuta Institut Agama Islam Negeri Parepare. 11. Surat Keputusan Rektor IAIN Parepare Nomor 129 Tahun 2019 tentang pendirian Fakultas Tarbiyah
Memperhatikan	a. Surat Pengesahan Daftar Isian Pelaksanaan Anggaran Petikan Nomor: SP DIPA-025.04.2.307381/2023, tanggal 30 November 2022 tentang DIPA IAIN Parepare Tahun Anggaran 2023; b. Surat Keputusan Rektor Institut Agama Islam Negeri Parepare Nomor: 307 Tahun 2023, tanggal 08 Februari 2023 tentang Revisi Tim Pembimbing Skripsi Mahasiswa Fakultas Tarbiyah IAIN Parepare Tahun 2023.
Menetapkan	<b>MEMUTUSKAN</b> <b>KEPUTUSAN DEKAN FAKULTAS TARBİYAH TENTANG PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBİYAH INSTITUT AGAMA ISLAM NEGERI PAREPARE TAHUN 2023;</b>
Kesatu	Menunjuk saudara; 1. Dr. Magdhalena, M.Hum. 2. Yulie Asni, M.Pd. Masing-masing sebagai pembimbing utama dan pendamping bagi mahasiswa : Nama : Herika NIM : 2020203688203069 Program Studi : Pendidikan Bahasa Inggris Judul Skripsi : The Implementation of English learning by multimedia-based for younger learners
Kedua	Tugas pembimbing utama dan pendamping adalah membimbing dan mengarahkan mahasiswa mulai pada penyusunan proposal penelitian sampai menjadi sebuah karya ilmiah yang berkualitas dalam bentuk skripsi;
Ketiga	Segala biaya akibat diterbitkannya surat keputusan ini dibebankan kepada anggaran belanja IAIN Parepare;
Keempat	Surat keputusan ini diberikan kepada masing-masing yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya.

Ditetapkan di : Parepare  
Pada Tanggal : 13 September 2023  
Dekan,  
  
W. Zulfuri, M.Pd.  
NIP. 19830420 200801 2 010



## 2. Letter of Research Permit Recommendation



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI PAREPARE  
FAKULTAS TARBIYAH**

Alamat : JL. Amal Bakti No. 8, Soreang, Kota Parepare 91132 ☎ (0421) 21307 📠 (0421) 24404  
PO Box 909 Parepare 9110, website : [www.iainpare.ac.id](http://www.iainpare.ac.id) email: [mail.iainpare.ac.id](mailto:mail.iainpare.ac.id)

Nomor : B-1786/In.39/FTAR.01/PP.00.9/05/2024

28 Mei 2024

Sifat : Biasa

Lampiran : -

H a l : Permohonan Izin Pelaksanaan Penelitian

Yth. BUPATI SIDENRENG RAPPANG  
Cq. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu  
di  
KAB. SIDENRENG RAPPANG

*Assalamu Alaikum Wr. Wb.*

Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare :

Nama	: HERIKA
Tempat/Tgl. Lahir	: CEMPA, 08 April 1998
NIM	: 2020203888203069
Fakultas / Program Studi	: Tarbiyah / Pendidikan Bahasa Inggris
Semester	: VIII (Delapan)
Alamat	: CEMPA, DESA BETAO RIASE, KEC. PITU RIASE KAB. SIDENRENG RAPPANG

Bermaksud akan mengadakan penelitian di wilayah BUPATI SIDENRENG RAPPANG dalam rangka penyusunan skripsi yang berjudul :

THE USE MULTIMEDIA-BASED ENGLISH LEARNING BY AUDIOVISUAL AND WORDWALL TO IMPROVE STUDENTS VOCABULARY AT THE SEVENTH GRADE OF SMPN 6 DUA PITUE

Pelaksanaan penelitian ini direncanakan pada tanggal 27 Mei 2024 sampai dengan tanggal 12 Juli 2024.

Demikian permohonan ini disampaikan atas perkenaan dan kerjasamanya diucapkan terima kasih.

*Wassalamu Alaikum Wr. Wb.*

Dekan,



Dr. Zulfah, S.Pd., M.Pd.

NIP 198304202008012010

Tembusan :

1. Rektor IAIN Parepare

### 3. Letter of Research Permission

  
**PEMERINTAH KABUPATEN SIDENRENG RAPPANG**  
**DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU**  
JL. HARAPAN BARU KOMPLEKS SKPD BLOK A NO. 5 KABUPATEN SIDENRENG RAPPANG  
PROVINSI SULAWESI SELATAN  
Telepon (0421) - 3590005 Email : ptsp\_sidrap@yahoo.co.id Kode Pos : 91611

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**IZIN PENELITIAN**  
**Nomor : 235/IP/DPMTSP/6/2024**

**DASAR**

1. Peraturan Bupati Sidenreng Rappang No. 1 Tahun 2017 Tentang Pendelegasian Kewenangan di Bidang Perizinan Kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kabupaten Sidenreng Rappang
2. Surat Permohonan **HERIKA** Tanggal **04-06-2024**
3. Berita Acara Telaah Administrasi / Telaah Lapangan dari Tim Teknis **INSTITUT AGAMA ISLAM NEGERI PAREPARE** Nomor **B-1786/In/.39/FTAR.01/PP.00.9/05/2** Tanggal **28-05-2024**

**M E N G I Z I N K A N**

**KEPADA**  
**NAMA** : **HERIKA**  
**ALAMAT** : **DSN II CEMPA, DESA BETAO RIASE, KEC. PITU RIAWA**  
**UNTUK** : melaksanakan Penelitian dalam Kabupaten Sidenreng Rappang dengan keterangan sebagai berikut :

**NAMA LEMBAGA / UNIVERSITAS** : **IAIN PAREPARE**  
**JUDUL PENELITIAN** : **THE USE OF MULTIMEDIA-BASED LEARNING BY AUDIOVISUAL AND WORDWALL TO IMPROVE STUDENTS VOCABULARY AT THE SEVENTH GRADE OF SMPN 6 DUA PITUE**  
**LOKASI PENELITIAN** : **SMPN 6 DUA PITUE**  
**JENIS PENELITIAN** : **KUANTITATIF**  
**LAMA PENELITIAN** : **27 Mei 2024 s.d 12 Juli 2024**

