CHAPTER IV
RESULTS AND DISCUSSION

4.1 Research Results

Before the research was carried out, the researcher first consulted with the Head of UPTD SMP Negeri 2 Gunungsitoli Alo'oa, Mr. Sinema Melikasih Zebua, S.Pd, together with one of the English teachers, Mrs. Irene Arselina Zendrato, S.Pd for instructions from the principal and Indonesian language teacher, regarding the research to be carried out, namely Increasing the students' Vocabulary Mastery Through WordWall Application at Seventh grade at UPTD SMP Negeri 2 Gunungsitoli Alo'oa.

Classroom Action Research (CAR) conducted by researchers consists of 2 (two) cycles. Each cycle has 2 (two) meetings. The time allocation for each meeting is 3x40 minutes. During the process of implementing Classroom Action Research, the researcher directly conducts research on students by using the wordwall application in the form of tests that have been prepared by the researcher.

4.1.1 Cycle I

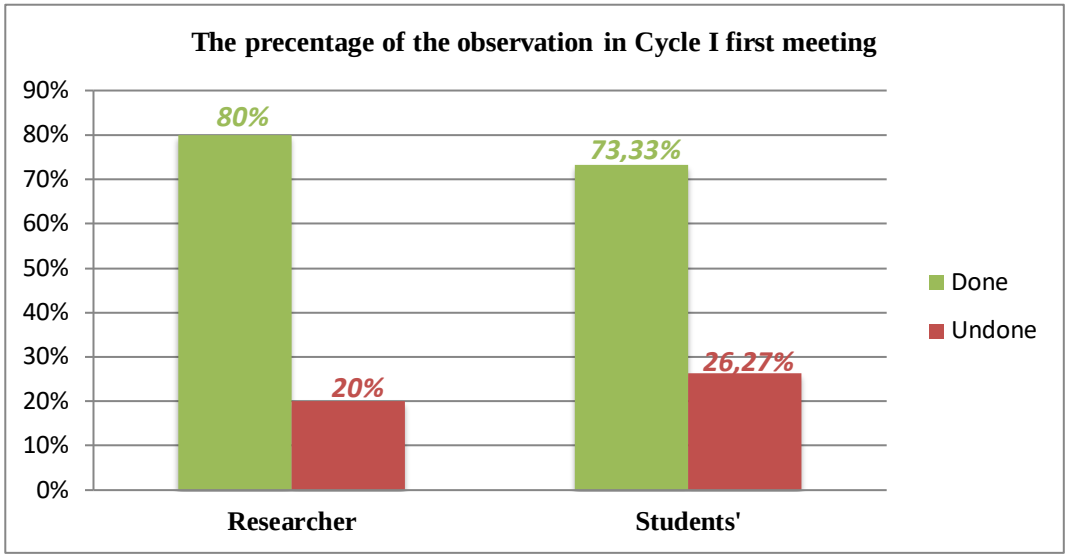
Cycle I was conducted in March 2025. Some of the steps in the cycle used by researchers in carrying out this research include: Planning, Action, Observation and Reflection. Here are some explanations at the first cycle stage, namely:

1. First Meeting

Based on the results of research on the first meeting of cycle I, the data results of the researcher's observation sheet and student observation sheet are presented

Observation was carried out by the teacher-collaborator during the researcher's action in the classroom. The teacher-collaborator observed all activities that occurred during teaching and learning activities in the classroom.

The results of observations during the teaching and learning process at the first meeting of Cycle I first meeting are as follows:



(Graphic 1: The Researcher and Student activities in the Teaching and Learning Process of the First Meetings in cycle I)

a) Researcher Activities

Based on the results of the observation of the researcher's activities, in 40 aspects of the observation activity that has been made, there are several activities carried out and not carried out by the researcher which are explained as follows:

1) Done **:** 32 activities out of 40 activities (80%)

2) Not Done **:** 8 activities out of 40 activities (20%)

The reason for the activities that were not carried out by the researcher was that some of the activities carried out by the researcher were not achieved and also some students did not participate in learning activities so that the aspeck was not carried out.

b) Student Activities

Based on the results of observations of student activities, researchers combined the number of activities carried out and not carried out by 21 students which are explained as follows:

***1) Activities Performed*:** 40 activities for each student by summing up each activity that has been carried out to Percentage of student activities carried out 73,33%

2) Activities Not Performed: 40 activities for each student by summing each activity not performed with the percentage of student activities performed of 26,27%.

The reasons for activities that were not carried out by students were because there were some students who were not serious and did not respond to the researcher and some students were called by the teacher in the office due to sudden needs.

c) Reflection

Researchers evaluated the results of observations during the teaching and learning process by making several improvements at the next meeting, namely:

1) The researcher should re-read the lesson plan, so that unfinished activities can be carried out at the next meeting.
2) Students should encourage themselves to ask the researcher for difficult words so that students' vocabulary increases.
3) Some students did not participate in learning activities so the researcher looked for ways to get students to interact during the next meeting.
4) Some students did not ask questions during the learning process, so they repeated the mistakes from the practice test displayed in the wordwall application.

d) Field notes

Based on the results of observations, reflections, and information recorded by researchers during the data collection process in the study, the researchers summarized it in field notes:

Table 1.9

The Weaknesses	The Strengths
***Incompleteness of the lesson plan*:** Researchers need to be more thorough in reading lesson plans so that all activities can be completed in one meeting. This indicates a shortcoming in planning that can interfere with the smooth learning process.	***Awareness to Improve*:** The researcher demonstrated awareness to improve the lesson plan by planning to continue the unfinished activities at the next meeting. This reflects a commitment to improving the quality of learning.
***Lack of Student Participation*:** Some students did not actively participate in the learning activities. This suggests that researchers need to find more effective ways to encourage student interaction and engagement.	***Initiatives to Increase Interaction*:** The researcher seeks ways to improve student interaction in learning, which shows a desire to create a more inclusive and participatory learning environment.

