

THESIS

**THE EFFECTIVENESS OF WAYGROUND PAPER MODE ON MTSN 2
MALANG STUDENTS' VOCABULARY MASTERY**

By:

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**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TARBIYAH AND TEACHER TRAINING
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM
MALANG**

2026

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FACULTY OF TARBIYAH AND TEACHER TRAINING

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MALANG

2026

APPROVAL SHEET

APPROVAL SHEET

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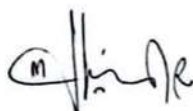
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LEGITIMATION SHEET

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MALANG STUDENTS' VOCABULARY MASTERY

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Assalamu'alaikum Wr. Wb.

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Declare that:

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MOTTO

“Rome wasn’t built in a day.”

DEDICATION

This thesis is dedicated with gratitude to my beloved family for their endless love, support, sacrifice, and unceasing prayers. I would also like to express gratitude to Dr. Suparmi, M.Pd, as the thesis advisor, for her patient guidance and motivation in the completion of this thesis. Furthermore, this thesis is dedicated to my friends who have always supported and accompanied me throughout my academic journey, making it more meaningful and memorable. Thank you to everyone who has been part of this academic journey. Last but not least, thank you to myself for all the struggles and perseverance that have enabled me to endure and reach this point.

ACKNOWLEDGEMENT

All praise and gratitude to Allah SWT, the most gracious and merciful. By his blessings and guidance, the researcher can finally complete this thesis. Blessing and salutation upon our prophet Muhammad SAW who has guided us from the darkness to the lightness.

This thesis entitled **“The Effectiveness of Wayground Paper Mode on MTsN 2 Malang Students’ Vocabulary Mastery”** would not have been possible without the support and contribution of many people. Therefore, the researcher sincerely expresses her deepest gratitude to:

1. Prof. Dr. Hj. Ilfi Nur Diana, M.Si, as the Rector of UIN Maulana Malik Ibrahim Malang.
2. Prof. Dr. H. Muhammad Walid, M.A, as the Dean of Tarbiyah and Teacher Training Faculty.
3. Maslihatul Bisriyah, M.TESOL, as the Head of English Education Department.
4. Dr. Suparmi, M.Pd, as my advisor for her patience, guidance, support, and constructive suggestions during the process of completing this thesis.
5. All the lecturers in the English Education Department for their valuable knowledge and advice throughout my years of study.
6. Desy Nur Farida, S.Pd, as the English teacher of MTsN 2 Malang who allowed the researcher to conduct the research in her class and helped during the process of collecting the data.

7. My deepest gratitude to beloved family: my father, Meseri; my mother, Novelia Widianingrum; and my sister, Helmi Dewi Nikitasari for all the supports and prayers.
8. All my beloved friends: Elvin, Yumnaa, Sarada, Zea, my college friends from Hyphoenix, my friends from Pare, and my friends from teaching assistance. Thank you so much for the support, care, togetherness, and precious memories we shared made this journey more meaningful and enjoyable.
9. Last, thank you to the researcher herself, who has tried, struggled, kept learning, and grew into a better person.

The researcher realized that this thesis is far from perfect. Furthermore, the researcher appreciates any constructive suggestions and feedback. Hopefully, this thesis will provide benefits and insight to readers, as well as for the researcher.

Malang, 27 May 2026

The Researcher,

Diah Kusuma Ningrum

LATIN ARABIC TRANSLITERATION GUIDE

Based on collective decision of the Minister of Religious Affairs of the Republic of Indonesia and the Minister of Education and Culture of the Republic of Indonesia Number 158 of 1987 and Number 0543b/U/1987, it has been decided that the Arabic-Latin transliteration guidelines used in this thesis are as follows:

A. Words

ا	= a	ز	= z	ق	= q
ب	= b	س	= s	ك	= k
ت	= t	ش	= sy	ل	= l
ث	= ts	ص	= sh	م	= m
ج	= j	ض	= dl	ن	= n
ح	= <u>h</u>	ط	= th	و	= w
خ	= kh	ظ	= zh	ه	= h
د	= d	ع	= ‘	ء	= ’
ذ	= dz	غ	= gh	ئ	= y
ر	= r	ف	= f		

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ABSTRACT

Ningrum, Diah Kusuma. 2026. The Effectiveness of Wayground Paper Mode to on MTsN 2 Malang Students' Vocabulary Mastery. Thesis. Department of English Education, Faculty of Tarbiyah and Teacher Training, Universitas Islam Negeri Maulana Malik Ibrahim Malang.

Advisor: Dr. Suparmi, M.Pd.

Keywords: Wayground Paper Mode, vocabulary mastery, gamification, English learning

This research aimed to investigate the effectiveness of Wayground Paper Mode on MTsN 2 Malang students' vocabulary mastery. The research employed a quantitative approach with quasi experimental design. The samples were students of class VIII G as the control group and students of class VIII H as the experimental group. The data were collected through a pre-test and post-test in the form of multiple choice and analyzed using normality test, homogeneity test, and independent sample t-test. The findings showed that the average score of the experimental group achieved better improvement from 65,35 in the pre-test to 84,11 in the post-test, while the control group improved from 65,81 to 80,32. The result of independent sample t-test indicated that the significant value was 0.038, which was lower than 0.05. Therefore, it can be concluded that the use of Wayground Paper Mode was effective in enhancing students' vocabulary mastery.

خلاصة

نينغروم، ضياء كوسوما. 2026. فعالية وضع ورقة الطريق في إتقان طلاب المدرسة التساناوية نيجري 2 مالانج للمفردات. سكريبيسي. جوروسان بنديديكان باهاسا إنغريس، كليات علم التربية وكيجوروان، الجامعة الإسلامية نيجري مولانا مالك إبراهيم مالانج

المشرف: د. سوبارمي ماجستير في التربية

الكلمات المفتاحية: وضع ورق أرض الطريق، إتقان المفردات ، التلعيب، تعلم اللغة الإنجليزية

تهدف هذه الدراسة إلى بحث فعالية استخدام وضع "الورقة الخلفية" في تحسين إتقان المفردات لدى طلاب مالانج. تستخدم الدراسة منهجًا كمياً بتصميم شبه تجريبي. شملت عينة الدراسة طلاب MTsN 2 مدرسة الصف الثامن (المجموعة الضابطة) وطلاب الصف الثامن (المجموعة التجريبية). جُمعت البيانات من خلال اختبارين، أحدهما قبلي والآخر بعدي، على شكل أسئلة اختيار من متعدد، وحُللت باستخدام اختبارات التوزيع للعينات المستقلة. تشير نتائج الدراسة إلى أن متوسط درجات المجموعة t الطبيعي، وتجانس التباين، واختبار التجريبية ارتفع من 65.35 في الاختبار القبلي إلى 84.11 في الاختبار البعدي، بينما ارتفع متوسط درجات العينات المستقلة قيمة دلالة إحصائية t المجموعة الضابطة من 65.81 إلى 80.32. أظهرت نتائج اختبار قدرها 0.38، وهي أقل من 0.05. لذا، يمكن الاستنتاج أن استخدام وضع "الورقة الخلفية" فعال في تحسين إتقان المفردات لدى الطلاب.

ABSTRAK

Ningrum, Diah Kusuma. 2026. *The Effectiveness of Wayground Paper Mode on MTsN 2 Malang Students' Vocabulary Mastery*. Skripsi. Jurusan Pendidikan Bahasa Inggris, Fakultas Ilmu Tarbiyah dan Keguruan, Universitas Islam Negeri Maulana Malik Ibrahim Malang.

Dosen Pembimbing: Dr. Suparmi, M.Pd.

Kata Kunci: Wayground Paper Mode, penguasaan kosakata, gamifikasi, pembelajaran Bahasa Inggris

Penelitian ini bertujuan untuk menyelidiki efektivitas Wayground Paper Mode dalam meningkatkan penguasaan kosakata pada siswa MTsN 2 Malang. Penelitian ini menggunakan pendekatan kuantitatif dengan desain kuasi eksperimental. Sampelnya adalah siswa kelas VIII G sebagai kelompok control dan siswa kelas VIII H sebagai kelompok eksperimen. Data dikumpulkan melalui pre-test dan post-test dalam bentuk pilihan ganda dan dianalisis menggunakan uji normalitas, uji homogenitas, dan uji t sampel independen. Temuan penelitian ini menunjukkan bahwa rata-rata skor kelompok eksperimen memperoleh peningkatan yang lebih baik dari 65,35 pada pre-test menjadi 84,11 pada post-test, sedangkan kelompok control meningkat dari 65,81 menjadi 80,32. Hasil uji t sampel independen menunjukkan nilai signifikansi sebesar 0.038, lebih rendah dari 0.05. Oleh karena itu, dapat disimpulkan bahwa penggunaan Wayground Paper Mode efektif dalam meningkatkan penguasaan kosakata siswa.

CHAPTER I

INTRODUCTION

This chapter explains about the introduction; study's background, research question, objective, significance of study, scope and limitations, and definition of key term.

1.1 Background of the Study

In the current digital era, English language proficiency has become more important for students in educational and academic institutions globally. According to Rahman and Sarker (2019), as a global language or lingua franca, the English language is essential in the education sector for local and global communication. As mentioned by Rana and Shaikh (2024), English proficiency provides individuals the ability to access a wide range of resources, knowledge, and opportunities for career advancement, research, and higher education. Consequently, it is important to familiarize the use of English in daily life to increase comprehension and professional opportunities on an international scale. In line with this, formal educational institutions have made English a mandatory subject to help students build a strong foundation in the language. It is supported by an emphasis on mastering English skills and components, which form the foundation of proficiency.

In the context of English learning, the development of basic skills, including writing, speaking, reading, and listening, is emphasized. Mastering these skills is a crucial phase in the process of learning the language, as highlighted by Azmi et al.

(2023). Alongside these skills, students are also introduced to significance components of language, such as grammar, pronunciation, and vocabulary, which serve as the basic for effective communication and form the foundation of learning English. These elements support students in enhancing their overall English proficiency. Among them, vocabulary plays a crucial role because it provides the basic knowledge needed before students can fully develop all four language skills. The significance of vocabulary mastery is even reflected in the holy Qur'an mentioned in Q.S Al Baqarah verse 31:

وَعَلَّمَ آدَمَ الْأَسْمَاءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى الْمَلَائِكَةِ فَقَالَ أَنْبِئُونِي بِأَسْمَاءِ هَؤُلَاءِ إِنْ كُنْتُمْ صَادِقِينَ

“And He taught Adam all the names (things), then revealed them to the angels, then said, “Give Me the names of these things, if you are truthful!”

According to the verse, Allah taught Adam regarding the name of every things thoroughly and gave the capacity to identify an object based on names or other terms. Moreover, this verse shows that Allah has provided people the skill to understand the name, purpose, and characteristic of things.

Vocabulary becomes the fundamental component that learners of English as a Foreign Language need to master. Adequate vocabulary mastery enables students to understand texts, express ideas and engage in communication. Moreover, a good command of vocabulary opens up wider opportunities for students who wish to pursue higher education, apply for scholarships abroad, or pursue a career in an international environment. However, in today's era, vocabulary learning is not only about recognizing the words, but also about memorizing and using them in many contexts. Traditional vocabulary learning methods often rely on memorization

(Fengyu, 2023). The mismatch between their capabilities in digital media engagement and visual learning and out-of-date teaching methods is the problem, not their cognitive ability (Hafizah et al., 2025). The traditional method of teaching and learning vocabulary is considered boring by both teachers and learners; hence, the vocabulary teaching process requires the adopting of new tools (Patra et al., 2022). Thus, these challenges highlight the need for more engaging and innovative methods that can improve students' interest and vocabulary mastery. Putera et al. (2023) stated that students' vocabulary needs to be expanded through media. Thus, it encourages the integration of technology to make learning vocabulary more effective and enjoyable.