Izin Penelitian berlaku selama penelitian berlangsung  
Dikeluarkan di : Pangkajene Sidenreng  
Pada Tanggal : 04-06-2024


**Biaya : Rp. 0,00**

Tembusan :

1. SMPN 6 DUA PITUE
2. IAIN PAREPARE
3. PERTINGGAL

## 4. Letter of Research Completion

  
**PEMERINTAH KABUPATEN SIDENRENG RAPPANG**  
**DINAS PENDIDIKAN DAN KEBUDAYAAN**  
**UPT. SMP NEGERI 6 DUA PITUE**  
*Alamat : Jl. Betao No. 1 Kec. Pitu Riawa Kab. Sidenreng Rappang Prov. Sulsel KP. 90683*

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**SURAT KETERANGAN**  
Nomor: 421.3 / 27 / SMP / 2024

Yang bertanda tangan dibawah ini Kepala SMP Negeri 6 Dua Pitue menerangkan bahwa:

N a m a	: SIMPUAN S, Pd.
NIP	: 19770427 200604 2 019
PANGKAT	: IV/a
JABATAN	: KEPALA SEKOLAH

Menerangkan bahwa:

N a m a	: Herika
NIP	: 2020203888203069
Prodi	: Pendidikan Bahasa Inggris
Fakultas	: Tarbiyah

Benar telah melakukan penelitian tanggal 27 Mei s/d 12 Juli 2024 di SMP Negeri 6 Dua Pitue, berdasarkan surat pemerintah Kabupaten Sidenreng Rappang Dinas Penanaman Modal Dan Pelayanan Terpadu Satu Pintu Nomor : 235/IP/DPMPSTP/6/2024 tanggal 4 Juni 2024 perihal permohonan izin penelitian/wawancara, untuk memperoleh data dalam penyusunan Skripsi yang bersangkutan dengan judul **"THE USE OF MULTIMEDIA-BASED BY AUDIOVISUAL AND WORDWALL TO IMPROVE STUDENTS VOCABULARY AT THE SEVENTH GRADE OF SMPN 6 DUAPITUE"**


Demikianlah surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Betao, 28 Juni 2024

  
**KEPALA**  
**SIMPUNAN S, Pd.**  
Pangkat : IV/a  
NIP : 19770427 200604 2 019

## 5. Instrument of The Research

### Pre-Test

	<p>KEMENTERIAN AGAMA REPUBLIK INDONESIA INSTITUT AGAMA ISLAM NEGERI PAREPARE FAKULTAS TARBIYAH Jl. Amal Bakti No.8 Soreang 91131 Telp. (0421)21307</p>
<p>VALIDASI INSTRUMEN PENELITIAN PENULISAN SKRIPSI</p>	

NAMA MAHASISWA : Herika  
NIM : 2020203888203069  
FAKULTAS : Tarbiyah  
PRODI : English Education Program  
JUDUL : The Use of Multimedia-Based by Audio Visual and Wordwall Game to Improve Students Vocabulary at The Seventh Grade of SMPN 6 Dua Pitue.

#### PRE-TEST

Name :  
Class :

1. Write down what is on the dining table below!!



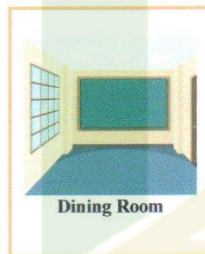
2. There are many things in the kitchen, so try to mention 5 of them!
3. Describe the condition of the kitchen in your house!



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI PAREPARE  
FAKULTAS TARBIYAH  
Jl. Amal Bakti No.8 Soreang 91131 Telp .(0421)21307

VALIDASI INSTRUMEN PENELITIAN PENULISAN SKRIPSI

4. Put the furniture in the right room, then write the word of furniture!



5. Complete the conversation below according to what is in picture number one !

Rita : Hii, Ani.. Can you mention how many spoons are there on the table?

Ani : I didn't ..... There were only four fork and knives. How about you ?  
How many mugs are there on the table ?

Rita : There are .....on the table.

Ani : Ah Nice, Rita.

PAREPARE



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI PAREPARE  
FAKULTAS TARBIYAH  
Jl. Amal Bakti No.8 Soreang 91131 Telp. (0421)21307

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6. Write down what is in the bedroom in the picture below!



7. Describe the condition of your bedroom!


Ex : I have small/big bedroom. There is one mattress with two pillows

8. Explain what activities are in the picture below!



9. Explain what activities are in the picture below!



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<p>VALIDASI INSTRUMEN PENELITIAN PENULISAN SKRIPSI</p>	

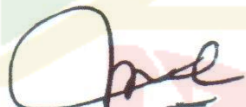
10. Explain what activity is in the picture below!




Accepted by:

Principal Supervisor

Co-Advisor


  
Dr. Magdhalena Tjalla, M.Hum.  
NIP. 19700320 200501 2 006

  
Yulie Asni, M.Pd.  
NIDN. 2010099203

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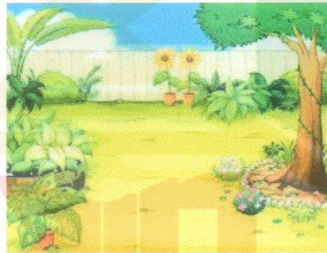
## Post-Test

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<p>VALIDASI INSTRUMEN PENELITIAN PENULISAN SKRIPSI</p>	

NAMA MAHASISWA : Herika  
NIM : 2020203888203069  
FAKULTAS : Tarbiyah  
PRODI : English Education Program  
JUDUL : The Use of Multimedia-Based by Audiovisual and Wordwall Game to Improve Students Vocabulary at The Seventh Grade of SMPN 6 Dua Pitue.

### POST-TEST

1. Write down what is in the garden below!!



2. There are many things in the garden, but try to mention part of the tree!
3. There are many things in the garden, but try to mention part of the flower !
4. Write down what is tools in garden below!





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FAKULTAS TARBIYAH  
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5. Describe the picture below!