By identifying these weaknesses and strengths, researchers can formulate better strategies for the next meeting, so that the learning process becomes more effective and enjoyable for students.

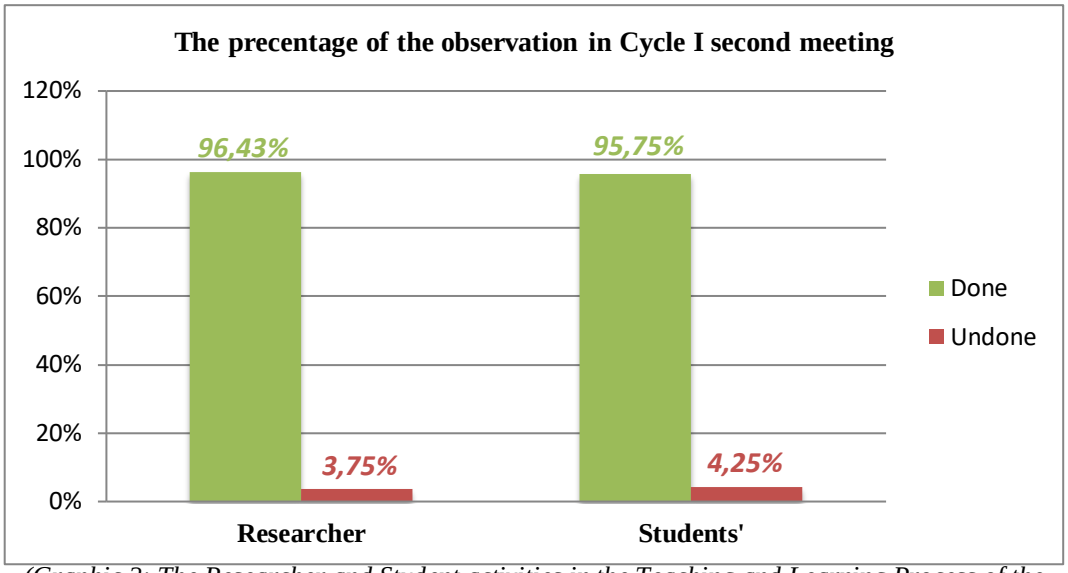
2. Second Meeting

The researcher reflected on the learning process at the first meeting of cycle I and identified areas that needed to be improved in the field notes.

Based on the results of the research on the second meeting of cycle I, data from the researcher's observation sheet and student

observation sheet are presented. Observations were carried out by the teacher-collaborator during the researcher's actions in the classroom. The teacher-collaborator observed all activities that occurred during teaching and learning activities in the classroom.

The results of observations during the teaching and learning process in the second meeting of Cycle I are as follows:



(Graphic 2: The Researcher and Student activities in the Teaching and Learning Process of the Second Meetings in cycle I)

a) Researcher Activities

Based on the results of the observation of the researcher's activities, in 40 aspects of the observation activity that has been made, there are several activities carried out and not carried out by the researcher which are explained as follows:

1) Done **:** 27 activities out of 28 activities (96,43%)

2) Not Done **:** 1 activities out of 28 activities (3,57%)

The reason the activity was not carried out by the researcher was due to insufficient time so the activity was not carried out.

b) Student Activities

Based on the results of observations of student activities, researchers combined the number of activities

carried out and not carried out by 21 students which are explained as follows:

***1) Activities Performed*:** 40 activities for each student by summing up each activity that has been carried out to

Percentage of student activities carried out 95,75%

***2) Activities Not Performed*:** 40 activities for each student by summing each activity not done to the percentage of student activities done 4,25%

The reason for activities that are not carried out by students is because there are some students who are not serious and do not respond to researchers in learning and there are also activities that are not carried out by researchers due to lack of learning time.

c) Reflection

Researchers evaluated the results of observations during the teaching and learning process in cycle I meeting II by making several improvements at the next cycle meeting, namely:

1) Time constraints were one of the reasons why some activities could not be implemented. Researchers need to plan time better, including estimating the duration of each activity and providing buffer time to anticipate possible delays.
2) Researchers need to find ways to increase student motivation and engagement, such as using more interactive learning methods, providing rewards for active participation, or creating a more interesting classroom atmosphere.
3) Researchers need to provide more consistent and constructive feedback to students on their performance. By providing clear and detailed evaluations, students can understand which areas

need improvement and how to improve their understanding of the material.

d) Field Notes

Based on the results of observations, reflections, and information recorded by researchers during the data collection process in the second meeting of cycle I research, researchers summarized them in field notes:

Table 1.10

The Weaknesses	The Strengths
Time Limitations: The inability to carry out some activities due to time constraints indicates a lack of effective time management and planning.	***Awareness of Time Management***: Recognition of time constraints demonstrates the researcher's awareness of the importance of effective planning.
Consistency of Feedback: Inconsistent feedback can cause confusion among students regarding their performance and areas that need improvement, ultimately affecting their learning outcomes.	***Commitment to Improving Feedback***: By striving to provide clearer evaluations, researchers can improve students' understanding and support their academic growth, ultimately leading to better learning outcomes.