With the contribution of technology, memorizing vocabulary can be significantly improved through interactive and engaging learning tools (Haque et al., 2024). Technology facilitates the use of gamification-based applications such as Duolingo, Kahoot, and Wayground, which have been widely used in learning process. Suparmi and Susanto (2025) explained that gamification platforms such as Kahoot! encourage higher engagement and motivation by transforming traditional learning into an interactive and enjoyable. Although many applications have been used, one such application that has interactive and gamified quizzes is Wayground, formerly Quizizz. It is the new name of the Quizizz application which has recently evolved after 10 years of growth. As a game-based learning platform, it can increase student motivation and engagement. Also, Wayground offers some interesting features that can make a fun and interactive assessment. Yani et al. (2024) stated that with game features like leaderboards, points, and direct feedback, Quizizz aims

to enhance students' self-efficacy. However, it must be adaptable to classroom conditions so that it will be effective.

In its implementation in the classroom, Wayground requires internet-connected devices, such as laptops and smartphones for both teachers and students. This is necessary due to some of its features requiring online access, making it suitable for use within schools that allow students to use smartphones. Furthermore, Wayground offers an offline feature, termed 'Paper Mode', which eliminates the need for smartphones for students who are prohibited from bringing them. Although students do not use aids such as smartphones, they can still participate in the learning process in a fun way by using paper barcodes. As research conducted by Puspanegara and Fadhilawati (2023), Quizizz paper mode is an enhancement feature designed for scenarios where students do not have access to the internet or digital devices. Thus, it is the alternative way for teaching and learning that does not allow students to bring smartphones.

The effectiveness of Wayground in learning English has been highlighted in some previous research. One of the previous research was studied by Vu et al. (2024). Their study aimed to examine the impact of utilising Quizizz, a mobile application, on the grammar competence of high school students, and to ascertain their perceptions of the app in terms of grammar learning. The findings demonstrated the positive effect of Quizizz on high school students' grammar proficiency, showing that students in the experimental group fared noticeably better than their peers in the control group. Furthermore, students had positive opinions on Quizizz as a grammar practice tool. These showed that using Quizizz or

Wayground gave a positive effect in learning grammar for high school students. In contrast with previous research, this research focuses on Wayground using Paper Mode where students do not use smartphones to determine its impact in vocabulary mastery.

Another research conducted by Daniati and Amri (2025). They investigated the effect of Quizizz Paper Mode on the reading comprehension of English as a Foreign Language (EFL) students to address a gap in the literature regarding this relatively new feature. The results of this research indicated a significant improvement in reading comprehension among students who utilized Quizizz Paper Mode compared to those who received instruction through conventional media. The researchers suggested that further research may look at its long-term effects on reading retention, investigate how well it works for other language skills like speaking and writing, and evaluate how applicable it is in various educational environments. Based on the previous researchers' suggestions, this research examines the effectiveness of the Wayground Paper Mode in enhancing students' English vocabulary mastery.

A study about the development of Quizizz Paper Mode throughout the previous five years (2020–2024) and the effectiveness to increase student learning motivation was conducted by Kamaliah et al. (2025). Their results and discussion proved that Quizizz paper mode has a positive effect on students' motivation to learn through an entertaining, effective, and creative interactive approach that supports the learning process. According to one of the researchers' recommendations, the research on using Quizizz Paper Mode to improve learning motivation should

concentrate more on assessing the application's true effects on student learning outcomes, including how effectively it enhances content comprehension and active student participation in the learning process. Moreover, students gained a more diverse and efficient learning experience when teachers began using Quizizz Paper Mode. It was innovative for teachers and students in educational settings.

Based on the previous research's results and suggestions for further research mentioned above, these factors are the reasons underlying this research. This research will focus on how the Wayground application in the use of Paper Mode feature can impact on improving the vocabulary mastery of Junior High School school students, particularly in contexts where students are prohibited from using smartphones during the learning process. Hence, the research objective is to investigate the effectiveness of Wayground Paper Mode on MTsN 2 Malang students' vocabulary mastery.

1.2 Research Question

This research focuses on the effectiveness of Wayground Paper Mode on students' vocabulary mastery in Junior High School. The research question is:

1. Is the use of Wayground Paper Mode effective on MTsN 2 Malang students' vocabulary mastery?

1.3 Research Objective

The objective of the research based on the research question is:

1. To investigate the effectiveness of Wayground Paper Mode on MTsN 2 Malang students' vocabulary mastery.

1.4 Significance of the Research

Theoretically, this research's results are expected to enrich knowledge in the field of English Language Teaching (ELT), particularly in vocabulary mastery. Also, it gives insights into how technological developments such as Wayground Paper Mode can involve students in learning vocabulary mastery without using smartphones in the class. Thus, teaching and learning English for vocabulary mastery facilitates the achievement of learning objectives in the class.

Practically, this research is expected to receive a significant impact for teachers, students, and future researchers. For teachers, the results of this research are helpful for them in making teaching and learning vocabulary mastery more fun. For students, the research expects that students will catch and understand English vocabulary well in the teaching and learning process and also they will not feel bored and have difficulty learning English. Then, for future researchers, this research investigates the effectiveness of Wayground Paper Mode on students' vocabulary mastery at Junior High School, evaluating its strength and weakness. It will also benefit future researchers by allowing them to examine similar topics with different details and focuses.

1.5 Scope and Limitation of the Research

The scope of this research is investigating the effectiveness of Wayground Paper Mode on students' vocabulary mastery at Junior High School, especially in eighth grade students. This Paper Mode feature is limited to a school environment that prohibits the use of smart phones during the learning process. In addition, this research is limited to a few treatment sessions. The emphasis is on students'

vocabulary mastery in learning sessions to underpin the four core skills of English. Therefore, this research cannot be generalized to all contexts, but it is expected to provide valuable insights for English teachers and researchers regarding the use of Wayground Paper Mode in supporting vocabulary learning in Junior High School.

1.6 Definition of Key Terms

The key terms aims to avoid confusion regarding the keywords used in this research; several terms are explained in the following sections.

1.6.1 Wayground Paper Mode

Wayground, as a game-based learning platform that offers various features to support interactive learning. One of its features is "Paper Mode", which is using barcode paper to access students' responses. In this mode, only the teacher requires internet access, while students do not need to use smartphones. This feature is particularly useful in school settings where the use of mobile devices is restricted.

1.6.2 Vocabulary

Vocabulary, as a crucial component of language learning, refers to the set of words that an individual comprehends from the meaning and the application in communication. Mastery of vocabulary forms the basis of learning English and contributes to the improvement of the four language skills: speaking, writing, reading, and listening.

1.6.3 Vocabulary Mastery

Vocabulary mastery refers to the level of students' ability to recognize words, comprehend their meanings, and use them in various contexts. It

involves not just knowing the meaning of words but also understanding their forms, pronunciation, and apply them in communication. In the context of English learning, vocabulary mastery encompasses both receptive and productive vocabulary, which can influence students' performance in the four English skills.

CHAPTER II

LITERATURE REVIEW

In this chapter, the researcher explores several theories and information that relates to the variables of this research and also discuss the previous research.

2.1 Vocabulary

2.1.1 Definition of Vocabulary

Vocabulary is the foundation of learning English that can assist students master all English skills. As stated by Hatch and Brown (1995), vocabulary refers to the set of words or list of words in a specific language or the set of words which are used by its speakers. Lelawati et al. (2018) stated that all of the words in an entire language as well as the words or phrases used in particular dialects, registers, and terminology can be referred to as vocabulary. Moreover, Marliasari et al. (2023) defined that a collection of words and phrases with definitions and an alphabetical arrangement is called vocabulary. Norov (2024), argued that vocabulary in a language is investigated as a system in lexicology since it is not a mere, mechanical collection of words and phrases but rather interrelated lexical units, each of which is necessary for the existence of the others. Hence, vocabulary is a collection of words and phrases in a language used by its speakers, often systematically organized with the meanings.

Furthermore, as Tolliboyeva and Shakarova (2024) explained, a large vocabulary is important for efficient communication and language competency. It means that vocabulary includes all the words in a language

used to communicate with others. Without becoming proficient in vocabulary, someone would be unable to communicate, read, write, or even comprehend what they were listening to (Syuhaidah et al., 2024). As one of the significant elements in language, vocabulary is able to help students to comprehend both oral and written communication. Mastering vocabulary helps students understand the language they are learning (Octaberlina & Anggarini, 2020). Achieving mastery in vocabulary will enable students to express their thoughts and feelings with greater precision. Hussain et al. (2023), students struggle to grasp the meanings of word, making them unable to achieve the goals of the curriculum. Thus, understanding this vocabulary system can help us comprehend how words interact and form meaning in language.

According to the definition above, it can be concluded that vocabulary is not only a collection of words and phrases in a language used by its speakers but also a structured system to communicate.

2.1.2 Kinds of Vocabulary

According to Dakhi and Fitria (2019), vocabulary is divided into two classifications, namely receptive and productive vocabulary as follows:

- a. Receptive vocabulary refers to the kinds of words that the reader encounters while reading and listening. The words are employed by readers and listeners to understand conveyed messages. Although the words are unable to generate the vocabulary, they are able to recognize and comprehend patterns when they appear in context and give them a

meaning that corresponds to them. This is the first stage of vocabulary learning. For example, children who are still unable to communicate, they can only hear patterns and commands and then interpret them based on the context they are provided.

- b. Productive vocabulary pertains to the collection of lexicon utilized for the generation of communicative messages. Two fundamental competencies that inherently employ the productive vocabularies are the modalities of speaking and writing. For example, children who can express themselves both in speaking and writing by using vocabulary as a tool of communication. It may refer to it as productive vocabulary.

2.1.3 Classifications of Vocabulary

Thornbury (2002) explained that there are eight distinct word classes.

The explanation is presented as follows:

1. Nouns.

Nouns are words that designate a person, object, or location. These can be categorized as common nouns. Additionally, there are proper nouns, which refer to the names of particular people, locations, events, etc. For instance: Raymond, Ahmad, Jakarta, among others.

2. Pronouns

Words known as pronouns are used to substitute for a person or object. Pronouns are also words that belong to the category of grammatical words or function words, which replace nouns in a

discourse. Some examples of pronouns such as I, you, we, they, he, she, them, our, him, her, it, etc.

3. Verbs

Verbs are employed to convey to the reader or listener what is happening in the phrases. There are two classes of verbs. The first is lexical verbs that have meaning such as run, think, read, hit, and so on. The second is an auxiliary verb that is typically employed for grammatical purposes rather than meaning such as can, may, might, will, and so on.

4. Adjectives

Words that are employed to describe or alter a person, location, or object. Adjectives also are used to emphasize the qualities or characteristics. An adjective delineates in some way or provides the speaker or reader with additional information about a noun. For examples: tall, handsome, small, beautiful, etc.

5. Adverbs

Adverbs are words that describe or give additional information to verbs, adjectives, adverbs, clauses, sentences or any other word or phrases, with the exception that it excludes adjectives and determiners that modify nouns directly. For instance: now, ago, slowly, carefully, etc.

6. Preposition

The noun or pronoun that is used with these words is placed in front of them to indicate a relation between the words with another sentence element. It can be used to introduce an object or show the direction, time, and place. Some examples of prepositions are behind, on, in, at, opposite, next to, etc.

7. Conjunction

Conjunction is defined as a set of words or sentences that are connected by these words. Typically, adverbial clauses use conjunctions. Conjunctions are also one of the grammatical words or function words that have a lot of information. The common example of conjunction includes because if, although, or, and, when, but.

8. Determiner

Determiner is a word that functions to introduce, describe, or modify a noun. Moreover, Determiner is categorised as grammatical or function words, as they have a structural rather than lexical purpose. The determiners include words like "a," "the," "some," and "an" to simplify the learning process.