6. Write down what is in the animals in the picture below!




7. Mention 3 animals that are common in the garden other than those in picture number 6!

8. Describe the animals in the picture below!



9. There are many things in the garden, but try to mention the parts of a Cat's body!

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	<p>VALIDASI INSTRUMEN PENELITIAN PENULISAN SKRIPSI</p>


10. There are many things in the garden, but try to mention the parts of a Bird's body!

Accepted by:

Principal Supervisor


Co-Advisor

  
Dr. Magdhalena Tjalla, M.Hum.  
NIP. 19700320 200501 2 006

  
Yuhé Asni, M.Pd.  
NIDN. 2010099203

  
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## 6. Questionnaire

	<p>KEMENTERIAN AGAMA REPUBLIK INDONESIA INSTITUT AGAMA ISLAM NEGERI PAREPARE FAKULTAS TARBIYAH Jl. Amal Bakti No.8 Soreang 91131 Telp. (0421)21307</p>
<p>VALIDASI INSTRUMEN PENELITIAN PENULISAN SKRIPSI</p>	

NAMA MAHASISWA : Herika  
NIM : 2020203888203069  
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JUDUL : The Use of Multimedia-Based by  
Audiovisual and Wordwall Game to  
Improve Students Vocabulary at The  
Seventh Grade of SMPN 6 Dua Pitue.

### QUESTIONNAIRE

#### A. Petunjuk Pengisian Kuesioner

1. Responden/siswa terlebih dahulu mengisi identitas sebelum melangkah ke pertanyaan yang ada.
2. Responden/siswa diharapkan membaca dengan teliti pertanyaan yang diberikan sebelum menjawab.
3. Responden/siswa diharapkan menjawab pertanyaan dengan jujur.
4. Pada saat menjawab responden/siswa cukup memberikan tanda ceklis ( ✓ ).


#### B. Identitas Responden

Nama :

Kelas :


Ket :

1. Sangat Setuju (SS)
2. Setuju (S)
3. Ragu – Ragu (R)
4. Tidak Setuju (TS)
5. Sangat Tidak Setuju (STS)

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<p><b>VALIDASI INSTRUMEN PENELITIAN PENULISAN SKRIPSI</b></p>	



C. Pertanyaan Kuesioner


NO	QUESTIONNAIRE	ANSWER				
		SS	S	R	TS	STS
1.	Saya suka belajar Bahasa Inggris					
2.	Saya menyukai penggunaan Audiovisual sebagai media dalam pembelajaran Bahasa Inggris					
3.	Saya menyukai penggunaan Wordwall sebagai media dalam pembelajaran Bahasa Inggris					
4.	Saya menyukai belajar kosakata dengan menggunakan "Audiovisual"					
5.	Penggunaan wordwall dapat membuat pembelajaran Bahasa Inggris lebih menarik					
6.	Penggunaan Audiovisual dapat membuat pembelajaran Bahasa Inggris lebih menyenangkan					
7.	Penggunaan Audiovisual membuat saya cepat memahami pembelajaran Bahasa Inggris					
8.	Penggunaan Wordwall dapat membantu saya untuk mengingat kosakata yang sudah dipelajari					
9.	Penggunaan Audiovisual dapat membantu saya menambah kosakata lebih banyak					
10.	Penggunaan Audiovisual dan Wordwall membuat saya lebih semangat belajar Bahasa Inggris					
11.	Penggunaan Audiovisual tidak dapat membantu saya dalam pembelajaran Bahasa Inggris					
12.	Penggunaan Wordwall tidak membuat saya tertarik belajar Bahasa Inggris					
13.	Penggunaan Audiovisual tidak membuat saya semangat dalam proses pembelajaran Bahasa Inggris					
14.	Penggunaan Audiovisual membuat saya kesulitan dalam pembelajaran Bahasa Inggris					
15.	Penggunaan Wordwall menurut saya sangat membosankan					
16.	Penggunaan Audiovisual membuat pembelajaran Bahasa Inggris sangat susah untuk dimengerti					
17.	Penggunaan Audiovisual tidak dapat mempengaruhi kosakata saya					
18.	Penggunaan Wordwall tidak membuat kosakata saya meningkat					
19.	Penggunaan Wordwall hanya membuat saya bingung pada saat proses pembelajaran Bahasa Inggris					

	KEMENTERIAN AGAMA REPUBLIK INDONESIA INSTITUT AGAMA ISLAM NEGERI PAREPARE FAKULTAS TARBIYAH Jl.Amal Bakti No.8 Soreang 91131 Telp .(0421)21307
	VALIDASI INSTRUMEN PENELITIAN PENULISAN SKRIPSI

20.	Penggunaan Audiovisual dan Wordwall hanya menambah kesulitan saya dalam pembelajaran Bahasa Inggris						
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Accepted by:

<b>Principal Supervisor</b>	<b>Co-Advisor</b>
	
<b><u>Dr. Magdhalena Tjalla. M.Hum.</u></b> NIP. 19700320 200501 2 006	<b><u>Yulie Asni, M.Pd.</u></b> NIDN. 2010099203



## 7. Lesson Plan

### Rencana Pelaksanaan Pembelajaran

Sekolah : SMPN 6 DUA PITUE	Kelas/Semester: VII/Genap
Mata Pelajaran: Bahasa Inggris	Alokasi Waktu: 120 menit/meeting
Materi Pokok : Things in The Garden	Media : Multimedia-Based
Buku: Buku Bahasa Inggris Siswa Kelas VII, "When English Rings a Bell".	Alat : Spidol, papan tulis, proyektor