3. Test Results

This Test Was Carried Out After The Activities At The First Meeting And The Meeting Had Been Carried Out By The Researcher. Researchers Provide Test Questions Based On The Material That Has Been Learned And This Test Is Displayed In The Wordwall Application Then The Researcher Gives The Test Question Sheet To Students To Give Their Answers. Based On The Test Results That Have Been Done By Students Can Be Seen In The Following Table:

Table 1.11

No	Students' Name	Score $\frac{Obtained\ Score}{30} X\ 100$	Total	Category	MCC
1	Agus Rahmat Zendrato	28/30 x 100	93,33	Exellent	
2	Alfrend Setiawan Lase	26/30 x 100	86,66	Exellent	
3	Arlina Zendrato	20/30 x 100	66,66	Fair	
4	Asria Zendrato	23/30 x 100	76,66	Good	
5	Berliana Laoli	23/30 x 100	76,66	Good	
6	Dian Angelis laoli	26/30 x 100	86,66	Exellent	
7	Dian Amanda Lase	20/30 x 100	66,66	Fair	
8	Berta N H S Laoli	18/30 x 100	60	Fair	
9	Festin Yana Sari Zendrato	20/30 x 100	66,66	Fair	**67**
10	Fernado Fendi Zendrato	20/30 x 100	66,66	Fair	
11	Jeni Murni Zendrato	19/30 x 100	63,33	Fair	
12	Jernita Zendrato	23/30 x 100	76,66	Good	
13	Mardianto Zendrato	27/30 x 100	90	Exellent	
14	Murni Suci Zendrato	17/30 x 100	56,66	Fair	
15	Riski Pratama Lase	16/30 x 100	53,33	Poor	
16	Nouval Zendrato	18/30 x 100	60	Fair	
17	Pertobatan Zendrato	13/30 x 100	43	Poor	
18	Pristiani Zendrato	15/30 x 100	50	Poor	
19	Tri Wahyuni Zendrato	19/30 x 100	63,33	Fair	
20	Yafet Lasosaro Zendrato	21/30 x 100	70	Fair	
21	Yasri Puspa Sari Zendrato	29/30 x 100	96,66	Exellent	

Based on the results, there were 5 students (23.8% of the total students) who achieved the "Excellent" category. Their percentage scores ranged from 86.66 to 96.66. This shows the students' very high vocabulary mastery. There are 4 students (19.0% of the total students) who are in the "Good" category. Their percentage scores were 70 and 76.66. This indicates good vocabulary comprehension. There were 9 students (42.8% of the total students), their percentage scores ranged from 60 to 66.66 and 63.33. Although categorized as "Fair", these scores still indicate that students have basic vocabulary understanding, but may need further practice. There are 3 students (14.2% of the

total students) who fall into the "Poor" category. Their percentage scores ranged from 43 to 53.33 and 50. This indicates that these students have low vocabulary acquisition and may need additional intervention or assistance.

This study shows the potential of Wordwall app as a tool to improve vocabulary acquisition, but also highlights the need for further attention to students who still show low vocabulary acquisition.

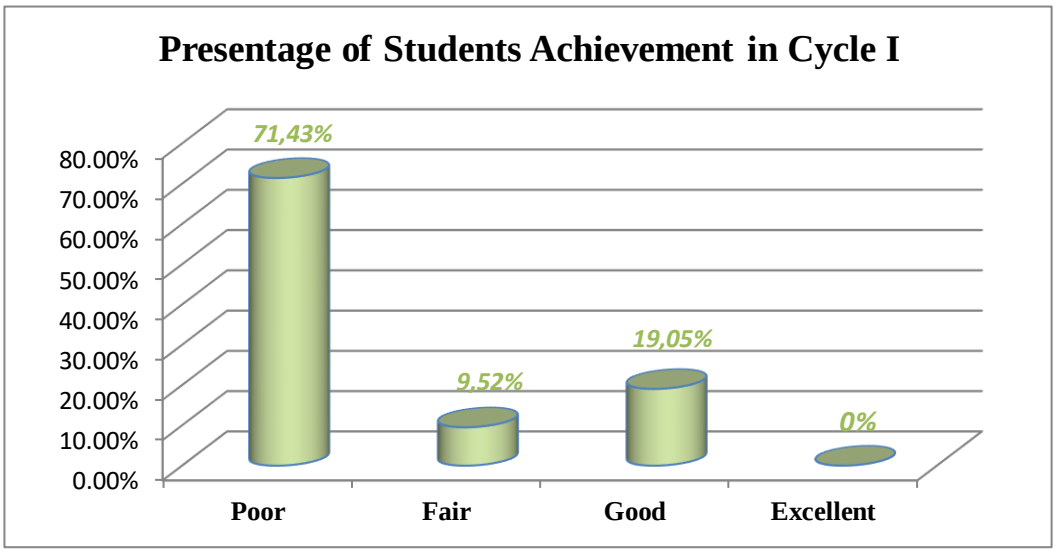
After conducting the first and second meeting learning activities in Cycle I, the researcher gave a test in the form of a quiz in the wordwall application to students. Then the researcher evaluated the results of students' ability to improve their kostaka skills in the wordwall application and also the results of the tests they did. The evaluation results can be seen in the following table:

Table 1 : CYCLE 1

THE ASSESSMENT INCREASING THE STUDENTS' VOCABULARY MASTERY THROUGH WORDWALL APPLICATION

No	Students' Name	Aspects Of Vocabulary Assesment			Score	Total score	Category	MCC
		Spelling	Meaning (Translation in Indonesia)	Pronunciation	$\frac{\text{Obtaned Score}}{12} \times 100$			
1	Agus Rahmat Zendrato	3	3	3	9/12 x 100	75	Good	
2	Alfrend Setiawan Lase	3	3	3	9/12 x 100	75	Good	
3	Arlina Zendrato	1	2	2	5/12 x 100	41,66	Poor	
4	Asria Zendrato	2	2	1	5/12 x 100	41,66	Poor	
5	Berliana Laoli	2	2	2	6/12 x 100	50	Poor	
6	Dian Angelis laoli	3	3	3	9/12 x 100	75	Good	
7	Dian Amanda Lase	1	2	2	5/12 x 100	41,66	Poor	
8	Berta N H S Laoli	1	1	1	3/12 x 100	25	Poor	
9	Festin Yana Sari Zendrato	2	2	1	5/12 x 100	41,66	Poor	
10	Fernado Fendi Zendrato	2	2	1	5/12 x 100	41,66	Poor	67
11	Jeni Murni Zendrato	1	2	1	4/12 x 100	33,33	Poor	
12	Jernita Zendrato	3	3	2	7/12 x 100	58,33	Fair	
13	Mardianto Zendrato	3	3	2	8/12 x 100	66,66	Fair	
14	Murni Suci Zendrato	2	2	1	5/12 x 100	41,66	Poor	
15	Riski Pratama Lase	1	1	1	3/12 x 100	25	Poor	
16	Nouval Zendrato	2	2	2	6/12 x 100	50	Poor	
17	Pertobatan Zendrato	1	1	1	3/12 x 100	25	Poor	
18	Pristiani Zendrato	2	2	2	6/12 x 100	50	Poor	
19	Tri Wahyuni Zendrato	2	2	2	6/12 x 100	50	Poor	
20	Yafet Lasosaro Zendrato	1	2	1	4/12 x 100	33,33	Poor	
21	Yasri Puspa Sari Zendrato	4	3	3	10/12 x 100	83,33	Good	

Regarding the table above, it explains about students' ability to increase vocabulary in the worrdwall application in Cycle I. The CMM (Minimum Completeness Criteria) value for English lessons is 67. There are 15 (71.43%) students who are categorized as Poor and 2 (9.52%) students who are categorized as Fair, and 4 (19.05%) students who are categorized as Good. Based on the CMM, there were 4 (19.05%) students who reached the CMM and were categorized as good, while there were 17 (80.95%) students who did not reach the CMM.



(Graphic 3: Student Achievement in the Ability to increase vocabulary in wordwall application in Cycle I)

Therefore, to achieve the research objectives, there are some improvements that need to be implemented in the next cycle:

1) The researcher told the students to have the courage to ask unfamiliar words or objects to the students. Thus, students will be able to know the translation terms of the words or objects they will translate.
2) The researcher informed the weaknesses in Cycle I, and asked students to learn about descriptive text, especially on the names of objects in the house
3) The researcher explained continuously to students about descriptive text material. So that, students will be ready for the next test in the next cycle.

4) Researchers must prepare everything, such as lesson plans, student assessments, and others. So that, the activity can run well.

4.1.2 Cycle II

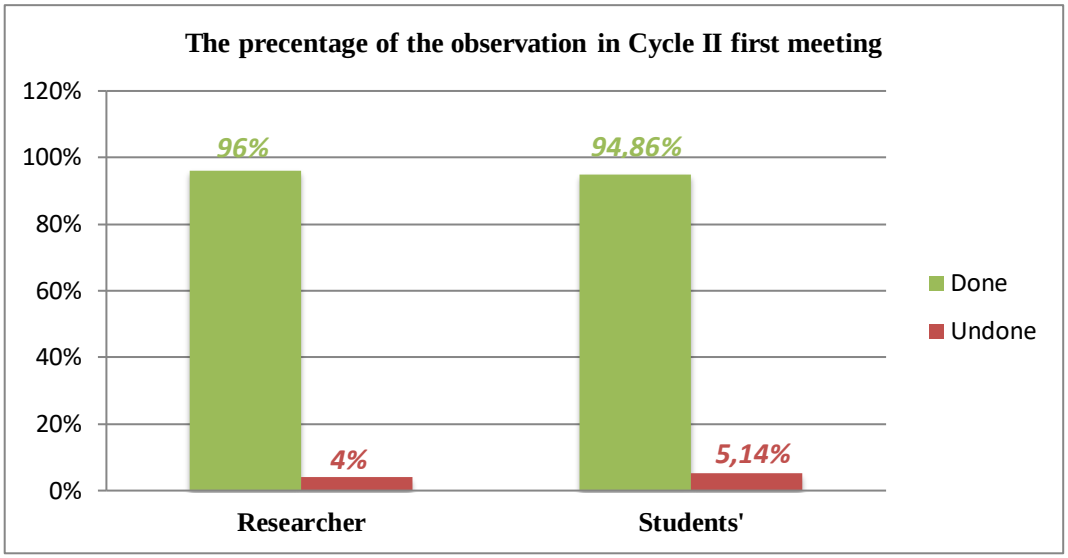
Cycle II consists of 2 meetings, which have been designed in the lesson plan. Implementation of Cycle II began in April 2025. Cycle II has a time allocation of 3 x 40 minutes. The process of implementing Cycle II is as follows:

1. First Meeting

Based on the results of research on the first meeting of cycle I, the data results of the researcher's observation sheet and student observation sheet are presented

Observation was carried out by the teacher-collaborator during the researcher's action in the classroom. The teacher-collaborator observed all activities that occurred during teaching and learning activities in the classroom.