2.1.4 The Importance of Vocabulary

Vocabulary plays a fundamental role in second language acquisition. According to Rahmah et al. (2023), vocabulary is associated with elements including listening, speaking, reading, and writing. In listening, students will not understand conversations well if they lack sufficient vocabulary. In

speaking, students cannot communicate effectively. In reading, students may have difficulty in understanding texts and grasping meaning from the context. Likewise, in writing, students may find it difficult to write their ideas or thoughts clearly without adequate vocabulary. Thus, mastering vocabulary is essential for developing four skills.

Moreover, Normurodovna (2025) found that developing a strong vocabulary is essential for language learners since it improves communication, comprehension, and general fluency. Students will be able to convey messages, express ideas, and also understand well what others are saying. As mentioned by Putra (2023a), lack of vocabulary will prevent students from communicating and transforming their thoughts into written or spoken form. Therefore, vocabulary is very important in successful communication and can be conveyed and developed properly.

Furthermore, mastering vocabulary can support comprehension and language use in various contexts. In line with Normurodovna (2025), acquiring vocabulary in context, rather than in isolation, enables the recognition of interword relationships, fostering a more profound comprehension of their meanings. When students encounter new words in specific situations, they are more likely to remember and use appropriately in communication. This can also help them develop vocabulary usage in both spoken and written forms. Hence, learning vocabulary in context plays an important role in improving deeper language competence.

From this explanation, it can be concluded how important vocabulary is in the language learning process. By developing their vocabulary, students can master other language skills such as writing, reading, speaking, and listening to other people's opinions or ideas. In addition, students can also communicate and use vocabulary well in many contexts with other people in the world.

2.1.5 Vocabulary Mastery

Vocabulary mastery is essential to learning English as a foreign language (EFL) because it supports students' capacity to understand texts, articulate their thoughts, and engage in meaningful communication (Sinaga & Napitupulu, 2026). According to Ur (1996), this proficiency is sometimes referred to as "knowing a word," since students are considered to possess great vocabulary mastery if they are able to recognize a word's meaning while also being cognizant of its form, grammar, collocation, meaning, and structure. Students are considered to have a good vocabulary mastery when they are also able to use appropriately in communication. Thus, vocabulary mastery is not only knowing the meaning of word, but also developing a deep understanding of its meaning that enables students to use the word effectively in various situations.

Besides, regular vocabulary education improves vocabulary learning (Budianto, 2018). Vocabulary mastery also involves the ability to memorize or recall the word for use in real life situations. In this regard, Kang (2016) explained that consistent review and repetition enhance word retention over

time. Moreover, Schmitt and Schmitt (2020) stated that the imperative of integrating diverse activities that foster active engagement with vocabulary, including contextualized practice and significant repetition, to guarantee that learners can effectively employ the acquired vocabulary in real-life communication situations. Thus, vocabulary mastery should be understood as a continuous process that integrates comprehension, retention, and application of words in meaningful context. This enables students to use in communication and supports the development of English language skills.

2.2 Wayground Paper Mode

2.2.1 Definition of Wayground Paper Mode

Wayground, formerly Quizizz, is a gamification-based interactive learning platform. The founder and CEO of this application is Ankit Gupta since 2015. According to Putra (2023a), Quizizz or Wayground is a platform for game-based learning that provides a variety of tools to make learning enjoyable, dynamic, and interesting in the classroom. Moreover, Noviasmy et al. (2023) said that teachers can use Quizizz, a free online formative assessment tool, to give quizzes to students both in class and as homework. Thus, this platform significantly assists teachers in the teaching and learning process. However, the Quizizz application was rebranded as Wayground on June 24, 2025, without altering the existing features. Ankit Gupta announced that our mission to help every student find their way within the common ground of the classroom is reflected in our new name. The following is the picture of the Wayground:



Picture 2. 1 Wayground

Moreover, Wayground offers a variety of features designed to facilitate learning. Moreira and Freire (2024), its captivating features like leaderboards, avatars, and memes, create an assessment environment that encourages student engagement and involvement, while Quizizz's flexibility, ease of access, and self-paced mode further enhance personalized learning experiences, making it an important resource to contemporary teaching methods. There are a variety of question formats that can be utilised, and students can receive prompt feedback following the submission of their responses. Furthermore, there are features that can be used online and offline. The online features include a mastery peak, homework mode, classic mode, flashcards, and many more. Meanwhile, the offline feature which can be implemented in the class without using a smartphone is Paper Mode. The picture of the online and offline features are displayed below:



Picture 2. 2 The Online Features



Picture 2. 3 The Offline Feature

This feature is employed in an offline capacity by utilising barcode paper, making it suitable for schools that do not permit students to bring smartphones during the learning process. Putra (2023b) examined that paper-mode quizzes are offered by Quizizz using printed paper, such as a fast-response code with the multiple-choice options A, B, C, and D printed on it. The teachers will display the questions by using a laptop and projector. The students complete it by lifting Q-cards and rotating the code to show their answers. The teacher will scan their responses using the Quizizz application on the smartphone. Then, it directly gives the feedback and shows their score. Husnah et al. (2023) stated that as an alternative to

Quizizz's digital interface, Quizizz paper mode offered students a more flexible and varied evaluation experience. Thus, it fosters a competitive and responsive learning environment in using paper-based format. The example of using Wayground Paper Mode is as follows:



Picture 2. 4 Scanning Students' Answer

The use of Wayground Paper Mode is relevant with the Information Processing Learning Theory by Robert Mills Gagne, which defines that the learning process involves the acquisition of information, which is subsequently processed to yield learning outcomes. This theory stimulates sensory engagement which is then incorporated in short-term memory to be transferred in long-term memory. During the implementation of this Paper Mode, immediate feedback and repetition of the learning material will strengthen students' working memory. Hence, the use of Wayground's Paper Mode will support the stages of information processing by encouraging active participation, reinforcing learning through repetition, and improving memory retention during classroom activities.

2.2.2 The Advantages of Wayground Paper Mode

Wayground Paper Mode gives some advantages in the learning process. As stated by Aldevella and Utami (2025), the paper mode function can be utilized offline, without the need for a smartphone, laptop, or internet access, since the teacher will facilitate the learning process. This feature caused students to concentrate more on the test, making it harder for them to cheat (Putra, 2023b). Moreover, the Q-Cards can be reused multiple times and are distributed differently among students that can minimize no cheating. Also, Wayground paper mode offers several advantages for students, teachers, and schools.

In line with Aldevella and Utami (2025), students become more engaged, respond faster, see better results in their learning, feel more motivated, and show greater interest. Teachers also benefit from this approach, as it makes it easier to assess students' progress in a structured way, uses technology or teaching methods more effectively, and helps manage time more efficiently. Furthermore, Husnah et al., (2023) found that the advantages provided to schools or institutions with restricted technological resources, guaranteeing that all students, irrespective of their digital access, can participate in assessment.

2.2.3 The Disadvantages of Wayground Paper Mode

Besides the advantages above, Wayground paper mode also has disadvantages such as teachers must use two devices (a phone and a laptop), the speed of work can affect the results obtained, students can get the same

rank in the leaderboard, the weak internet connection can affect in displaying questions and scanning students' answers, and limited to multiple-choice questions only. As a study conducted by Husnah et al. (2023), the paper code includes only the multiple choice options A, B, C, and D. Thus, Wayground Paper Mode offers an accessible tool for technology-limited schools, but its effectiveness is tempered by several shortcomings in its implementation.

2.3 Previous Research

Several previous research investigated Wayground in the learning process. One of the previous research was studied by Vu et al. (2024). They investigated how the effect of Quizizz, a mobile application, on the grammatical proficiency of high school students, as well as to evaluate their perceptions of the app regarding grammar learning. The results showed that Quizizz positively influenced high school students' grammar proficiency, with the experimental group showing significantly better performance than the control group. Moreover, Quizizz was viewed favorably by students as a grammar practice tool. This research emphasized that students lacking motivation, enthusiasm, and interest in learning grammar competence can be improved by using Wayground.

Another research conducted by Daniati and Amri (2025). They examined the effect of Quizizz's Paper Mode on the reading comprehension of English as a Foreign Language (EFL) students to fill a gap in the existing literature about this new feature. The findings of this research demonstrated a notable improvement in reading comprehension among students who employed Quizizz Paper Mode

compared to those who were taught using conventional media. This improvement highlighted how interactive and gamified learning strategies can help students understand concepts more deeply and become more involved. The researchers suggested that future research examine its long-term impacts on reading retention, examine its effectiveness for other language skills, such as speaking and writing, and assess its suitability for use in other educational settings.

Moreover, research about the evolution of Quizizz Paper Mode during the past five years (2020–2024) and its efficacy in enhancing student learning motivation was conducted by Kamaliah et al. (2025). Through bibliometric analysis using VOSviewer software, their results and discussion showed that Quizizz paper mode positively influences students' motivation to study by providing an engaging, efficient, and innovative interactive method that enhances the learning experience. One researcher recommended that research on the use of Quizizz Paper Mode to enhance learning motivation should focus more on evaluating the actual impact of the application on student learning outcomes, particularly its effectiveness in improving content comprehension and encouraging active student engagement in the learning process. Furthermore, students acquired a more varied and effective learning experience when teachers implemented Quizizz Paper Mode. It was innovative for both teachers and students.

Furthermore, Syamsun et al (2023) conducted research that aimed to examine the vocabulary of students through the Quizizz application in a special need school for mentally retarded students and the use of Quizizz application by teachers. These findings proved that the Quizizz program for ninth-grade had an

effect on students' communication skills. A research by Syuhaidah et al (2024) explored whether the use of 'Quizizz' application in the Instructional Games Model has a substantial impact on the vocabulary of the students at SMK 1 Bone. The findings of this research demonstrated that the tenth-grade students had improved. They suggested to other researchers to investigate expanding vocabulary in language learning to achieve better results. According to the research's results, using Quizizz significantly improved vocabulary mastery. These researches above highlighted that using the Quizizz has a positive effect on students' vocabulary development across various educational contexts.

In a similarly focused research, Agustin (2022) demonstrated how the Quizizz application affects seventh-grade students at SMPN 6 Bekasi's vocabulary mastery. The result of this research indicated that Quizizz had an impact on students' vocabulary mastery and motivation. Meanwhile, another research by Sirait and Kharisma (2024) analyzed students' perceptions of using the Quizizz application's gasification of vocabulary development. The research purposed to find out how using the Quizizz application affects vocabulary learning and to understand students' opinions about the application. Students responded well to Quizizz's gasification and interactive features, which increased learning engagement and enhanced vocabulary mastery. Both researches underscored that using Quizizz application positively contributes to students' vocabulary by improving learning outcomes, motivation, and engagement through interactive features and gasification.

Based on the results of previous research, the researchers have examined the use of Wayground for improving students' grammar, reading comprehension, learning motivation, and vocabulary. Also some of them gave suggestions such as to investigate the effectiveness of this app on other language skills, the impact on learning outcomes, the improvement of material comprehension, the active involvement of students, and expanding vocabulary. These factors are the underlying reasons for this research. This research focuses on how Wayground Paper Mode can have an impact on improving vocabulary mastery of Junior High School students, especially in a context where students are prohibited from using smartphones during the learning process. Thus, the research aims to investigate the effectiveness of Wayground Paper Mode on MTsN 2 Malang students' vocabulary mastery.

2.4 Hypothesis

H_0 (Null Hypothesis): There is no significant effect of Wayground Paper Mode on MTsN 2 Malang Students' Vocabulary Mastery.

H_1 (Alternative Hypothesis): There is significant effect of Wayground Paper Mode on MTsN 2 Malang Students' Vocabulary Mastery.

CHAPTER III

METHODOLOGY

This chapter presents research design, research variable, research subject, research instrument, data collection technique, and data analysis.

3.1 Research Design

This research used a quantitative approach to investigate the effectiveness of Wayground Paper Mode to enhance MTsN 2 Malang students' vocabulary acquisition. A quantitative method involves the collection of data through the implementation of research instruments, encompassing both population and samples (Rukminingsih et al., 2020). This method focused on numerical measurements and analysis to objectively test hypotheses and identify relationships between variables.