- A. Kompetensi Dasar
1. Menghapalkan semua yang ditemukan pada video thing in the garden secara lisan
  2. Menganalisis arti setiap kosa kata baru yang di dapat.
  3. Menulis kota kata baru dengan kalimat sederhana.
- B. Indikator Pencapaian
1. Menyebutkan kosa kata baru dengan pelafalan yang baik.
  2. Menulis kalimat sederhana dengan kosakata yang di dapatkan.
  3. Melatih daya ingat siswa
- C. Tujuan
- Setelah mengikuti proses pembelajaran, peserta didik diharapkan;
1. Siswa mampu menghapalkan kosakata yang telah diberikan.
  2. Siswa mampu menulis kalimat sederhana.
  3. Sisa dapat dengan mudah mengingat setiap kosa kata yang diberikan.
- D. Kegiatan Pembelajaran
1. Pembuka 15 menit
    - a. Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memeriksa kehadiran peserta didik sebagai sikap disiplin.
    - b. Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya serta mengajukan pertanyaan untuk mengingat dan menghubungkan dengan materi selanjutnya.
    - c. Menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan & manfaat) dengan mempelajari materi : Thing in The Garden

- d. Menjelaskan hal-hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh.
2. Kegiatan Inti 85 Menit
    - a. Peserta didik diberi motivasi dan panduan untuk melihat, mengamati, membaca dan menuliskannya kembali. Mereka diberi tayangan dan bahan bacaan terkait materi.
    - b. Guru memberikan kesempatan untuk mengidentifikasi sebanyak mungkin hal yang belum dipahami, dimulai dari pertanyaan faktual sampai ke pertanyaan yang bersifat hipotetik. Pertanyaan ini harus tetap berkaitan dengan materi.
    - c. Memberikan kesempatan peserta didik untuk menghapalkan kosakata yang ditulis sendiri dari video yang telah di tunjukkan.
    - d. Peserta didik kemudian diberi kesempatan untuk membagi kelompok, kemudian bekerja sama untuk saling menemukan kosa kata baru.
    - e. Guru dan peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari. Peserta didik kemudian diberi kesempatan untuk menanyakan kembali hal-hal yang belum dipahami.
  3. Penutup 20 menit
    - a. Peserta didik membuat rangkuman/simpulan pelajaran.tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan.
    - b. Guru membuat rangkuman/simpulan pelajaran.tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan.



E. Penilaian

1. Penilaian Pengetahuan: berupa tes tertulis pilihan ganda & tertulis uraian, tes lisan / observasi terhadap diskusi tanya jawab dan percakapan serta penugasan.
2. Penilaian Keterampilan: berupa penilaian unjuk kerja, penilaian proyek, penilaian produk dan penilaian portofolio dan penilaian praktek.

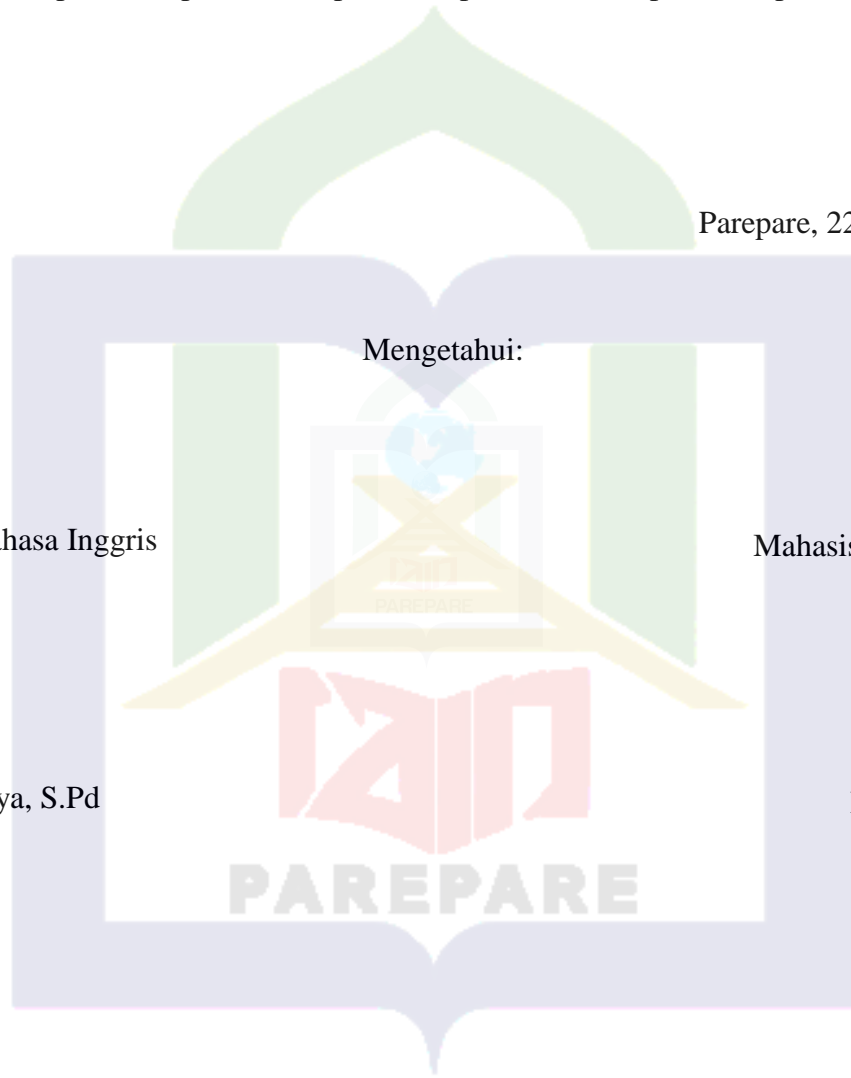
Parepare, 22 Maret 2024

Guru Bahasa Inggris

Mahasiswa Penelitian

Surya, S.Pd

Herika



Mengetahui:

## 8. Vocabulary Assessment Rubric

**Rubrik Penilaian Vocabulary**

No	Aspek yang dinilai	Indikator	Skor
1	Mengartikan kosakata	Siswa dapat mengartikan kosakata bahasa Inggris dengan baik.	20
		Siswa belum dapat mengartikan kosakata bahasa Inggris dengan baik	10
2	Membaca kosakata	Siswa dapat membaca kosakata bahasa Inggris dengan baik	20
		Siswa belum dapat membaca kosakata bahasa Inggris dengan baik	10
3	Melafalkan kosakata	Siswa dapat melafalkan kosakata bahasa Inggris dengan lancar	20
		Siswa belum dapat melafalkan kosakata bahasa Inggris dengan lancar	10
4	Menulis kosakata	Siswa dapat menulis kosakata bahasa Inggris dengan baik dan cepat dalam buku catatan	20
		Siswa belum dapat menulis kosakata bahasa Inggris dengan baik dan	10