The results of observations during the teaching and learning process at the first meeting of Cycle II first meeting are as follows:



(Graphic 4: The Researcher and Student activities in the Teaching and Learning Process of the First Meetings in cycle II)

a) Researcher Activities

Based on observations of researcher activities, there are several activities that have been carried out and have not been carried out by researchers, explained as follows:

Done**:** 24 activities out of 25 activities (96%)
Not Done **:** 1 activity out of 25 activities (4%)

The reason this activity was not carried out by the researcher was because students were not focused on learning so the researcher did not give students time to practice vocabulary.

b) Student Activities

Based on observations of student activities, there are several activities that have been carried out and have not been carried out by students, explained as follows:

1) Activities Performed: 25 activities for each student by summing up each activity that has been done to Percentage of student activities carried out 94,86%

2) Activities Not Performed: 25 activities for each student by summing up each activity that was not carried out to a percentage of student activities carried out 5,14%

The cause of the activities that have not been carried out by students is because some students do not respond and do not dare to ask the researcher if they experience difficulties.

c) Reflection

Researchers evaluated the results of observations during the teaching and learning process by making several improvements at the next meeting, namely:

1) The limited focus of students is the main factor that hinders the implementation of activities. Researchers

need to find ways to attract students' attention, such as using more interactive learning methods, integrating educational games, or providing variations in the delivery of material so that students are more involved.

2) Some students did not dare to ask questions when experiencing difficulties. Researchers need to create a safe and supportive atmosphere, where students feel comfortable to ask questions.

d) Field Notes

Based on the results of observations, reflections, and information recorded by researchers during the data collection process in the study, the researchers summarized it in field notes:

Table 1.12

The Weaknesses	The Strengths
Limited Student Focus: The limited focus of the students was a major factor that hindered the implementation of the activity.	***Awareness of Student Engagement:*** This research demonstrates an awareness of the importance of student engagement in the learning process. By identifying the need to use more interactive and varied learning methods, the researcher demonstrated a commitment to improving students' learning experience.

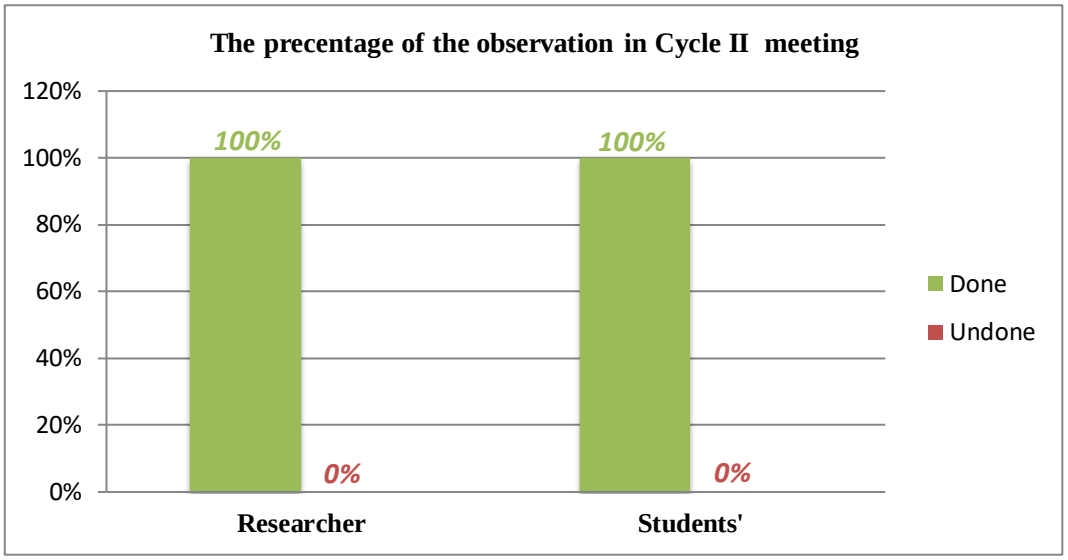
By identifying these weaknesses and strengths, researchers can formulate more effective strategies to improve the learning process in the second meeting.

2. Second Meeting

The researcher reflected on the learning process at the first meeting of cycle II and identified areas that needed to be improved in the field notes.

Based on the results of the research on the second meeting of cycle I, data from the researcher's observation sheet and student observation sheet are presented. Observations were carried out by the teacher-collaborator during the researcher's actions in the classroom. The teacher-collaborator observed all activities that occurred during teaching and learning activities in the classroom.

The results of observations during the teaching and learning process at the second meeting of Cycle II first meeting are as follows:



(Graphic 5: The Researcher and Student activities in the Teaching and Learning Process of the Second Meetings in cycle II)

a) Researcher Activities

Based on observations of researcher activities, there are several activities that have been carried out and have not been carried out by researchers, explained as follows:

Done: 27 activities out of 27 activities (100%)

Not Done : 0 activity out of 27 activities (100%)

b) Student Activities

Based on observations of student activities, there are several activities that have been carried out and have not been carried out by students, explained as follows:

1) Activities Performed: 27 activities for each student by summing up each activity that has been done to Percentage of student activities carried out 100%

2) Activities Not Performed: 27 activities for each student by summing up each activity that was not carried out to a percentage of student activities carried out 0%

All activities in the observation have been carried out by students. This is because students are serious in learning and respond to learning carried out by researchers.

From the results of the activities of researchers and students during the teaching and learning process at the second meeting in Cycle II, observers found the strengths of the phases of Cycle II:

1. All students or all twenty-one students were able to write, translate and pronounce each vocabulary displayed on the wordwall application well.
2. All students or all twenty-one students conveyed their difficulties in the learning materials. Thus, they were able to master each of the learning materials presented.

c) Reflection

1. With all activities well underway, researchers should continue to maintain the quality of teaching and look for ways to improve existing methods to keep them interesting and effective.
2. Although students have shown good engagement, researchers can look for ways to encourage students to be more active in discussion and

collaboration, so that they can learn from each other.

By considering this reflection, researchers can continue to improve the learning process and create better learning experiences for students in the future.