This research used quasi experimental design. A quasi-experimental design represents a development of true experimental design, which is challenging to execute (Sugiyono, 2013). This design incorporates a control group; however, it is not possible to use this group to regulate external variables that may impact the experiment's execution. The following is the illustration of a quasi-experimental design:

Group	Pre-test	Treatment	Post-test
Experimental	Y1	X	Y2

Control	Y1	-	Y2
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Table 3. 1 A Quasi-experimental Design

Descriptions:

X = Treatment (the use of Wayground Paper Mode in learning)

- = Traditional learning

Y1 = Pre-test

Y2 = Post-test

From the illustrations above, this research consisted of two groups, specifically the experimental group and the control group. The experimental group was the group that receives treatment by using Wayground Paper Mode, while the control group was the group that does not receive treatment or using traditional teaching such as writing the difficult words and memorizing, crossword puzzle or playing face changing cube. Thus, the comparison between the experimental and the control group was needed to prove whether the use of Wayground Paper Mode has an impact or not.

3.2 Research Variable

3.2.1 Independent Variable

According to Sugiyono (2013), an independent variable is the factor that influence or causes changes in the dependent variables. In this research, the independent variable referred to Wayground Paper Mode.

3.2.2 Dependent Variable

Sugiyono (2013) stated that the dependent variable is the variable influenced by or resulting from the independent variable. Moreover, the dependent variable of this research was students' vocabulary mastery.

3.3 Research Subject

The subject of this research were eighth grade students in the academic year 2025/2026 at MTs Negeri 2 Malang. There were 12 eighth grade classes in this school with a total of 348 students. In this research, the researcher used two classes namely class VIII G and VIII H. The total number of students in both classes was 62 students. Students of class VIII G consisted of 30 students, while students of class VIII H consisted of 32 students.

Based on the preliminary study, the English teacher gave the recommendation to use these two classes because they were assumed to have the same level of English proficiency. Thus, in this research, the control group was students in class VIII G, whereas, the experimental group was students in class VIII H.

3.4 Research Setting

This research was conducted at MTs Negeri 2 Malang, located at Jl. Kenongosari III No.16, Turen, Kabupaten Malang. The research was held in the second semester of the 2025/2026 academic year. The reason for choosing this school was because the students' background showed a need to improve vocabulary mastery caused by the English teacher who used conventional teaching methods and never used Wayground Paper Mode. In this research, the researcher conducted

five meetings to teach and observe the comparative results of the treatment. The following is the schedule to ensure that the learning process takes place gradually.

No.	Activity	Date
1.	Pre-test	29 th and 30 th , January 2026
2.	Treatment 1	4 th and 5 th , February 2026
3.	Treatment 2	9 th , February 2026
4.	Treatment 3	2 nd and 6 th , March 2026
5.	Post-test	9 th and 10 th , March 2026

Table 3. 2 Schedule of the Research

3.5 Research Instrument

The instrument of this research was a vocabulary test that was employed as pre-test and post-test. The test assessed students' comprehension of vocabulary mastery. This instrument was checked by two validators: the English teacher in MTsN 2 Malang and one of the English lecturers in the English education department. Moreover, the instrument was tried out first on 20 non sample students in class IX K. The results also were measured for validity and reliability. The vocabulary test was given for non-sample students in the form of multiple choice with a total of 50 questions consisting of 25 pre-test questions and 25 post-test questions with a time limit of 80 minutes. It was to measure the quality of the instrument before it was used on actual research subjects or sample students. The questions of the vocabulary test were selected based on the material about "Announcement" in the eighth grade Insan Cendekia book of the Merdeka Curriculum. In this research, the researcher also used the school's minimum passing

grade to determine students' progress during the treatment. Students who obtained a score of 75 or above were assumed to pass, while students who obtained a score below 75 were considered to need remedial work.

3.5.1 Validity

Validity is carried out to provide truth about the extent to which the data collected using research instruments will measure what will be measured (Abdullah, 2015). It aimed to determine whether each item is appropriate and capable of producing accurate and relevant data for the research objectives. To measure the validity of the vocabulary test, the researcher used the SPSS and calculated each item's correlation value with the total score accurately and objectively using Pearson Product Moment Correlation formula. This formula was appropriate to use because the vocabulary test produce ratio scale data where the scores have an absolute zero. The researcher could ascertain whether each item made a substantial contribution to the measuring of the variables under investigation. If the correlation coefficient (r) value indicated a strong relationship, the question items might be assumed valid. The trial was completed in one meeting on 19th, January 2026 and the following is the result of pre-test:

Question number	Pearson Correlation	Sig Value	Interpretation
1	0.825	0.000	Valid
2	0.580	0.007	Valid
3	. ^a	.	Invalid
4	0.656	0.002	Valid
5	0.784	0.000	Valid
6	0.784	0.000	Valid
7	. ^a	.	Invalid

8	0.478	0.033	Valid
9	0.845	0.000	Valid
10	. ^a	.	Invalid
11	. ^a	.	Invalid
12	0.386	0.093	Invalid
13	0.492	0.028	Valid
14	0.583	0.007	Valid
15	0.241	0.306	Invalid
16	0.401	0.080	Invalid
17	0.764	0.000	Valid
18	-0.266	0.256	Invalid
19	0.631	0.003	Valid
20	0.707	0.000	Valid
21	0.631	0.003	Valid
22	. ^a	.	Invalid
23	. ^a	.	Invalid
24	-0.010	0.968	Invalid
25	. ^a	.	Invalid

Table 3. 3 Validity Testing of Pre-test

According to the result of validity test in table 4.7, the researcher tested the validity of 25 pre-test questions and found the result where there were 13 valid questions and 12 invalid question. The 13 valid ones were questions number 1, 2, 4, 5, 6, 8, 9, 13, 14, 17, 19, 20, and 21. Meanwhile, the questions that were considered invalid were questions number 3, 7, 10, 11, 12, 15, 16, 18, 22, 23, 24, and 25. The following table is the validity test result of the post-test:

Question number	Pearson Correlation	Sig Value	Interpretation
1	-0.057	0.811	Invalid
2	0.872	0.000	Valid
3	0.605	0.005	Valid
4	0.347	0.134	Invalid
5	. ^a	.	Invalid
6	0.414	0.070	Invalid
7	. ^a	.	Invalid
8	0.406	0.076	Invalid
9	0.414	0.070	Invalid

10	0.455	0.044	Valid
11	0.573	0.008	Valid
12	0.601	0.005	Valid
13	0.645	0.002	Valid
14	0.451	0.046	Valid
15	0.593	0.006	Valid
16	0.455	0.044	Valid
17	0.601	0.005	Valid
18	. ^a	.	Invalid
19	0.509	0.022	Valid
20	0.601	0.005	Valid
21	0.212	0.370	Invalid
22	. ^a	.	Invalid
23	-0.103	0.667	Invalid
24	0.758	0.000	Valid
25	0.414	0.070	Invalid

Table 3. 4 Validity Testing of Post-test

From the result of validity test in the table above, testing the validity of the 25 post-test questions obtained the result that there were 13 valid questions out of 25 questions, namely questions number 2, 3, 10, 11, 12, 13, 14, 15, 16, 17, 19, 20, and 24. Moreover, invalid questions were also found, namely questions number 1, 2, 4, 5, 6, 7, 8, 9, 18, 21, 22, 23, and 25.

3.5.2 Reliability

As mentioned by Abdullah (2015), reliability is a phrase used to indicate that, despite repeated measurements, the results are generally consistent. It was used to check the consistent results of the instrument. To measure the reliability of this instrument, the researcher employed Cronbach's Alpha formula. This formula effectively assessed the reliability of test instruments composed of question items. If the value > 0.7 , the instrument items were consistent and reliable for assessing students' vocabulary mastery. The researcher conducted the reliability testing after

testing the validity of 26 questions that were valid, consisting of 13 pre-test questions and 13 post-test questions. The result of reliability test from the pre-test is presented below:

Reliability Statistics	
Cronbach's Alpha	N of Items
.907	13

Table 3. 5 Reliability Testing of Pre-test

From the reliability test result of the pre-test, the result obtained from 13 valid items were 0.907. It can be concluded that the data is considered consistent and reliable. Therefore, it can be used for sample students which are class VIII H and class VIII G. The result of reliability test from the post-test is as follows:

Reliability Statistics	
Cronbach's Alpha	N of Items
.851	13

Table 3. 6 Reliability Testing of Post-test

From the reliability test result on 13 post-test items, the researcher got a result of 0.851, which is more than 0.7. It indicates that the data is ready to be given to the sample students in class VIII H and class VIII G, because the data is considered consistent and reliable.

3.6 Data collection technique

The data collection techniques of this research involved pre-test, treatment, and post-test. These stages were conducted to observe the students' progress and measure the effectiveness of Wayground Paper Mode on vocabulary mastery. In this research, the researcher conducted five meetings. The data collection is explained as follows:

3.6.1 Pre-test

In the pre-test, the researcher gave test questions for both the experimental and control groups in the first meeting. This first stage was employed to determine the students' initial abilities in understanding vocabulary mastery before the treatment was given by the researcher. The pre-test was carried out using a paper test consisting of 13 multiple-choice questions which was completed within 40 minutes. The students' final scores were calculated using the following formula:

$$\text{Score} = (\text{Number of Correct Answers} / 13) \times 100$$

3.6.2 Treatment

After doing the pre-test, the researcher conducted the treatment in the experimental and control groups for three meetings. For the experimental group, the treatment used Wayground Paper Mode after giving the material for 40 minutes before the end of learning to recall vocabulary that the students received. In the second meeting, the researcher introduced and practiced the use of Wayground Paper Mode. For the third and fourth meeting, the researcher taught the students using Wayground Paper Mode about the vocabulary they acquire in each meeting. Furthermore, the researcher gave direct feedback after the students complete the vocabulary questions in Wayground Paper Mode.

Meanwhile, for the control group, the researcher taught using traditional teaching methods during the learning process. In the second meeting after receiving the pre-test, the students were taught using the

traditional method such as writing the difficult words, then finding the meaning using dictionary and memorizing them. In the third meeting, the researcher taught the students through crossword puzzle. For the fourth meeting, the researcher taught by playing face changing cube then they got questions about vocabularies that were received. Moreover, the researcher drilled the vocabulary and it was repeated by the students.

3.6.3 Post-test

After conducting the treatments, the researcher gave post-test questions for the experimental and control groups in the fifth meeting. This last stage was to evaluate students' vocabulary mastery and progress after receiving the treatment. The post-test used a paper test consisting of 13 multiple-choice questions that was done for 40 minutes. The same scoring formula as the pre-test was applied to calculate the students' final score. Then, the results of post-test were compared with pre-test to ascertain the impact of Wayground Paper Mode on students' vocabulary mastery.

The following is the overview of data collection techniques activities for five meetings:

Meeting	Treatment	
	Experimental Group	Control Group
1	Pre-test.	Pre-test.

2	Introducing and practicing the use of Wayground Paper Mode: 1. Students were given the material about announcement text and explained about word meaning and synonym matching related to the text. 2. Students were introduced how to use Wayground Paper Mode. 3. Students practiced using Wayground Paper Mode to review the vocabulary they have got.	Teaching using the traditional method: 1. Students were given the material about announcement text and explained about word meaning and synonym matching related to the text. 2. Students were asked to write the difficult words and find the meaning using dictionary. 3. Students were instructed to memorize the vocabulary that they have written.
3	Teaching the students using Wayground Paper Mode: 1. Students studied the material about	Teaching the students through crossword puzzle: 1. Students learnt the material about

	announcement text and focused on the vocabulary from the text, particularly word references and implied meaning. 2. Students also reviewed the vocabulary they had received in the previous meeting by using Wayground Paper Mode.	announcement text and focused on the vocabulary from the text, particularly word references and implied meaning. 2. Students were asked to do a crossword puzzle about the material they received. 3. Teacher discussed with the students and drilled the vocabulary.
4	Teaching the students using Wayground Paper Mode: 1. Students learnt more through incomplete announcement text. 2. Students completed the questions about vocabulary they had learnt using Wayground Paper	Teaching by playing face changing cube: 1. Students studied more through incomplete announcement text. 2. Students played face changing cube in pair.