## 9. Students Score in Pre-Test

### Bilqis Khumarah

7 Saya Punya kamar kecil . 1 kasur 3 bantal Saumur dan Punya jendela kamar

⇒ I have bedroom There is one mattress ~~jendela kamar~~ Three Pillows one end blanket and are window bedroom . 10

8. Memasak

$\frac{1}{2}$  = cooking in The kitchen 5

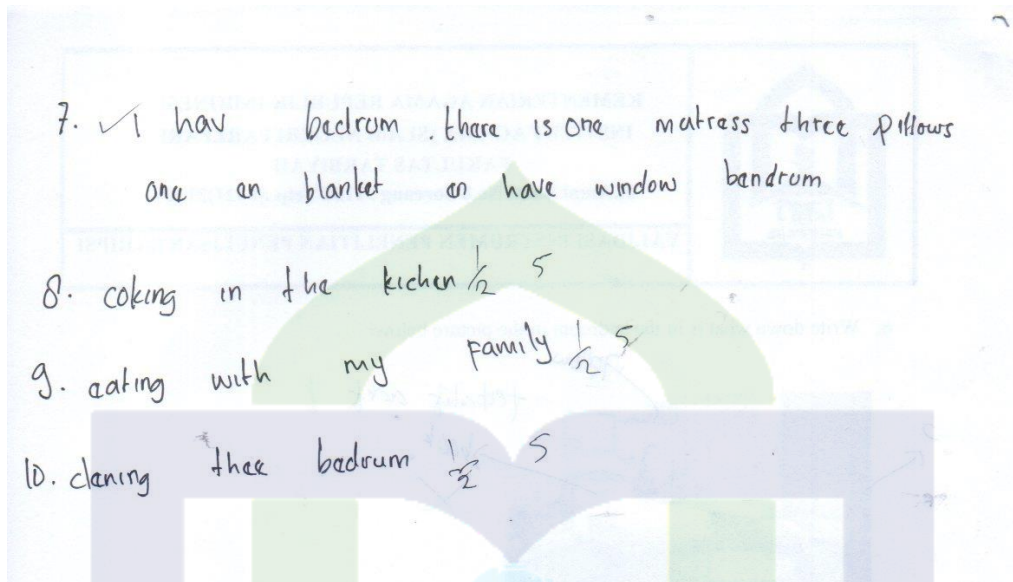
9 makan dengan keluarga

$\frac{1}{2}$  = eating with MY family 5

10 Membersihkan kamar

$\frac{1}{2}$  = cleaning The bedroom 5

## Nur Azizah



## Muh. Rehan

2. = Chair - plate - a fork - a knife - plate 10.

7. = Saya punya kamar kecil, dan di kamar saya terdapat 2 bantal

3. I have a small bedroom there is two mattress with aress with pillow

8. memasak bersama

cooking in the kitchen

9. makan bersama keluarga

eating with family  $\frac{1}{2}$  5

10. cleaning the bedroom  $\frac{1}{2}$  5

membersihkan tempat tidur

3. Saya punya dapur kecil

I have kitchen small  $\frac{1}{2}$  5

## Lutpi Algi Paris

2. -chair ✓ -table cloth ✓  
-plate ✓  
-spoons ✓ -abattle ✓ 10  
~~spoons~~

~~3. kamar saya kecil, dikamar~~

3. saya punya dapur kecil

I have kitchen small → small kitchen  $\frac{1}{2}$

2. kamar saya kecil, dikamar saya terdapat kasur dan dua bantal  
✓ I have small bedroom there is one mattress with two pillows

8. memasak bersama

$\frac{5}{2}$  cooking in the kitchen

9. makan dengan keluarga

5 eating with my family  $\frac{1}{2}$

10. membersihkan kamar tidur

~~have kitchen small~~  
5 cleaning the bedroom  $\frac{1}{2}$

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## 10. Students Score in Post-Test

### Nur Amelia MR

2. leaves = daun ✓  
 twig = ranting ✓  
 branch = cabang ✓  
 trunk = belalai ✓  
 root = akar ✓  
 crown = mahkota ✓  
 flowers = bunga ✓

(10) wuah !!  
 minimal 5 yah

3. Kelopak bunga = Flower petals ✓  
 mahkota bunga = Flower crown ✓  
 kepala putik = pistil head ✓  
 tangkai putik = pistil stalk ✓  
 benang sari = stamens ✓  
~~kaka~~ bakal biji = seed ✓  
 bakal buah = ovary ✓  
 dasar bunga = flower base ✓

(10) wuah !!  
 minimal 5 yah

4. pohon = tree → alat yah  
 pagar = fence ✓  
 (6) bunga = flowers → alat yah  
 ember = bucket ✓  
 tanah = land → alat yah  
 Penyiram bunga = flower watering flowers ✓

5. Seseorang sedang menanam tanaman di taman  
 (5) - Someone is planting plants in the garden  $\frac{1}{2}$

6. kelinci = rabbit ✓  
 burung = bird ✓  
 (10) kuda = horse ✓  
 kucing = cat ✓  
 sapi = cow ✓

7. ulat = caterpillar  
 keong = snail  
 capung = dragonfly (10)

8. ~~Kucing~~ kucing tersebut berwarna hitam putih memiliki kollar berwarna merah  
 (5) the cat is black and white and has ~~at~~ a red collar  $\frac{1}{2}$

**Nur Amelia**

2. leaf = daun ✓  
 twig = ranting ✓ (10)  
 fruit = buah ✓  
 flower = bunga ✓  
 trunk = batang ✓  
 root = akar ✓

3. bakal biji = seed ✓  
 (10) kelopak bunga = flower petals ✓  
 tangkai putik = pistil stalk ✓  
 benang sari = stamens ✓  
 kepala putik = pistil head ✓

4. pohon = tree } Tools / Alat (2)  
 bunga = flower }  
 penyiram bunga = watering flowers ✓  
 pagar = fence } Tools / Alat  
 tanah = land }

