

ABSTRACT

Nurhasanah, Yanti (2026). The Effect of Using Wayground as an Interactive Digital Medium on Students' Vocabulary Mastery in Descriptive Texts: A Pre-Experimental Study.

Vocabulary mastery is an essential component of English language learning, particularly for students in understanding descriptive texts that involve the use of nouns, adjectives, and verbs. However, students may experience difficulties in recognizing the meanings and grammatical functions of vocabulary in context. The use of interactive digital learning media, such as Wayground, can provide students with opportunities for repeated and contextualized vocabulary practice. Therefore, this study aimed to describe students' vocabulary mastery in descriptive texts before and after using Wayground as an interactive digital learning medium and to determine whether there was a statistically significant difference between the pre-test and post-test scores.

This study employed a quantitative approach using a pre-experimental one-group pretest–posttest design. The participants were 27 eighth-grade students of Class VIII A at SMP Al-Kamil Islamic Boarding School, selected through purposive sampling. The research instrument consisted of 30 multiple-choice vocabulary items measuring selected receptive aspects of vocabulary knowledge involving nouns, adjectives, and simple verbs in descriptive texts. The data were analyzed using descriptive statistics, the Shapiro–Wilk normality test, the Wilcoxon Signed-Rank Test, and N-Gain analysis with the assistance of IBM SPSS Statistics 26 version.

The findings showed that the students' mean score increased from 43.48 in the pre-test to 74.44 in the post-test, representing an increase of 30.96 points. The Wilcoxon Signed-Rank Test showed a statistically significant difference between the pre-test and post-test scores ($Z = -4.545, p < .001$), with all 27 students obtaining higher post-test scores. Furthermore, the mean N-Gain score was .5430, which was categorized as moderate improvement. These findings indicate that students demonstrated significantly higher performance on the targeted receptive vocabulary aspects following the implementation of Wayground, accompanied by a moderate level of improvement. Hence, the findings may serve as a practical reference for English teachers in using Wayground as an interactive supplementary learning medium to support students' receptive vocabulary practice in descriptive texts.

Keywords: *Wayground, Interactive Digital Learning Medium, Vocabulary Mastery, Descriptive Texts, EFL Students*