	Mode to reinforce their understanding.	3. Students who lose got questions about vocabularies. 4. Students were drilled again about the vocabulary they have receive during the learning process.
5	Post-test.	Post-test.

Table 3. 7 Data Collocation Techniques

3.7 Data analysis

Data analysis was conducted after collecting the data was complete. In this research, the score of students' pre-test and post-test was measured by using SPSS 24 version. To analyze the significant score difference, the researcher employed a Descriptive statistic (T-Test). From this process, the researcher was able to conclude the hypothesis of this research.

3.7.1 Normality Test

The normality test was conducted to determine if the data collected from the experimental and control group indicated a normal distribution or not. In this research, the researcher used the Shapiro-Wilk test because it was an effective normality test for small samples that were less than fifty samples. If the significance value is > 0.05 or 5% indicates normally

distributed or null hypothesis is accepted while alternative hypothesis is rejected.

3.7.2 Homogeneity Test

Subsequent to the normality test results, the following stage was to evaluate the homogeneity of the data. A homogeneity test was conducted to determine whether or not the data in the experimental and control groups were the same. To measure the homogeneity, the researcher carried out the homogeneity of variance test using SPSS under the following conditions:

- a. If the significance level > 0.05 , then the data is considered homogeneous or has the same variance.
- b. If the significance level < 0.05 , then the data is not homogeneous or has different variance.

3.7.3 Independent sample T-test

After analyzing the normality and homogeneity, the researcher used an independent sample T-test to compare the mean values between the experimental and control group. A significant level of $p < 0.05$ (5%) shows that the Alternative Hypothesis (H1) is accepted or the treatment has a significant effect of Wayground Paper Mode on students' vocabulary mastery. Meanwhile, if a significant level of $p > 0.05$ (5%) shows that the Alternative Hypothesis (H1) is rejected or the treatment has no significant effect of Wayground Paper Mode on students' vocabulary mastery.

CHAPTER IV

FINDING AND DISCUSSION

This chapter contains data analysis from pre-test and post-test, normality testing, homogeneity testing, hypothesis testing, and discussion.

4.1 Finding

In this finding, the researcher explains about the result was found, which includes the analysis of data after giving the pre-test and post-test in the experimental and control class.

4.1.1 Data Analysis of Pre-test

The researcher held pre-test on 29th and 30th, January 2026. The students were given the questions consisting of 13 multiple-choice questions. This activity was carried out around 30-32 students in each class: class VIII G was control group and class VIII H was experimental group. The researcher chose these two classes from all eighth grade classes at MTs Negeri 2 Malang.

The students in both classes took pre-test with the same questions. The difference was class VIII H as the experimental group was taught by using Wayground Paper Mode, meanwhile class VIII G as the control group received traditional teaching method such as writing the difficult words and memorizing, crossword puzzle or playing face changing cube. The purpose of pre-test was to know students' initial abilities in vocabulary mastery through Wayground Paper Mode in experimental group and to compare with

the control group that did not use the application. The following is the pre-test result in the experimental group:

No.	Initials Name	Pre-Test
1.	ADR	69,2
2.	AFG	38,4
3.	AN	69,2
4.	AUNE	76,9
5.	ANPZ	69,2
6.	BZW	76,9
7.	CAR	46,1
8.	CCA	61,5
9.	EPY	76,9
10.	EL	61,5
11.	FN	76,9
12.	GAR	46,1
13.	HPR	53,8
14.	ITA	61,5
15.	JMMI	69,2
16.	KHN	76,9
17.	KAP	61,5
18.	LMR	61,5
19.	LAS	76,9
20.	MHA	76,9
21.	MRAV	92,3
22.	MLP	76,9
23.	MFEM	53, 8
24.	NA	53,8
25.	NNN	61,5
26.	NSR	61,5
27.	PRA	53, 8
28.	RAF	38,4
29.	RAF	69,2
30.	SD	84,6
31.	SFH	61,5
32.	ZDAP	53,8
Total		1960,5
Average		65,35

Table 4. 1 The Pre-test Result of Experimental Group

From the result in table 4.1, it was the result of students in the experimental group. It has been found that the lowest score is 38,4 and the

highest score is 92,3. The total score of students in experimental group is 1960,5 and the average is 65,35. The pre-test result of control group is presented below:

No.	Initials Name	Pre-Test
1.	AYA	61,5
2.	ANRF	69, 2
3.	AAFP	38,4
4.	ASD	76,9
5.	AEP	69,2
6.	AKI	46,1
7.	AY	76,9
8.	AKI	61,5
9.	BWPP	69,2
10.	DFKS	69,2
11.	DBSP	53,8
12.	ELS	84,6
13.	ENF	53,8
14.	FR	61, 5
15.	FEPAZ	53,8
16.	GEP	76,9
17.	HM	76,9
18.	HFB	69,2
19.	HF	38,4
20.	IQPS	69,2
21.	KANP	76,9
22.	KDZ	84,6
23.	LPS	84,6
24.	MAREP	53,8
25.	MAD	53,8
26.	MKY	53,8
27.	RDF	61, 5
28.	RIAP	53, 8
29.	TF	61, 5
30.	YRDRP	92,3
Total		1645,3
Average		65,81

Table 4. 2 The Pre-test Result of Control Group

Based on the pre-test result in table 4.2 above, it can be found that the lowest score for students in control group is 38,4 and the highest score is

92,3. Moreover, it can be seen that the total of pre-test score is 1645,3, while the average obtained 65,81. Therefore, it can be concluded that the pre-test results from both the experimental and control groups indicated that the students' English proficiency level was the same before the treatments were given.

4.1.2 Data Analysis of Post-test

The post-test was held on 9th and 10th March 2026 after the students were given the treatment three times using Wayground Paper Mode in the experimental group and without using the application in the control group. Around 30 - 32 students in each class worked on the post-test question with a total of 13 questions in 40 minutes, which was at the same level as the pre-test questions. The result of the post-test in the experimental group is as follows:

No.	Initials Name	Post-Test
1.	ADR	84,6
2.	AFG	76,9
3.	AN	84,6
4.	AUNE	92,3
5.	ANPZ	84,6
6.	BZW	100
7.	CAR	69,2
8.	CCA	84,6
9.	EPY	76,9
10.	EL	84,6
11.	FN	92,3
12.	GAR	61,5
13.	HPR	76,9
14.	ITA	84,6
15.	JMMI	69,2
16.	KHN	100
17.	KAP	76,9
18.	LMR	84,6

19.	LAS	92,3
20.	MHA	76,9
21.	MRAV	100
22.	MLP	92,3
23.	MFEM	84,6
24.	NA	76,9
25.	NNN	92,3
26.	NSR	84,6
27.	PRA	76,9
28.	RAF	69,2
29.	RAF	92,3
30.	SD	100
31.	SFH	92,3
32.	ZDAP	76,9
Total		2691,8
Average		84,11

Table 4. 3 The Post-test Result of Experimental Group

From the result of post-test in the experimental group in the table 4.3, it can be seen that students' lowest score is 61,5 and students' highest score is 100. Most of the students obtained the post-test score above the minimum passing grade, which is 75. With the acquisition of these scores, the average obtained in this group is 84,11. The table below presents the post-test result of the control group:

No.	Initials Name	Post-Test
1.	AYA	76,9
2.	ANRF	84,6
3.	AAFP	61,5
4.	ASD	92,3
5.	AEP	76,9
6.	AKI	76,9
7.	AY	92,3
8.	AKI	84,6
9.	BWPP	76,9
10.	DFKS	84,6
11.	DBSP	76,9
12.	ELS	84,6
13.	ENF	76,9
14.	FR	84,6

15.	FEPАЗ	76,9
16.	GEP	84,6
17.	HM	76,9
18.	HFB	84,6
19.	HF	61, 5
20.	IQPS	84,6
21.	KANP	69,2
22.	KDZ	100
23.	LPS	76,9
24.	MAREP	61, 5
25.	MAD	53,8
26.	MKY	61, 5
27.	RDF	84,6
28.	RIAP	69,2
29.	TF	76,9
30.	YRDRP	100
Total		2168,7
Average		80,32

Table 4. 4 The Post-test Result of Control Group

According to the post-test result presented in table 4.4, it showed the test result of students in the control group. It found that the lowest score is 53,8 and the highest score is 100. There were seven students that got the score under the minimum passing grade, which is 75. With the acquisition of these scores, the average is 80,32.

4.1.3 Student Achievement in Vocabulary Mastery

After doing the pre-test, students got the treatment using Wayground Paper Mode. The post-test was carried out after the treatment was given. From that activity, the researcher obtained the result of pre-test and post-test from both groups. Therefore, the researcher can see the improvement in students' score after applying Wayground Paper Mode. The following table shows the students' pre-test and post-test score in the experimental group:

No.	Initials Name	Difference		Description
		Pre-Test	Post-Test	
1.	ADR	69,2	84,6	Increase
2.	AFG	38,4	76,9	Increase
3.	AN	69,2	84,6	Increase
4.	AUNE	76,9	92,3	Increase
5.	ANPZ	69,2	84,6	Increase
6.	BZW	76,9	100	Increase
7.	CAR	46,1	69,2	Increase
8.	CCA	61,5	84,6	Increase
9.	EPY	76,9	76,9	-
10.	EL	61,5	84,6	Increase
11.	FN	76,9	92,3	Increase
12.	GAR	46,1	61,5	Increase
13.	HPR	53,8	76,9	Increase
14.	ITA	61,5	84,6	Increase
15.	JMMI	69,2	69,2	-
16.	KHN	76,9	100	Increase
17.	KAP	61,5	76,9	Increase
18.	LMR	61,5	84,6	Increase
19.	LAS	76,9	92,3	Increase
20.	MHA	76,9	76,9	-
21.	MRAV	92,3	100	Increase
22.	MLP	76,9	92,3	Increase
23.	MFEM	53, 8	84,6	Increase
24.	NA	53,8	76,9	Increase
25.	NNN	61,5	92,3	Increase
26.	NSR	61,5	84,6	Increase
27.	PRA	53, 8	76,9	Increase
28.	RAF	38,4	69,2	Increase
29.	RAF	69,2	92,3	Increase
30.	SD	84,6	100	Increase
31.	SFH	61,5	92,3	Increase
32.	ZDAP	53,8	76,9	Increase
Average		65,35	84,11	Increase

Table 4. 5 The Result of Pre-test and Post-test in Experimental Group

Based on table 4.5 above, it shows that students' score in the experimental group experienced a better improvement than the result of pre-test. The average pre-test score was 65,35 and post-test score was 84,11. It means that the average score of the experimental group increased by 18,76.

This finding demonstrates that students get improvement in vocabulary mastery, resulting in effective learning outcome. The table below displays the students' pre-test and post-test score in the control group:

No.	Initials Name	Difference		Description
		Pre-Test	Post-Test	
1.	AYA	61,5	76,9	Increase
2.	ANRF	69, 2	84,6	Increase
3.	AAFP	38,4	61,5	Increase
4.	ASD	76,9	92,3	Increase
5.	AEP	69,2	76,9	Increase
6.	AKI	46,1	76,9	Increase
7.	AY	76,9	92,3	Increase
8.	AKI	61,5	84,6	Increase
9.	BWPP	69,2	76,9	Increase
10.	DFKS	69,2	84,6	Increase
11.	DBSP	53,8	76,9	Increase
12.	ELS	84,6	84,6	-
13.	ENF	53,8	76,9	Increase
14.	FR	61, 5	84,6	Increase
15.	FEPАЗ	53,8	76,9	Increase
16.	GEP	76,9	84,6	Increase
17.	HM	76,9	76,9	-
18.	HFB	69,2	84,6	Increase
19.	HF	38,4	61, 5	Increase
20.	IQPS	69,2	84,6	Increase
21.	KANP	76,9	69,2	Decrease
22.	KDZ	84,6	100	Increase
23.	LPS	84,6	76,9	Decrease
24.	MAREP	53,8	61, 5	Increase
25.	MAD	53,8	53,8	-
26.	MKY	53,8	61, 5	Increase
27.	RDF	61, 5	84,6	Increase
28.	RIAP	53, 8	69,2	Increase
29.	TF	61, 5	76,9	Increase
30.	YRDRP	92,3	100	Increase
Average		65,81	80,32	Increase

Table 4. 6 The Result of Pre-test and Post-test in Control Group

From the result displayed in table 4.6, there is a difference in the pre-test and post-test score of students in the control group. It can be seen that

25 out of 30 students got an improvement in their score. The table above also indicate that the average post-test score (80,32) was higher than the average pre-test score (65,81), meaning that the average score of the control group increased by 14,51.