3. Test Results

This Test Was Carried Out After The Activities At The First Meeting And The Meeting Had Been Carried Out By The Researcher. Researchers Provide Test Questions Based On The Material That Has Been Learned And This Test Is Displayed In The Wordwall Application Then The Researcher Gives The Test Question Sheet To Students To Give Their Answers. Based On The Test Results That Have Been Done By Students Can Be Seen In The Following Table:

Table 1.13

No	Students' Name	Score $\frac{Obtained\ Score}{30}\ X\ 100$	Total	Category	MCC
1	Agus Rahmat Zendrato	30/30 x 100	100	Exellent	67
2	Alfrend Setiawan Lase	30/30 x 100	100	Exellent	
3	Arlina Zendrato	25/30 x 100	83,33	Good	
4	Asria Zendrato	25/30 x 100	83,33	Good	
5	Berliana Laoli	25/30 x 100	83,33	Good	
6	Dian Angelis laoli	30/30 x 100	100	Exellent	
7	Dian Amanda Lase	25/30 x 100	83,33	Good	
8	Berta N H S Laoli	24/30 x 100	83,33	Good	
9	Festin Yana Sari Zendrato	25/30 x 100	83,33	Good	
10	Fernado Fendi Zendrato	25/30 x 100	83,33	Good	
11	Jeni Murni Zendrato	25/30 x 100	83,33	Good	
12	Jernita Zendrato	29/30 x 100	96,66	Exellent	
13	Mardianto Zendrato	30/30 x 100	100	Exellent	
14	Murni Suci Zendrato	25/30 x 100	83,33	Good	
15	Riski Pratama Lase	24/30 x 100	80	Good	

16	Nouval Zendrato	25/30 x 100	83,33	Good	
17	Pertobatan Zendrato	24/30 x 100	80	Good	
18	Pristiani Zendrato	25/30 x 100	83,33	Good	
19	Tri Wahyuni Zendrato	25/30 x 100	83,33	Good	
20	Yafet Lasosaro Zendrato	28/30 x 100	93,33	Exellent	
21	Yasri Puspa Sari Zendrato	30/30 x 100	100	Exellent	

There were 7 students (about 33.33% of the total students) who managed to reach the “Excellent” category. Their percentage scores were 93.33, 96.66, or 100. This indicates an outstanding and perfect vocabulary mastery after the intervention with Wordwall app. The “Good” category dominated with 14 students (about 66.67% of the total students). Their percentage scores ranged from 80 to 83.33. This indicates that most students have strong and satisfactory vocabulary comprehension.

With these results, it can be concluded that Wordwall application has a very positive and effective impact in increasing vocabulary mastery of seventh grade students at UPTD SMP Negeri 2 Gunungsitoli Allo'oa. This study provides strong evidence that the use of Wordwall can be a successful strategy for vocabulary learning.

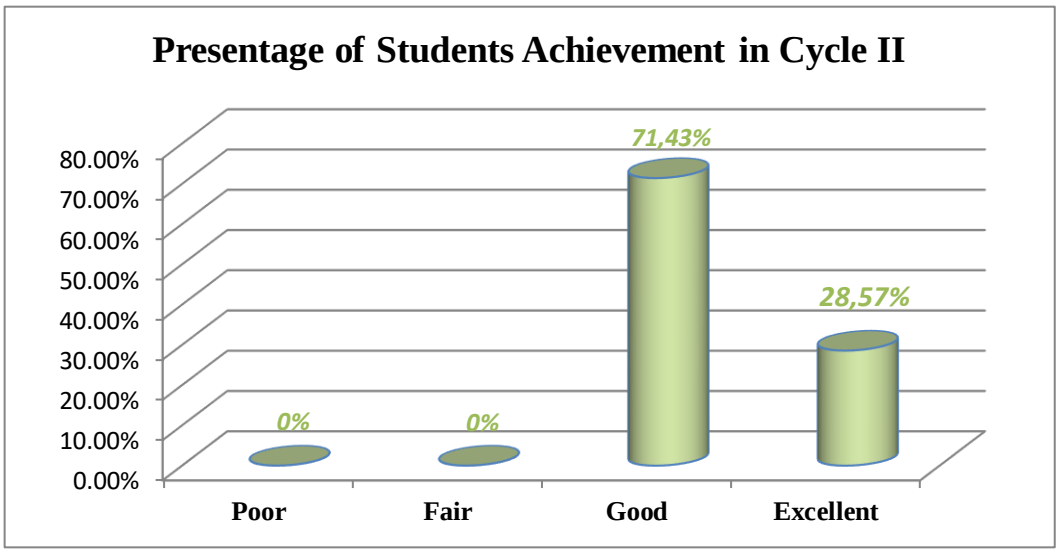
After conducting the first and second meeting learning activities in Cycle II, the researcher gave a test in the form of a quiz in the wordwall application to students. Then the researcher evaluated the results of students' ability to improve their kostaka skills in the wordwall application and also the results of the tests they did. The evaluation results can be seen in the following table:

Table 2 : CYCLE 2

THE ASSESSMENT INCREASING THE STUDENTS' VOCABULARY MASTERY THROUGH WORDWALL APPLICATION

No	Students' Name	Aspects Of Vocabulary Assesment			Score	Total score	Category	MCC
		Spelling	Meaning (Translation in Indonesia)	Pronunciation	$\frac{\text{Obtaned Score}}{12} \times 100$			
1	Agus Rahmat Zendrato	4	4	4	12/12 x 100	100	Excellent	
2	Alfrend Setiawan Lase	4	4	4	12/12 x 100	100	Excellent	
3	Arlina Zendrato	3	4	3	10/12 x 100	83,33	Good	
4	Asria Zendrato	3	4	3	10/12 x 100	83,33	Good	
5	Berliana Laoli	4	4	3	11/12 x 100	91,66	Excellent	
6	Dian Angelis laoli	4	4	4	12/12 x 100	100	Excellent	
7	Dian Amanda Lase	3	4	3	10/12 x 100	83,33	Good	
8	Berta N H S Laoli	3	3	3	9/12 x 100	75	Good	
9	Festin Yana Sari Zendrato	3	4	3	10/12 x 100	83,33	Good	
10	Fernado Fendi Zendrato	3	3	3	9/12 x 100	75	Good	67
11	Jeni Murni Zendrato	3	3	3	9/12 x 100	75	Good	
12	Jernita Zendrato	4	4	4	12/12 x 100	100	Excellent	
13	Mardianto Zendrato	4	4	4	12/12 x 100	100	Excellent	
14	Murni Suci Zendrato	3	3	3	8/12 x 100	75	Good	
15	Riski Pratama Lase	3	4	2	9/12 x 100	75	Good	
16	Nouval Zendrato	2	4	3	9/12 x 100	75	Good	
17	Pertobatan Zendrato	3	3	3	9/12 x 100	75	Good	
18	Pristiani Zendrato	3	3	3	9/12 x 100	75	Good	
19	Tri Wahyuni Zendrato	3	4	3	10/12 x 100	83,33	Good	
20	Yafet Lasosaro Zendrato	4	4	3	11/12 x 100	91,66	Excellent	
21	Yasri Puspa Sari Zendrato	4	4	4	12/12 x 100	100	Excellent	

Regarding the table above, it explains about students' ability to increase vocabulary in the worrdwall application in Cycle II. KKM (Minimum Completeness Criteria) for English lessons is 67. There are 15 (71,43%) students who are categorized as Good, and 6 (28.57%) students who are categorized as Excellent. In Cycle II, all students were able to achieve the KKM, with an average student score of 85,90



(Graph 6: Student Achievement in the Ability to increase vocabulary in wordwall application in Cycle II)

As a result, it was clear that the seventh grade students of UPTD SMP Negeri 2 Gunungsitoli Alo'oa were able to improve their vocabulary skills by using the wordwall application and reach the KKM. Skills Since the results were satisfactory, the researcher needed to stop the study and decided to make the report.

4.1.3 Researcher and Student Activities in All Cycles

The results of researcher activities in Cycle I and Cycle II can be seen in the table below.

Table 3:

THE RESEARCH ACTIVITIES IN ALL CYCLE

No	Cycle	Meeting	Criterion	Frequency of activities	Percentage (%)
1	I	1st	Done	40	80%
			Undone	40	20%
		2nd	Done	28	96,43%
			Undone	28	3,75%
2	II	1st	Done	25	96%
			Undone	25	4%
		2nd	Done	27	100%
			Undone	27	0%

The results of students' activities in Cycle I and Cycle II can be seen in the table below.

Table 4:

THE STUDENTS' ACTIVITIES IN ALL CYCLE

No	Cycle	Meeting	Criterion	Frequency of activities	Percentage (%)
1	I	1st	Done	741	73,33%
			Undone	99	26,27%
		2nd	Done	563	95,75%
			Undone	25	4,25%
2	II	1st	Done	519	94,86%
			Undone	6	5,14%
		2nd	Done	567	100%
			Undone	0	0%

4.1.4 Results of Students' Ability in All Cycles

The results of students' ability to improve vocabulary using wordwall application:

Table 5:

No	Cycle	Level	Frequency	Percentage (%)	MCC
1	**I**	Poor	15	71,43%	67
		Fair	2	9,52%	
		Good	4	19,05%	
		Excellent	-	0%	
2	**II**	Poor	-	0%	67
		Fair	-	0%	
		Good	15	71,43%	
		Excellent	6	28,57%	

4.2 Discussion

4.2.1 General Response to the Research Problem

This research problem is “Can wordwall application increasing students' vocabulary mastery in class VII UPTD SMP Negeri 2 Gunungsitoli Alo'oa?”. The general response from this study is that the use of Wordwall app demonstrates an innovative approach to learning and offers an interactive and engaging way to learn, which can increase students' vocabulary and make the learning process more enjoyable. The researcher conducted the study by providing material about descriptive text, which explains about the names of objects in a house. The test of the study was a quiz type test displayed on the wordwall application. The researcher displayed the test on the wordwall app to the students, and the students answered it on a piece of paper individually. The researcher also practiced students' vocabulary by reciting the names of objects that they already knew.

This research was conducted in two cycles. In Cycle I, the average students' speaking ability was 50,43 and in Cycle II it was 85,90. Based on the average students' speaking ability, the researcher concluded that there

was an increase towards the results, and towards the MCC which is 67. Therefore, the researcher stated that students' vocabulary skills increase by using wordwall application in learning in Class Seven of UPTD SMP Negeri 2 Gunungsitoli ALo'oa in 2024/2025.

4.2.2 Interpretation of Research Findings

After conducting research in two cycles, researchers analyzed the results of student abilities and observation sheets for researcher and student activities. The research findings are based on the results of observation sheets, and field notes. There was an increase in students' speaking ability from Cycle I to Cycle II:

The results of students' vocabulary increasing in Cycle I, there were some students who scored among 15 students (71.43%) and classified as Less. 2 students (9.52%) were classified as Fair, and 4 students (19.05%) were classified as Good. Thus, the average score of students in Cycle I did not reach the MCC (Minimum Completeness Criteria), which was 50.43. It was due to some students having many unfamiliar words in the text. The results of students' vocabulary improvement in Cycle II, there were students who scored among 15 students (71,43%) were classified as Good, and 6 students (28.57%) were classified as Excellent. Thus, the average value of student results in Cycle II was 85,90. Based on the above results, it can be seen that students were successful in increasing vocabulary mastery in wordwall application in Cycle II.