5. someone is planting in the garden 1/2  
 (5) seseorang sedang menanam tanaman di taman

6. kelinci = rabbit ✓  
 (10) kuda = horse ✓  
 sapi = cow ✓  
 burung = bird ✓  
 kucing = cat ✓

7. tiat = caterpillar ✓  
 (10) kambing = sheep ✓  
 kupu-kupu = butterfly ✓

8. the cat is black and white 1/2  
 (5) and wears a red collar

9. eye = mata ✓  
 x mulut = mulut x mouth  
 hair = bulu ✓ (8)  
 tail = ekor ✓  
 foot = kaki ✓

10. sayap = wing ✓  
 (4) ekor = serateh  
 mata = tail } Terbalik  
 cakar = eye }  
 paruh burung = bird beak ✓



## Nur Azizah

2. Leaf = Daun ✓  
Twig = Ranting ✓  
Fruit = buah ✓  
Flower = bunga ✓ (10)  
trunk = batang ✓  
Root = akar ✓

3. Bakal biji = seed ✓  
kelopak bunga = flower petals ✓  
~~batang~~ tangkai putik = pistil stalk ✓  
Benang sari = stamens ✓ (10)  
Kepala putik = pistil head ✓

4. pohon = tree } Tools  
bunga = flower }  
penyiram bunga = watering flowers ✓ (2)  
pagar = fence? } Tools  
tanah = Land }

5. someone is plating plants ~~in~~ in the garden  $\frac{1}{2}$  (5)  
Seseorang sedang menanam tanaman di taman

6. kelinci = rabbit ✓  
kuda = horse ✓  
kucing = cat ✓ (10)  
sapi = cow ✓  
burung = bird ✓

7. ulat = caterpillar ✓ (10)  
kambing = sheep ✓  
kupu-kupu = ~~butter~~ butterfly ✓

**Bilqis Khumaerah**

2. Twig = ranting ✓  
 - Branch = cabang ✓  
 - Limb = Lengan ✓  
 (10) - Trunk = betis/batang ✓  
 - roots = Akar ✓  
 - Leaves = daun-daun ✓  
 - crown = Mahkota ✓  
 - Fruit = buah ✓  
~~- Base = batang~~  
 - Taproot = akar tonggang ✓

3. - Petal = Daun bunga ✓  
 - Stigma = stigma ? (4)  
 - Style = style ? (10)  
 - Ovary = ovarium ✓  
 - ovule = bakal biji ✓  
 - Stem = Tangkai ? ?  
 - Sepal = sepal ✓  
 - Anther = lant ✓  
 - Filament = filament ✓

4. Penyiram bunga = watering flower ✓  
 ember = bucket/bucket ✓ (4)  
 pagar = fence ✓  
 bunga = flower ✓ Tools yah

5 orang sedang membuang sampah 1/2  
 (5) People are Throwing rubbish 1/2

6. kelinci = rabbit ✓  
 sapi = cow ✓  
 kucing = cat ✓ (10)  
 kuda = horse ✓  
 burung = bird ✓

7. katak = Frog ✓  
 cacing = worm ✓ (10)  
 Anjing = dog ✓

8 kucing ini sedang berada di Taman 1/2  
 (5) This cat is in the Park 1/2

9 ekor = Tail ✓  
 Panggul = Pelvis ✓  
 Punggung = back ✓  
 Leher = neck ✓  
 Telinga = ear ✓  
 kepala = head ✓  
 mata = eye ✓  
 Hidung = nose ✓  
~~kumis~~  
~~buku~~  
~~kaki-depan~~ =  
 jari-kaki =  
~~femur~~ =  
~~stato~~ =  
~~leher~~ =  
~~kaki belakang~~ =

10 Hair = bulu ✓ (8)  
 ekor = Tail ✓  
 koot = wing ✓  
 eye = mata ✓

**PAREPARE**

## Nazwah Makmur

2. - Leaf = Daun ✓  
 - Fruit = Buah ✓ (6)  
 - Root = Akar ✓  
 - ~~-----~~

3. - kelopak bunga = Flower petals ✓  
 - tangkai bunga = Flower stalk ✓ (6)  
 - dasar bunga = Flower base. ✓

4. ~~-----~~  
 - Penyiram bunga = watering flowers ✓  
 - Ember = bucket ✓ (4)  
 - pagar = Fence } alat/tools  
 - Bunga = Flower }

↳ Orang sedang menanam bunga.  
 People are planting flowers (5)

6. - kelinci = Rabbit ✓  
 - sapi = cow ✓  
 - kucing = cat ✓ (10)  
 - kuda = horse ✓  
 - burung = bird. ✓

7. - Tikus = mouse ✓  
 - ulat = cat & pillar ✓ (10)  
 - kupu-kupu = butterfly ✓


8. The cat is black and white and has a collar. (5)

9. ekor kucing = cat's tail ✓  
 bulu kucing = cat's fur ✓  
 kaki kucing = cat's paw ✓ 10  
 telinga kucing = cat ears ✓  
 mata kucing = cat eye ✓

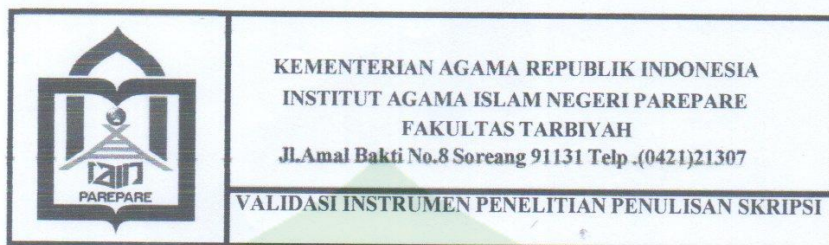
10. Hair = bulu ✓  
 ekor = tail ✓  
 sayap = wing ✓ (10)  
 Foot = kaki ✓  
 eye = mata. ✓