4.1.4 Result of Normality Testing

The normality test was conducted to find out whether the data from pre-test and post-test results in the experimental and control group is normal distributed or not. In this research, the test used the Shapiro-Wilk test, which indicates that if the significance value is > 0.05 , the data is normally distributed. The following result of normality test in the experimental group is obtained:

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
pretest	.141	32	.108	.955	32	.203
posttest	.144	32	.089	.939	32	.068

a. Lilliefors Significance Correction

Table 4. 7 Normality Testing of Experimental Group

From the test result obtained above, it can be seen in the Shapiro-Wilk table that the normality test in the experimental group was normally distributed. For experimental group, the result of pre-test was 0.203, while the result of post-test was 0.068. The result of normality test in the control group is shown in the table below:

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest	.129	30	.200*	.961	30	.329

Posttest	.212	30	.001	.932	30	.055
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*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Table 4. 8 Normality Testing of Control Group

From the normality data from the table above, the normality results in the control group can be seen in the Shapiro-Wilk table, where the pre-test was 0.329 and the post-test was 0.55. Thus, the pre-test and post-test results were normally distributed.

Based on the result of the two normality test tables above, it can be concluded that all the data in the experimental and control group were normally distributed because the significance value obtained from pre-test and post-test in both groups was greater than 0.05.

4.1.5 Result of Homogeneity Testing

The homogeneity test was carried out after the researcher analyzed the normality test. It was to determine whether the data had the same variance or not. In this research, the researcher analyzed the data from the post-test results of experimental and control group by using SPSS. The following table shows the result of homogeneity test:

Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	Sig.
Skor	Based on Mean	.128	1	60	.722
	Based on Median	.086	1	60	.770
	Based on Median and with adjusted df	.086	1	57.741	.770
	Based on trimmed mean	.152	1	60	.698

Table 4. 9 Homogeneity Testing

From the table of the homogeneity test above, it was found that the result of the data in both groups is 0.722. Thus, the data is considered homogeneous because the significance level that has been obtained from the result above is greater than 0.05.

4.1.6 Result of T-test and Hypothesis

After the data were normally distributed and homogeneous, the researcher conducted a t-test and hypothesis as the last step in analyzing the data. It aimed to determine whether there was a significant influence or not between a group that were treated with Wayground Paper Mode and a group that did not use it. To analyze the data, the researcher used SPSS where if the significant value < 0.05 indicates that the Alternative Hypothesis (H1) is accepted. The result obtained can be seen in the table below:

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
skor	Equal variances assumed	.128	.722	-2.118	60	.038	-5.6788	2.6816	-11.0427	-.3148

Equal varian ces not assum ed			-2.110	58.169	.039	-5.6788	2.6915	-11.0660	-.2915
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Table 4. 10 Hypothesis Testing

From the result in the table above, the researcher found that the significant value in the t-test result was 0.038 where the significant value < 0.05. It can be stated that H1 is accepted and H0 is rejected. Thus, in this research, it can be concluded that the use of Wayground Paper Mode on students of MTs Negeri 2 Malang was effective and had a significant effect before and after the application is implemented.

4.2 Discussion

In this research, the finding showed that Wayground Paper Mode has a significant effect on students' vocabulary mastery at MTs Negeri 2 Malang. This was also supported by the average post-test score in the experimental group was 84,11, meanwhile the average score in the control group was 80,32. It demonstrated that the experimental group experienced a higher enhancement in the post-test scores compared to the control group. This indicates that the treatment given in the three meetings was beneficial in enhancing students' vocabulary mastery. This was in accordance with Syuhaidah et al. (2024) stated that the use of an instructional games model through Quizizz may increase the enhancement of students' vocabulary skills. Thus, it can be concluded that Wayground Paper Mode significantly contributed to improve vocabulary mastery.

Before the treatment was given, both the experimental and control group began with a pre-test to assess their initial ability. The average score in the experimental group was 65,35, whereas the control group obtained 65,81. The similarity in the pre-test results indicated that both groups started from a comparable baseline, making a comparison and difference after the treatment more reliable. Moreover, the result of independent sample t-test showed a significant value of 0.038, which was lower than 0.05. This indicated that there was a significant difference between the two groups. After receiving the treatments, the experimental group showed greater improvement than the control group, demonstrating the effectiveness of the treatment. This aligned with the previous research conducted by Agustin (2022), stated that Quizizz has the potential to enhance students' motivation toward learning, particularly in mastering vocabulary. Therefore, it demonstrated that Wayground, especially paper mode feature positively affected students in their learning outcomes.

The success of Wayground Paper Mode in learning process is relevant to the Information Processing Learning Theory by Robert Mills Gagne. The use of barcode paper, questions displayed by a projector, and physical movement: lifting or rotating their answer attracted students' attention and involved their visual and kinesthetic senses. The immediate feedback appeared after the barcode paper was scanned, helping students to recognize their mistakes and correct their understanding. This process maintained information temporarily in students' short-term memory. By repeating Wayground Paper Mode in the three meetings to review the vocabulary they got, it strengthened students' memories into long-term

memory. Liu et al. (2025) stated that Quizizz proves to be beneficial for learning and word recall by providing instant feedback, engaging activity, and competitive features. Hence, the use of Wayground Paper Mode supported the stages of information processing, especially in stimulating sensory, short-term memory, and long-term memory.

Moreover, the result of this research was also in line with some previous research highlighting the advantages of this application in learning vocabulary. According to Vu et al. (2024), Quizizz or Wayground resulted in enhanced understanding, good recall of materials, and motivation from viewing the outcomes. In this research, students who repeatedly used Wayground Paper Mode were more effective in memorizing vocabulary. Immediate feedback and scoring also motivated students to perform better during the learning process. As a result, it encouraged students to participate more actively rather than the control group.

In addition, this finding was supported by the research conducted by Kamaliah et al. (2025), which demonstrated that Quizizz Paper Mode offers a more engaging and interactive way to learn, which enhances students' enthusiasm and involvement, making them more motivated in the learning process. In this current research, students in the experimental group appeared more enthusiastic and effectively engaged during learning activities, particularly when answering vocabulary questions. This occurred because they could see their scores on the leaderboard. In contrast, the control group demonstrated less active participation. Consequently, it shows that this application can improve students' performance and motivation.

Despite the positive findings, this research also had a limitation regarding the number of treatment sessions. The treatment was conducted only in three meetings due to time constraints given by the school. As a result, the researcher had limited opportunity to investigate the long-term effects of Wayground Paper Mode on students' vocabulary mastery. Although the results indicated that the experimental group achieved better performance, the difference in their average post-test scores was minimal. Therefore, the future researchers are recommended to conduct studies with a longer treatment session to obtain more comprehensive findings.

Overall, the discussion of this research can be concluded that Wayground Paper Mode is an effective learning media in enhancing students' vocabulary mastery. The integration of interactive learning activities, immediate feedback, and leaderboard feature encouraged students to become more motivated, active, and involved in vocabulary learning process. Also, repeated practice helped students to improve their vocabulary and learning outcomes. However, teachers still played a vital role in guiding students and ensuring that activities remain focused on learning objectives. Therefore, the use of Wayground Paper Mode can provide an interactive learning environment that supports students' participation in enhancing vocabulary successfully if implemented appropriately.

CHAPTER V

CONCLUSION

In this chapter, the researcher explains about the conclusion and suggestion which are drawn based on the analysis and discussion in the previous chapter.

5.1 Conclusion

Based on the finding and discussion, it indicated that the use of Wayground Paper Mode had a positive and significant impact in improving students' vocabulary mastery. The result demonstrated that there was a significant effect of using Wayground Paper Mode on students' vocabulary mastery. Moreover, the effectiveness of Wayground Paper Mode was also supported by the improvement of students' scores in the experimental group, which indicated higher improvement compared to the control group. Furthermore, it encouraged students' motivation, active, and engagement during the vocabulary learning process through interactive activities, immediate feedback, and leaderboard features. Therefore, the use of Wayground Paper Mode can be considered an effective media in enhancing MTs Negeri 2 Malang students' vocabulary mastery.

5.2 Suggestion

Based on the finding and conclusion drawn from this research, the suggestions are offered for teachers, students, and future researchers. For teachers, it is recommended to implement Wayground Paper Mode in learning vocabulary. In addition, teachers are expected to combine Wayground Paper Mode with suitable teaching strategies and classroom activities in order to create more effective and engaging learning environment.

For students, students are encouraged to participate actively and pay attention during the learning process when using Wayground Paper Mode. Students also should take advantage of interactive activities and immediate feedback to improve their vocabulary understanding and strengthen their memorization.

For future researchers, they are suggested to conduct similar research with a longer research duration or more meetings to obtain more reliable and valid results. Moreover, they may investigate its effectiveness in different focuses, participant, or research design.

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APPENDICES

Appendix I Instrument of Pre-Test

INSTRUMEN PENILAIAN PRE-TEST

Name:

Class:

Date:

GENERAL INSTRUCTIONS:

1. Pray before you start answering the question!
2. Write your name in the upper right corner on the answer sheet!
3. Read the questions carefully!
4. Do the questions that you think are the easiest first!
5. Check your answer before you submit it to the teacher!

GOOD LUCK!

Please choose the correct answer by crossing one of the letters A, B, C, or D!

No.	Soal	Kunci Jawaban
1.	The text is for questions 1 to 7. A musical competition To celebrate our school anniversary, a musical competition will be held for all the school members including teachers, students, and all the staff. This competition includes singing, dancing, band, and many more. Date : 1st-2nd August 2025 Place : in the field Don't miss this event. There will be cool prizes for the winners. Register now at the office. Best regards The Headmaster Based on the text above, which word means the same as "celebrate"? A. Hold B. Show C. Perform D. Commemorate	D. Commemorate
2.	The underlined word in "There will be <u>cool</u> prizes for .." has similar meaning to ...	D. interesting

	A. small B. boring C. normal D. interesting	
3.	Which word has the same meaning as “prizes”? A. Rule B. Paper C. Reward D. Punishment	C. Reward
4.	Which of the following words has the similar meaning to “competition”? A. Test B. Lesson C. Project D. Contest	D. Contest
5.	What is the synonym of the word “winner”? A. Loser B. Beginner C. Opponent D. Champion	D. Champion
6.	The text is for questions 6 to 10. Dear our bilingual students To improve your English skill, there will be an English Camp next month. All of you must join this camp. The activity will take place at BSK homestay, Pare. It will be held for 1 month. For more information, please contact Miss Ulfa as an English tutor. Thank you The headmaster Mr. Ali What does the word “improve” in the announcement mean? A. To finish B. To forget C. To remove D. To make better	D. To make better
7.	What the word “join” means in the text? A. To participate B. To cancel C. To refuse D. To leave	A. To participate
8	The word “activity” in the text means ... A. something you do	A. something you do