Based on the results of the study, it was concluded that the students' problems had been resolved in Cycle II. This proves that students are able to increasing their vocabulary skills in wordwall application such as being able to learn descriptive text material in spelling words, translating into Indonesian and being able to pronounce them well.

4.2.3 Research Findings versus Recent Related Research

Andini, A. (2022) in their research, have examined the Effect Of Using Wordwall Lesson Mediapembling On Student Learning Results On The Materials Of The Periodic System Of Elements. This research was conducted at Mitra Persada Jawilan High School which is located on Jl. Harendong Kp. Haurdapung, RT. 021 / RW.003, Pagintungan, Jawilan sub-district, Serang Regency, Banten. Andini took 3 classes consisting of 30 X IPA 1 students, 30 X IPA 2 students and 35 X IPA 3 students with a total of 95 students as research subjects. They focused on finding how the influence of Wordwall learning media on student learning outcomes on the material of the periodic system of elements. As a result of the research, there is an influence of the use of Wordwall learning media on student learning outcomes on the material of the Periodic System of Elements. This is based on the Man-Whitney test Posttest results Sig (2-tailed) of $0.003 < \alpha$ (0.05), meaning that there is a significant difference in learning outcomes between the experimental class and the control class. Based on the average Posttest score of the two classes, the experimental class was 80.15 and the control class was 70.15. This means that the experimental class that studied using Wordwall learning media obtained a higher score than the control class that studied without using Wordwall learning media (conventional learning) so that this study proves that there is an effect of using learning media on student learning outcomes on the material of the periodic system of elements. Furthermore, the researcher applied Classroom Action Research with the title “Increasing The Students' Vocabulary Mastery Through Wordwall Application at Seventh Grade UPTD SMP Negeri 2 Gunungsitoli Alo'oa”. The results of the research showed that students' vocabulary skills in using wordwall application in seventh grade UPTD SMP Negeri 2 Gunungsitoli Alo'oa, obtained a result of 82.47. It can be concluded that the use of wordwall application helps in increasing students' vocabulary skills.

Mandi et al., (2023) have conducted research on the Analysis of the Use of Wordwall Learning Media in Science Learning in class V SDN

008 Samarinda City. concluded that the use of wordwall platforms in learning Science in class V SDN 008 Samarinda City is very useful in improving students' understanding of learning materials, helping students to understand and remember science concepts better and motivating students in learning which is shown in the activeness of responding to questions and solving puzzles.

Based on Andini's research (2022) at Mitra Persada Jawilan High School found that the use of Wordwall media has a significant effect on student learning outcomes on the Periodic System of Elements material, with the Man-Whitney test results showing a Sig (2-tailed) value of 0.003, which is smaller than α (0.05). This indicates a significant difference between the learning outcomes of the experimental class using Wordwall and the control class. Meanwhile, Mandi et al. (2023) at SDN 008 Samarinda City also confirmed that the Wordwall platform is very useful in science learning, helping students understand and remember science concepts better, as well as motivating students in the learning process. Overall, these two studies indicate that Wordwall learning media is effective in improving students' understanding and learning outcomes at various levels of education.

4.2.4 Research Findings Versus Theory

The research findings show that increasing the students' vocabulary mastery through Wordwall application in Class VII UPTD SMP Negeri 2 Gunungsitoli Alo'oa increased by providing learning material descriptive text about the names of objects in the house in the wordwall application.

Turohmah et al, (2020, p. 16) state that Wordwall Media is expected to increase students' understanding of material without having to always depend on books or explanations given by the teacher. This media can be designed to improve learning activities either in groups, or individually which can ultimately involve students to be more active during the learning process and the Wordwall application can be used to see the development of students' abilities. So that it will be very helpful to

increase student learning motivation which will later affect student learning outcomes.

Maghfiroh (2018) said in his research conducted that in learning in countries where the quality of education is advanced, such as England and the United States, teachers have used Wordwall learning media. However, in Indonesia itself the use of Wordwall learning media has not been widely recognized. So that it becomes a strong basis in this study to overcome student learning problems in the subject matter of the periodic system of elements. Because in addition to learning, students can also play so that researchers hope that this Wordwall learning media can be effectively used for the learning process.

The conclusion from the research of Turohmah et al. (2020) and Maghfiroh (2018) show that Wordwall learning media has great potential to increase students' understanding of the subject matter, as well as improve their motivation and learning outcomes. Overall, this research shows that Wordwall apps can be an effective tool in improving the quality of student learning, by encouraging student interaction and motivation.

4.2.5 Implications of Research Findings

Based on the research findings, the research found implications, namely:

1) Students are able to understand learning descriptive text material about objects in the house displayed in the wordwal application
2) Students are able to increasing their vocabulary skills starting from spelling words, translating nouns from English to Indonesian and being able to pronounce well
3) Every learning displayed in the wordwall application is able to attract students' attention so that they are not bored while learning
4) Students achieve KKM in English subjects.

4.2.6 Analysis of Limitations of Research Findings

In conducting research, there are some limitations analysis of research findings:

1) Researchers as beginners realize that there are many weaknesses in conducting research on increasing students' vocabulary skills in wordwall applications when conducting classroom learning research.
2) Some students may still be hesitant to interact during learning and ask about their difficulties in learning using wordwall application.
3) Some students have no prior knowledge about vocabulary learning.