## 11. Questionnaire Score

**Bilqis Khumaerah**

		KEMENTERIAN AGAMA REPUBLIK INDONESIA INSTITUT AGAMA ISLAM NEGERI PAREPARE FAKULTAS TARBIYAH Jl.Amal Bakti No.8 Soreang 91131 Telp. (0421)21307				
		VALIDASI INSTRUMEN PENELITIAN PENULISAN SKRIPSI				
C. Pertanyaan Kuesioner						
NO	QUESTIONNAIRE	ANSWER				
		SS	S	R	TS	STS
1.	Saya suka belajar Bahasa Inggris				✓	
2.	Saya menyukai penggunaan Audiovisual sebagai media dalam pembelajaran Bahasa Inggris		✓			
3.	Saya menyukai penggunaan Wordwall sebagai media dalam pembelajaran Bahasa Inggris		✓			
4.	Saya menyukai belajar kosakata dengan menggunakan "Audiovisual"	✓				
5.	Penggunaan wordwall dapat membuat pembelajaran Bahasa Inggris lebih menarik	✓				
6.	Penggunaan Audiovisual dapat membuat pembelajaran Bahasa Inggris lebih menyenangkan		✓			
7.	Penggunaan Audiovisual membuat saya cepat memahami pembelajaran Bahasa Inggris			✓		
8.	Penggunaan Wordwall dapat membantu saya untuk mengingat kosakata yang sudah dipelajari		✓			
9.	Penggunaan Audiovisual dapat membantu saya menambah kosakata lebih banyak		✓			
10.	Penggunaan Audiovisual dan Wordwall membuat saya lebih semangat belajar Bahasa Inggris	✓				
11.	Penggunaan Audiovisual tidak dapat membantu saya dalam pembelajaran Bahasa Inggris				✓	
12.	Penggunaan Wordwall tidak membuat saya tertarik belajar Bahasa Inggris				✓	
13.	Penggunaan Audiovisual tidak membuat saya semangat dalam proses pembelajaran Bahasa Inggris					✓
14.	Penggunaan Audiovisual membuat saya kesulitan dalam pembelajaran Bahasa Inggris					✓
15.	Penggunaan Wordwall menurut saya sangat membosankan					✓
16.	Penggunaan Audiovisual membuat pembelajaran Bahasa Inggris sangat susah untuk dimengerti				✓	
17.	Penggunaan Audiovisual tidak dapat mempengaruhi kosakata saya				✓	
18.	Penggunaan Wordwall tidak membuat kosakata saya meningkat					✓
19.	Penggunaan Wordwall hanya membuat saya bingung pada saat proses pembelajaran Bahasa Inggris				✓	


## Nur Azizah



### C. Pertanyaan Kuesioner


NO	QUESTIONNAIRE	ANSWER				
		SS	S	R	TS	STS
1.	Saya suka belajar Bahasa Inggris			✓		
2.	Saya menyukai penggunaan Audiovisual sebagai media dalam pembelajaran Bahasa Inggris		✓			
3.	Saya menyukai penggunaan Wordwall sebagai media dalam pembelajaran Bahasa Inggris	✓				
4.	Saya menyukai belajar kosakata dengan menggunakan "Audiovisual"	✓				
5.	Penggunaan wordwall dapat membuat pembelajaran Bahasa Inggris lebih menarik	✓				
6.	Penggunaan Audiovisual dapat membuat pembelajaran Bahasa Inggris lebih menyenangkan		✓			
7.	Penggunaan Audiovisual membuat saya cepat memahami pembelajaran Bahasa Inggris	✓				
8.	Penggunaan Wordwall dapat membantu saya untuk mengingat kosakata yang sudah dipelajari	✓				
9.	Penggunaan Audiovisual dapat membantu saya menambah kosakata lebih banyak		✓			
10.	Penggunaan Audiovisual dan Wordwall membuat saya lebih semangat belajar Bahasa Inggris	✓				
11.	Penggunaan Audiovisual tidak dapat membantu saya dalam pembelajaran Bahasa Inggris					✓
12.	Penggunaan Wordwall tidak membuat saya tertarik belajar Bahasa Inggris				✓	
13.	Penggunaan Audiovisual tidak membuat saya semangat dalam proses pembelajaran Bahasa Inggris				✓	
14.	Penggunaan Audiovisual membuat saya kesulitan dalam pembelajaran Bahasa Inggris					✓
15.	Penggunaan Wordwall menurut saya sangat membosankan				✓	
16.	Penggunaan Audiovisual membuat pembelajaran Bahasa Inggris sangat susah untuk dimengerti				✓	
17.	Penggunaan Audiovisual tidak dapat mempengaruhi kosakata saya					✓
18.	Penggunaan Wordwall tidak membuat kosakata saya meningkat					✓
19.	Penggunaan Wordwall hanya membuat saya bingung pada saat proses pembelajaran Bahasa Inggris				✓	

## Sutra Dewangga Putri

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	VALIDASI INSTRUMEN PENELITIAN PENULISAN SKRIPSI

### C. Pertanyaan Kuesioner


NO	QUESTIONNAIRE	ANSWER				
		SS	S	R	TS	STS
1.	Saya suka belajar Bahasa Inggris			✓		
2.	Saya menyukai penggunaan Audiovisual sebagai media dalam pembelajaran Bahasa Inggris		✓			
3.	Saya menyukai penggunaan Wordwall sebagai media dalam pembelajaran Bahasa Inggris	✓				
4.	Saya menyukai belajar kosakata dengan menggunakan "Audiovisual"	✓				
5.	Penggunaan wordwall dapat membuat pembelajaran Bahasa Inggris lebih menarik	✓				
6.	Penggunaan Audiovisual dapat membuat pembelajaran Bahasa Inggris lebih menyenangkan		✓			
7.	Penggunaan Audiovisual membuat saya cepat memahami pembelajaran Bahasa Inggris	✓				
8.	Penggunaan Wordwall dapat membantu saya untuk mengingat kosakata yang sudah dipelajari	✓				
9.	Penggunaan Audiovisual dapat membantu saya menambah kosakata lebih banyak		✓			
10.	Penggunaan Audiovisual dan Wordwall membuat saya lebih semangat belajar Bahasa Inggris	✓				
11.	Penggunaan Audiovisual tidak dapat membantu saya dalam pembelajaran Bahasa Inggris					✓
12.	Penggunaan Wordwall tidak membuat saya tertarik belajar Bahasa Inggris				✓	
13.	Penggunaan Audiovisual tidak membuat saya semangat dalam proses pembelajaran Bahasa Inggris				✓	
14.	Penggunaan Audiovisual membuat saya kesulitan dalam pembelajaran Bahasa Inggris					✓
15.	Penggunaan Wordwall menurut saya sangat membosankan				✓	
16.	Penggunaan Audiovisual membuat pembelajaran Bahasa Inggris sangat susah untuk dimengerti				✓	
17.	Penggunaan Audiovisual tidak dapat mempengaruhi kosakata saya					✓
18.	Penggunaan Wordwall tidak membuat kosakata saya meningkat					✓
19.	Penggunaan Wordwall hanya membuat saya bingung pada saat proses pembelajaran Bahasa Inggris				✓	