	B. a person's name C. a place to sleep D. an object	
9.	What does "homestay" in the text mean? A. A teacher's office B. A classroom activity C. A type of transportation D. A place where students can stay	D. A place where students can stay
10.	The meaning of "contact" in "Please contact Miss Ulfa" is ... A. pay for B. travel with C. write a story about D. talk or communicate with	D. talk or communicate with
11.	The text is for questions 11 to 13. Dear Students, Our school will hold a Cleaning Day on Saturday, 10th November 2025. All students are required to join this activity. Please bring your own cleaning tools such as a broom and a dustpan. The activity will start at 7.30 a.m. in front of the school hall. Thank you for your cooperation. — The School Committee The underlined word in "Please bring <u>your</u> own cleaning ..." refers to ... A. all students B. committee C. teacher D. school	A. all students
12.	Our school will hold a Cleaning Day on Saturday, 10th November 2025. What does the word "our" refer to? A. The parents B. The teachers only C. The students only D. The school community	D. The school community
13.	All students are required to join this activity. The word "this" refers to ... A. the school committee B. Saturday morning C. the school hall D. cleaning day	D. cleaning Day

14.	The text is for questions 14 to 15. Announcement Students who borrowed books must return them before Friday. Late returns will get a fine. Thank you for your attention. Librarian What does the word “them” refer to? A. Books B. Students C. Teachers D. Librarian	A. Books
15.	Which word refers to “your” from the announcement? A. Books B. Students C. Teachers D. Librarian	B. Students
16.	The text is for questions 16 to 20. Announcement The library will be closed on Thursday due to renovation. Students are not allowed to enter during that time. Thank you for your understanding. — Librarian From the word “closed”, what can be concluded about the condition of the library on Thursday? A. It will be used by staff. B. It is open for teachers only. C. It is moving to a new building. D. It cannot be used for any activities.	D. It cannot be used for any activities.
17.	The word “renovation” in the text suggests that the library is ... A. being repaired. B. returning borrowed books. C. preparing for a special event. D. reorganizing student schedules.	A. being repaired.
18.	The word “not allowed”, what can be concluded about students’ behavior during the closure? A. Students may still borrow books. B. Students can study inside quietly.	D. Students must stay away from the library area.

	C. Students can enter with permission. D. Students must stay away from the library area.	
19.	What does the word “understanding” at the end of the announcement mean? A. The librarian is warning students. B. The librarian is announcing a new rule. C. The librarian expects cooperation from students. D. The librarian gives additional works to students.	C. The librarian expects cooperation from students.
20.	Which of the following sentences describes the purpose of the announcement? A. To inform students about a new library schedule. B. To invite students to help with library renovation. C. To explain why students should return books earlier. D. To inform students that the library is temporarily inaccessible.	D. To inform students that the library is temporarily inaccessible.
21.	The text is for questions 21 to 25. Complete the blank announcement below! Announcement To all _____ (1) of grade 8 students: There will be a parents’ _____ (2) on Friday, December 5th at 9 _____ (3) in the hall. The meeting will _____ (4) students’ progress and school _____ (5). — Homeroom Teacher A. teachers B. students C. parents D. staffs	C. parents
22.	A. class B. exam C. meeting D. vacation	C. meeting
23.	A. afternoon B. night C. am D. pm	C. am
24.	A. discuss	A. discuss

	B. cancel C. open D. play	
25.	A. programs B. student C. money D. rule	A. programs

Appendix II Instrument of Post-Test

INSTRUMEN PENILAIAN POST-TEST

Name:

Class:

Date:

GENERAL INSTRUCTIONS:

1. Pray before you start answering the question!
2. Write your name in the upper right corner on the answer sheet!
3. Read the questions carefully!
4. Do the questions that you think are the easiest first!
5. Check your answer before you submit it to the teacher!

GOOD LUCK!

Please choose the correct answer by crossing one of the letters A, B, C, or D!

No.	Soal	Kunci Jawaban
1.	The text is for questions 1 to 7. Announcement In order to celebrate Pancasila Junior high school's 23rd anniversary, all students of the school are invited to prepare the grant event. The special event will be conducted on April 5th, 2025. Because of this event, all students are requested to clean all classrooms as well as the school environment. Students are also requested to prepare the hall and put on decorations. The overall preparation is going to be led by Mr. Supriyanto. All OSIM members as well as class leaders need to see him to get the details. The word "celebrate" has the same meaning as ... A. commemorate B. cancel C. forget D. invite	A. commemorate
2.	The word "conducted" is similar in meaning to ... A. held B. delayed C. stopped	A. held

	D. canceled	
3.	The word “requested” means the same as ... A. commanded B. shouted C. ignored D. asked	D. asked
4.	What is the synonym of the word “prepare”? A. Take part B. Get ready C. Put away D. Clean up	B. Get ready
5.	What is the same meaning as “decorations”? A. Ornaments B. Drawings C. Writings D. Chairs	A. Ornaments
6.	The text is for questions 6 to 10. Announcement Our school will have a trip to the city zoo on December 2nd, 2025. All students must gather in front of the school at 6:30 a.m. Please wear your school uniform and bring your lunch. — Principal What does the word “trip” mean in the announcement? A. A test B. A meeting C. A competition D. A journey or visit	D. A journey or visit
7.	The word “gather” in the text means ... A. ask B. run C. leave D. meet together	D. meet together
8.	What is the meaning of the word “uniform”? A. Special clothes worn by students B. School bag C. Lunch box D. Schedule	A. Special clothes worn by students
9.	What does “bring” in the text mean? A. Take something with you	A. Take something with

	B. Throw away C. Forget D. Buy	
10.	The meaning of the word “principal” is ... A. parents B. a teacher C. a student D. the head of the school	D. the head of the school
11.	The text is for questions 11 to 24. Dear students, We are going to have a School Green Day next Monday. Please bring your own small plant from home and help us plant them in the school garden. This activity will make our school cleaner and greener. Let’s take care of it together and make our environment beautiful! — The headmaster The word “we” in the text refers to ... A. the students and teachers B. the students’ parents C. the gardener D. the teachers	A. all students
12.	The underlined word in “Please bring <u>your</u> own small plant ...” refers to ... A. the committee B. the students C. the teachers D. the parents	B. the students
13.	What does the word “them” refer to? A. The students B. The teachers C. The gardens D. The plants	D. The plants
14.	The word “it” in the text refers to ... A. the activity B. the school C. the garden D. the classroom	C. the garden
15.	The text is for questions 15. Dear my classmates,	C. Rina

	I'm going to celebrate my birthday this Saturday at my house. You are invited to come and join the fun! Please let me know if you can come — I really hope you can make it! See you there! — Rina, Class 8A The underlined word in “I’m going to celebrate <u>my</u> birthday...” in the text refers to... A. everyone B. birthday C. Rina D. you	
16.	The text is for questions 16 to 20. Announcement To all students of Merdeka high school Next Monday, our school will hold Teacher’s Day Ceremony at 7 o’clock. Please wear batik and black pants. Don’t forget to come on time Thank you for your attention. — The headmaster From the word “hold”, what does the word imply? A. The school will give a test B. The school will observe students C. The school will organize the event D. The school will cancel the ceremony	C. The school will organize the event
17.	From the word “ceremony”, what can be concluded about the type of event happening next Monday? A. It is a fun competition B. It is an online meeting C. It is a formal school event D. It is a regular class schedule	C. It is a formal school event
18.	The phrase “wear batik and black pants”, what can be concluded about the dress code? A. Formal and respectful clothing is required B. Students may choose any outfit they like C. Casual clothes are acceptable D. Sportswear is appropriate	A. Formal and respectful clothing is required
19.	The phrase “come on time” implies that ... A. the event starts late B. students may arrive anytime C. punctuality is required for the event	C. punctuality is required for the event

	D. students can skip the event if necessary	
20.	The word “attention” shows that the announcement is ... A. asking students to listen carefully to the instruction B. informing students about the exam schedule C. demanding students to bring their parents D. asking for students’ permission	A. asking students to listen carefully to the instruction
21.	The text is for questions 21 to 25. Complete the blank announcement below! Announcement To celebrate Kartini Day, our school will hold a (1) _____ dress competition on Monday, (2) _____ 21st. All students are (3) _____ to wear traditional clothes and join the celebration. Let’s (4) _____ Kartini’s spirit and her fight for women’s (5) _____! —Student Committee A. traditional B. uniform C. modern D. simple	A. traditional
22.	A. November B. April C. June D. May	B. April
23.	A. forced B. helped C. invited D. allowed	C. invited
24.	A. respect B. change C. ignore D. forget	A. respect
25.	A. education B. celebration C. decoration D. conversation	A. education

Appendix III Research Permit Letter



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jalan Gajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang
http://fitk.uin-malang.ac.id, email : fitk@uin_malang.ac.id

Nomor : 352/Un.03.1/TL.01.04/01/2026
Sifat : Penting
Lampiran : -
Hal : Izin Penelitian

22 Januari 2026

Kepada

Yth. Kepala MTs Negeri 2 Malang

di

Kabupaten Malang

Assalamu'alaikum Wr. Wb.

Dengan hormat, dalam rangka menyelesaikan tugas akhir berupa penyusunan skripsi mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon dengan hormat agar mahasiswa berikut:

Nama : Diah Kusuma Ningrum
NIM : 220107110047
Jurusan : Tadris Bahasa Inggris (TBI)
Semester - Tahun Akademik : Genap - 2025/2026
Judul Skripsi : **The Effectiveness of Wayground Paper Mode to Enhance MTsN 2 Malang Students' Vocabulary Acquisition**
Lama Penelitian : Januari 2026 sampai dengan Maret 2026 (3 bulan)

diberi izin untuk melakukan penelitian di lembaga/instansi yang menjadi wewenang Bapak/Ibu.

Demikian, atas perkenan dan kerjasama Bapak/Ibu yang baik di sampaikan terimakasih.

Wassalamu'alaikum Wr. Wb.


Dekan
Muhammad Walid, MA
19730823 200003 1 002

Tembusan :

1. Yth. Ketua Program Studi TBI
2. Arsip

Appendix IV Validation Sheet

Validations Sheet
Instrument Validation Sheet of Pre-Test and Post-test for Research Entitled
"The Effectiveness of Wayground Paper Mode to Enhance MTsN 2 Malang Students'
Vocabulary Acquisition"

Validator : Wahyu Indah Mala Rohmana, M.Pd
 NIP : 199210302019032017
 Expertise : English Language Teaching Development
 Instance : Maulana Malik Ibrahim State Islamic University of Malang
 Validation Date :

A. Introduction

This validation was made to obtain an assessment from the validator (Mr/Ms) on the research instrument used in this study. Every comment and suggestion given is very useful to improve the quality of the research instrument. Thank you for your willingness to become a validator instrument in this research.

B. Guidance

1. In this section, asses by ticking (✓) with the following criteria to the columns bellow:
 - 1: Very poor
 - 2: Poor
 - 3: Average
 - 4: Good
 - 5: Excellent
2. Please give comments and suggestion in the columns below:

C. Validation Sheet

No	Aspect	Score				
		1	2	3	4	5
1.	Suitability of Instrument with basic competencies				✓	
2.	Clarity of question items contained in the research instrument					✓
3.	Clarity of instrument on each question items contained in the research instrument					✓
4.	The research instrument is relevant with the research objectives					✓

5.	The research instrument can help the research find out students abilities in vocabulary acquisition					✓	
6.	The research instrument is easy to understand					✓	
7.	Each question has one correct or most correct answer					✓	
8.	The research using proper text					✓	
9.	The choice of answers to the research instrument is appropriate and logical in terms of material					✓	
10.	The subject matter has been formulated clearly and unequivocally					✓	

D. Suggestion

This instrument can be used for further research.

E. Conclusion

Based on the validation sheet above, it can be concluded that the instruments that have been made is:

Please cross out (abcd) the answer that doesn't match the conclusion you gave.

- a. The instrument can be used without revision.
- ~~b.~~ The instrument can be used with slight revision.
- ~~c.~~ The instrument can be used with many revisions.
- ~~d.~~ The instrument can be used.

Malang, 8 December 2025

Validator,



Wahyu Indah Mala Rohmana, M.Pd

199210302019032017

Instrument Validation Sheet of Pre-Test and Post-test for Research Entitled
"The Effectiveness of Wayground Paper Mode to Enhance MTsN 2 Malang Students'
Vocabulary Acquisition"

Validator : Desy Nur Farida, S.Pd
 NIP : 198512142023212030
 Expertise : English Language Teaching Development
 Instance : MTs Negeri 2 Malang
 Validation Date :

F. Introduction

This validation was made to obtain an assessment from the validator (Mr/Ms) on the research instrument used in this study. Every comment and suggestion given is very useful to improve the quality of the research instrument. Thank you for your willingness to become a validator instrument in this research.

G. Guidance

3. In this section, asses by ticking (✓) with the following criteria to the columns bellow:

- 1: Very poor
- 2: Poor
- 3: Average
- 4: Good
- 5: Excellent

4. Please give comments and suggestion in the columns below:

H. Validation Sheet

No	Aspect	Score				
		1	2	3	4	5
1.	Suitability of Instrument with basic competencies					✓
2.	Clarity of question items contained in the research instrument				✓	
3.	Clarity of instrument on each question items contained in the research instrument				✓	
4.	The research instrument is relevant with the research objectives					✓

5.	The research instrument can help the research find out students abilities in vocabulary acquisition					✓
6.	The research instrument is easy to understand					✓
7.	Each question has one correct or most correct answer				✓	
8.	The research using proper text					✓
9.	The choice of answers to the research instrument is appropriate and logical in terms of material					✓
10.	The subject matter has been formulated clearly and unequivocally				✓	

I. Suggestion

This instrument can be used

J. Conclusion

Based on the validation sheet above, it can be concluded that the instruments that have been made is:

Please cross out (abcd) the answer that doesn't match the conclusion you gave.

e. The instrument can be used without revision.

~~✗~~ The instrument can be used with slight revision.

~~✗~~ The instrument can be used with many revisions.

h. The instrument can be used.

Malang, *10 December* 2025

Validator,



Desy Nur Farida, S.Pd

198512142023212030

Appendix V Letter of Research Completion



KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN MALANG
MADRASAH TSANAWIYAH NEGERI 2 MALANG
Jl. Kenongosari No. 16 Turen Kabupaten Malang
Telp. (0341) 824935 Kode Pos 65175
Email : mtsn2malang@gmail.com, Website: Mtsn2malang.sch.id

10 Maret 2026

SURAT KETERANGAN PENELITIAN

NOMOR : B-0185/Mts.13.35.02/PP.00.5/03/2026

Yang bertanda tangan dibawah ini :

Nama : PONO, S. Ag, M. Pd
NIP : 196702151994031002
Pangkat / Golongan : Pembina Tk.I (IV / b)
Jabatan : Kepala MTs Negeri 2 Malang

Menerangkan bahwa:

Nama : Diah Kusuma Ningrum
NIM : 220107110047
Jurusan : Tadris Bahasa Inggris (TBI)
Semester - Tahun Akademik : Genap – 2025/2026
Asal Instansi : Universitas Islam Negeri Malang

Telah melakukan Penelitian di MTs Negeri 2 Malang pada bulan Januari sampai dengan Maret 2026, dengan Judul Skripsi " **The Effectiveness of Wayground Paper Mode to Enhance MTsN 2 Malang Students' Vocabulary Acquisition**"

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Kepala



PONO

Dokumen ini telah diandatangani secara elektronik menggunakan sertifikat elektronik yang diterbitkan oleh Badan Penyelenggara Sertifikasi Elektronik (BPSSE), Badan Siber dan Sandi Negara (BSSN).

Appendix VI Students' Pre-test

$8 \times \frac{13}{100} = 6,53$

PRE-TEST

Name: Neicho Nurda N.
 Class: 8H
 Date: 29 January 2026

Please choose the correct answer by crossing one of the letters A, B, C, or D!

The text is for questions 1 to 4.

A musical competition
 To celebrate our school anniversary, a musical competition will be held for all the school members including teachers, students, and all the staff. This competition includes singing, dancing, band, and many more.
 Date : 1st-2nd August 2025
 Place : in the field
 Don't miss this event. There will be cool prizes for the winners. Register now at the office.

Best regards
 The Headmaster

1. Based on the text above, which word means the same as "celebrate"?
 A. Hold
 B. Show
 C. Perform
☒ D. Commemorate

2. The underlined word in "There will be cool prizes for .." has similar meaning to ...
 A. small
 B. boring
 C. normal
☒ D. interesting

3. Which of the following words has the similar meaning to "competition"?
 A. Test
 B. Lesson
☒ C. Project
☒ D. Contest

4. What is the synonym of the word "winner"?
 A. Loser

The text is for questions 5 to 7.

Dear our bilingual students
 To improve your English skill, there will be an English Camp next month. All of you must join this camp. The activity will take place at BSK homestay, Pare. It will be held for 1 month.
 For more information, please contact Miss Ulfa as an English tutor. Thank you

The headmaster
 Mr. Ali

5. What does the word "improve" in the announcement mean?
 A. To finish
 B. To forget
☒ C. To remove
 D. To make better

6. The word "activity" in the text means ...
 A. something you do
 B. a person's name
☒ C. a place to sleep
 D. an object

7. What does "homestay" in the text mean?
 A. A teacher's office
 B. A classroom activity
 C. A type of transportation
☒ D. A place where students can stay

The text is for questions 8.
 Dear Students,
 Our school will hold a Cleaning Day on Saturday, 10th November 2025. All

PRE-TEST

Name: Hana Pavzi

Class: 8C

Date: 10-01-26

38,46

Please choose the correct answer by crossing one of the letters A, B, C, or D!

The text is for questions 1 to 4.

A musical competition

To celebrate our school anniversary, a musical competition will be held for all the school members including teachers, students, and all the staff. This competition includes singing, dancing, band, and many more.

Date : 1st-2nd August 2025

Place : in the field

Don't miss this event. There will be cool prizes for the winners. Register now at the office.

Best regards

The Headmaster

B. Beginner

C. Opponent

☒ D. Champion

The text is for questions 5 to 7.

Dear our bilingual students

To improve your English skill, there will be an English Camp next month. All of you must join this camp. The activity will take place at BSK homestay, Pare. It will be held for 1 month.

For more information, please contact Miss Ulfa as an English tutor. Thank you

The headmaster

Mr. Ali

1. Based on the text above, which word means the same as "celebrate"?

A. Hold

B. Show

☒ C. Perform

☒ D. Commemorate

2. The underlined word in "There will be cool prizes for ..." has similar meaning to ...

A. small

B. boring

C. normal

☒ D. interesting

3. Which of the following words has the similar meaning to "competition"?

A. Test

B. Lesson

C. Project

☒ D. Contest

4. What is the synonym of the word "winner"?

A. Loser

5. What does the word "improve" in the announcement mean?

A. To finish

B. To forget

C. To remove

☒ D. To make better

6. The word "activity" in the text means ...

☒ A. something you do

B. a person's name

C. a place to sleep

D. an object

7. What does "homestay" in the text mean?

A. A teacher's office

☒ B. A classroom activity

C. A type of transportation

D. A place where students can stay

The text is for questions 8.

Dear Students,

Our school will hold a Cleaning Day on Saturday, 10th November 2025. All

Appendix VII Students' Post-test

92,3

POST-TEST

Name: Lovenia Archinda S
Class: BM 119
Date: 10 - 3 - 26

Please choose the correct answer by crossing one of the letters A, B, C, or D!

The text is for questions 1 to 2.

Announcement
 In order to celebrate Pancasila Junior high school's 23rd anniversary, all students of the school are invited to prepare the grant event. The special event will be conducted on April 5th, 2025. Because of this event, all students are requested to clean all classrooms as well as the school environment. Students are also requested to prepare the hall and put on decorations.
 The overall preparation is going to be led by Mr. Supriyanto. All OSIM members as well as class leaders need to see him to get the details.

1. The word "conducted" is similar in meaning to ...
 A. held
 B. delayed
 C. stopped
 D. canceled

2. The word "requested" means the same as ...
 A. commanded
 B. shouted
 C. ignored
 D. asked

The text is for questions 10.

Announcement
 Our school will have a trip to the city zoo on December 2nd, 2025.
 All students must gather in front of the school at 6:30 a.m.
 Please wear your school uniform and bring your lunch.
 — Principal

3. The meaning of the word "principal" is ...
 A. parents
 B. a teacher
 C. a student
 D. the head of the school

The text is for questions 4 to 7.

Dear students,
 We are going to have a School Green Day next Monday.
 Please bring your own small plant from home and help us plant them in the school garden.
 This activity will make our school cleaner and greener.
 Let's take care of it together and make our environment beautiful!

— The headmaster

4. The word "we" in the text refers to ...
 A. the students and teachers
 B. the students' parents
 C. the gardener
 D. the teachers

5. The underlined word in "Please bring your own small plant ..." refers to ...
 A. the committee
 B. the students
 C. the teachers
 D. the parents

6. What does the word "them" refer to?
 A. The students
 B. The teachers
 C. The gardens
 D. The plants

7. The word "it" in the text refers to ...
 A. the activity
 B. the school
 C. the garden

84.6

POST-TEST

Name: Jaelij eldifa Putri
 Class: 86
 Date: 9.3.26

B = 811

Please choose the correct answer by crossing one of the letters A, B, C, or D!

The text is for questions 1 to 2.

Announcement

In order to celebrate Pancasila Junior high school's 23rd anniversary, all students of the school are invited to prepare the grant event. The special event will be conducted on April 5th, 2025. Because of this event, all students are requested to clean all classrooms as well as the school environment. Students are also requested to prepare the hall and put on decorations.

The overall preparation is going to be led by Mr. Supriyanto. All OSIM members as well as class leaders need to see him to get the details.

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☒ A. held
☐ B. delayed
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☐ D. canceled
2. The word "requested" means the same as ...
☐ A. commanded
☐ B. shouted
☐ C. ignored
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The text is for questions 10.

Announcement

Our school will have a trip to the city zoo on December 2nd, 2025.

All students must gather in front of the school at 6:30 a.m.

Please wear your school uniform and bring your lunch.

— Principal

3. The meaning of the word "principal" is ...

- A. parents
- B. a teacher
- C. a student
- ☒ D. the head of the school

The text is for questions 4 to 7.

Dear students,

We are going to have a School Green Day next Monday.

Please bring your own small plant from home and help us plant them in the school garden.

This activity will make our school cleaner and greener.

Let's take care of it together and make our environment beautiful!

— The headmaster

4. The word "we" in the text refers to ...
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6. What does the word "them" refer to?
☒ A. The students
☐ B. The teachers
☐ C. The gardens
☒ D. The plants
7. The word "it" in the text refers to ...
☐ A. the activity
☒ B. the school
☒ C. the garden

Appendix VIII Documentation



Appendix IX Curriculum Vitae

CURRICULUM VITAE

Name : Diah Kusuma Ningrum
Student ID : 220107110047
Place, Date of Birth : Malang, 10 August 2002
Gender : Perempuan
Religion : Islam
College : UIN Maulana Malik Ibrahim Malang
Faculty : Faculty of Tarbiyah and Teacher Training
Department : English Education
Address : Donomulyo RT 16/RW 04, Kec. Donomulyo, Kab.
Malang, Jawa Timur, 65167
Phone Number : 081575144951
E-mail Address : diahkusuma078@gmail.com



Education Background

- | | |
|-------------------------------------|---------------|
| 1. TK RA Al Amanah | 2007-2008 |
| 2. SDN Donomulyo 08 | 2008-2014 |
| 3. MTs NU Futuhiyyah | 2014-2017 |
| 4. MAN 3 Malang | 2017-2020 |
| 5. UIN Maulana Malik Ibrahim Malang | 2022-sekarang |

Malang, 27 May 2026
The Researcher,

Diah Kusuma Ningrum
NIM. 220107110047