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C. Pertanyaan Kuesioner

NO	QUESTIONNAIRE	ANSWER				
		SS	S	R	TS	STS
1.	Saya suka belajar Bahasa Inggris			✓		
2.	Saya menyukai penggunaan Audiovisual sebagai media dalam pembelajaran Bahasa Inggris		✓			
3.	Saya menyukai penggunaan Wordwall sebagai media dalam pembelajaran Bahasa Inggris	✓				
4.	Saya menyukai belajar kosakata dengan menggunakan "Audiovisual"		✓			
5.	Penggunaan wordwall dapat membuat pembelajaran Bahasa Inggris lebih menarik	✓				
6.	Penggunaan Audiovisual dapat membuat pembelajaran Bahasa Inggris lebih menyenangkan	✓				
7.	Penggunaan Audiovisual membuat saya cepat memahami pembelajaran Bahasa Inggris			✓		
8.	Penggunaan Wordwall dapat membantu saya untuk mengingat kosakata yang sudah dipelajari		✓			
9.	Penggunaan Audiovisual dapat membantu saya menambah kosakata lebih banyak		✓			
10.	Penggunaan Audiovisual dan Wordwall membuat saya lebih semangat belajar Bahasa Inggris			✓		
11.	Penggunaan Audiovisual tidak dapat membantu saya dalam pembelajaran Bahasa Inggris		✗		✓	
12.	Penggunaan Wordwall tidak membuat saya tertarik belajar Bahasa Inggris					✓
13.	Penggunaan Audiovisual tidak membuat saya semangat dalam proses pembelajaran Bahasa Inggris					✓
14.	Penggunaan Audiovisual membuat saya kesulitan dalam pembelajaran Bahasa Inggris				✓	
15.	Penggunaan Wordwall menurut saya sangat membosankan				✓	
16.	Penggunaan Audiovisual membuat pembelajaran Bahasa Inggris sangat susah untuk dimengerti				✓	
17.	Penggunaan Audiovisual tidak dapat mempengaruhi kosakata saya				✓	
18.	Penggunaan Wordwall tidak membuat kosakata saya meningkat				✓	
19.	Penggunaan Wordwall hanya membuat saya bingung pada saat proses pembelajaran Bahasa Inggris					✓

Muh. Resky

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C. Pertanyaan Kuesioner

NO	QUESTIONNAIRE	ANSWER				
		SS	S	R	TS	STS
1.	Saya suka belajar Bahasa Inggris		✓			
2.	Saya menyukai penggunaan Audiovisual sebagai media dalam pembelajaran Bahasa Inggris	✓				
3.	Saya menyukai penggunaan Wordwall sebagai media dalam pembelajaran Bahasa Inggris	✓				
4.	Saya menyukai belajar kosakata dengan menggunakan "Audiovisual"		✓			
5.	Penggunaan wordwall dapat membuat pembelajaran Bahasa Inggris lebih menarik		✓			
6.	Penggunaan Audiovisual dapat membuat pembelajaran Bahasa Inggris lebih menyenangkan	✓				
7.	Penggunaan Audiovisual membuat saya cepat memahami pembelajaran Bahasa Inggris	✓				
8.	Penggunaan Wordwall dapat membantu saya untuk mengingat kosakata yang sudah dipelajari		✓			
9.	Penggunaan Audiovisual dapat membantu saya menambah kosakata lebih banyak	✓				
10.	Penggunaan Audiovisual dan Wordwall membuat saya lebih semangat belajar Bahasa Inggris		✓			
11.	Penggunaan Audiovisual tidak dapat membantu saya dalam pembelajaran Bahasa Inggris				✓	
12.	Penggunaan Wordwall tidak membuat saya tertarik belajar Bahasa Inggris				✓	
13.	Penggunaan Audiovisual tidak membuat saya semangat dalam proses pembelajaran Bahasa Inggris					✓
14.	Penggunaan Audiovisual membuat saya kesulitan dalam pembelajaran Bahasa Inggris					✓
15.	Penggunaan Wordwall menurut saya sangat membosankan				✓	
16.	Penggunaan Audiovisual membuat pembelajaran Bahasa Inggris sangat susah untuk dimengerti				✓	
17.	Penggunaan Audiovisual tidak dapat mempengaruhi kosakata saya				✓	
18.	Penggunaan Wordwall tidak membuat kosakata saya meningkat			✓		
19.	Penggunaan Wordwall hanya membuat saya bingung pada saat proses pembelajaran Bahasa Inggris				✓	



## 12. Documentation

### Pre-Test



## Treatment









### Post-Test and Questionnaire





## CURRICULUM VITAE



Herika was born in Betao Riase Village, South Sulawesi Province, on April 8, 1998. She is the youngest child of Daru and Hasna and has one sibling, Heriyanto, S.T.

In 2004, she entered Elementary School (SD) 2 Betao. She continued her junior high school education in 2011 at SMP Negeri 1 Pangsid and graduated three years later in 2013. She then enrolled in SMA Negeri 1 Pangsid for her senior high school but later transferred to SMA 1 Dua Pitue and eventually completed her studies at SMA TELKOM GAJAH MADAH due to certain reasons. In 2020, she was admitted to the English Education Department. IAIN Parepare.

