

CHAPTER II

THEORITICAL REVIEW

2.1 Theoretical Framework

2.1.1 Present Continuous Tense

Grammar, according to Warriner (1977:1), is the finding and description of a language's form structure that acts as a hint to meaning in communication. We begin by studying grammatical topics including sentences, tenses, gerunds, relative clauses, and parts of speech. The present continuous tense refers to an action that is taking place at the moment of speaking. It is frequently used in English grammar to express an ongoing but incomplete action. According to Murphy, R. (2004:6), we employ the continuous for events that occur at or around the moment of speaking. Walker Elaine and Ellsworth Steve, on the other hand, define Present continuous tense for an activity that is now taking place (2000:32).

The present continuous tense, according to Murphy (1985:6), is used to convey about anything that is happening at or around the time of speaking. According to Michael Vince (1998: 7), the present continuous tense is used to express an activity that is now taking place and an action that is taking place nearby but at the time of speaking. At the same time, Azar, Betty (2006: 4) states that the present continuous tense indicates both an action that is now taking place and an event that is occurring at the time of speaking and saying the words. The present continuous tense is often used to represent continual, ongoing activities that are occurring at the moment of speaking or writing, according to Ansell, Mary (2000:42).

The verbs in the present continuous are highlighted in the examples below. The present continuous tense of any verb is created by the simple present of the auxiliary to be, followed by what is often known as the verb's present participle. A verb's present participle is generated by adding Ing to the plain infinitive. Working, for example, is the present participle of the verb to work. As a result, the verb to labor in the present continuous tense is conjugated as follows:

- 1) I am running
- 2) You are running

- 3) He is running
- 4) She is running
- 5) It is running
- 6) We are running

The present progressive or continuous tense can be used to illustrate a variety of situations. Here are some examples of how to use this verb form, along with pictures to help you understand them. Because of the usage of the present progressive or continuous to express:

The present continuous tense is used to describe a temporary condition. As example:

- 1) I am running hard
- 2) You are writing a letter right now

The present continuous tense (progressive) is used in grammatical appreciation to show an activity that is ongoing or incomplete at the time of speaking, and then the present continuous tense of any verb is formed with the auxiliary verb to be (Am, Is, Are) and the present participle of the main verb (Verb1 + ing). A few distinct scenarios can be expressed using the present progressive (continuous) tense. The following are the most typical ways to utilize this verb form in affirmative, negative, and interrogative sentences:

- a. The Negative Sentence

Table 2.1

Formula of Affirmative Present Continuous Tense Sentence

	Subject	To Be	V1-ing
Affirmative	I	Am	Studying
	You, They, We	Are	Studying
	She, He, It	Is	Studying

b. The Negative Sentence

Table 2.2**Formula of Negative Present Continuous Tense Sentence**

Negative	Subject	To Be	Not	V1-ing
	I	Am	Not	Studying
	You, They, We	Are	Not	Studying
	She, He, It	Is	Not	Studying

c. The Interrogative Sentence

Tabel 2.3**Formula of Affirmative Present Continuous Tense Sentence**

Interrogative	To Be	Subject	V1-ing
	Am	I	Studying?
	Are	You, They, We	Studying?
	Is	She, He, It	Studying?

More examples:

- 1) Rania is going to the supermarket right now.
- 2) Rania is not going to the supermarket right now.
- 3) Is Rania going to the supermarket right now.

These above are some usages of present continuous tense.

a. Complete action in the present

Picture 2.1**Complete Action in Present Continuous Tense**

Use the present continuous with Normal Verbs to express the idea that something is happening now, at this very moment. It can also be used to show

that something is not happening now. Examples:

- 1) You are learning English now.
- 2) You are not swimming now.
- 3) Are you sleeping?

b. Longer Actions in Progress Now

Picture 2.2

Longer Actions in Progress Now in Present Continuous Tense



In English, "now" can refer to the following: this sound, today, this month, this year, this century, and so on. We may use the present continuous to indicate that we are in the midst of carrying out a lengthier activity; nevertheless, we may not be performing it at this very moment. (All of these statements may be stated in a restaurant while having supper)

- 1) I am studying to become a teacher.
- 2) I am not studying to become a teacher.

c. Near future

Picture 2.3

Near Future in Present Continuous Tense



Speakers will sometimes use the present continuous to express whether or not something will happen soon.

- I am meeting some friends after lunch.
- I am not going to the class today.
- Is he visiting his Mom next weekend?

- d. Repetition and irritation with ‘always’

Picture 2.4
Repetition and Irritation with “Always” in Present Continuous Tense



The present continuous with words like "always" or "constantly" conveys the notion that anything annoying or socking occurs frequently. Take note that the connotation is similar to the simple present but with a negative feeling. Always include the phrases "always" or "constantly" between "be" and "verb1 + ing." Examples:

- 1) She is always coming to class late.
- 2) I don't like them because they are always gossiping.

Using the Present Continuous Tense to describe an activity that is taking place at the time of speaking. Martin Hewings (1999: pg.2) stated that the present continuous tense is used to discuss specific activities or occurrences that have begun but have not yet concluded at the moment of speaking.

- 1) The motorcycle is not starting again.
- 2) Who are you phoning? "I am trying to get through to Joan."

We can use the present continuous to imply that a situation is or maybe temporary.

- 1) Banks are lending more money (these days) to encourage businesses to expand. (Implies a temporary arrangement)
- 2) She is teaching math in a school in Bonn. (Implies that this is not, or may not be permanent).

Walker Elaine and Steve Elsworth (2000: p.34) utilize the present continuous tense to indicate a current activity that will last just a while. The activity may not be taking place at the time of speaking. The present continuous tense is frequently used with these days, this week, today, and

so on:

- And what is Linda doing these days?
She is doing a course in engineering.' (Linda may not be studying engineering at this minute.)
- A situation that is in the process of changing:
Venice is falling into the sea. (Pereira, Guterres, & Bui, 2020).

2.1.2 Teaching English in Senior High School

Teaching others, especially young students, might be a fun hobby. In this scenario, we'll talk about teaching at a senior high school. When we stand in front of students with varying qualities, teaching at Senior High School becomes a difficult profession. Teachers, according to Ormrod (2009, p. 6), play a variety of roles every day, including subject expert, counselor, mediator, and elevator. In other words, instructors are responsible not just for teaching students in class, but also for motivating them to attain high levels of success.

According to Silberman (2009, p. 29), students in Senior High School prefer to learn active activities over passive activities by a five-to-one ratio. In other words, most Senior High School students are involved in the teaching and learning process, where they immediately implement the curriculum as part of their learning experience. Successful accomplishment is closely related to active learning. Teachers can clearly describe the content to students throughout the teaching and learning process, but this does not guarantee that the students will receive the material on either. If the students are able to be active in their learning by analyzing the concept, addressing the problem, and implementing the content, the outcome changes.

Silberman (2009, p. 29) noted in his book "Active Learning" that successful learning may be achieved through discussion and project, presentation, debate, practice through experience, simulation, and case study. It indicates that there are certain tactics in the teaching and learning process to encourage students to participate. Students must listen to, comprehend, discuss, and practice the content on their own. The most crucial role for teachers is to engage students in active learning and teaching. As a result, teachers should give ways to help students succeed in their

studies.

In this case, when we teach English in junior high school, we need learning media and creative strategies, so that it can be more effective. As explained in the following hadith:

عَنْ عَبْدِ اللَّهِ رَضِيَ اللَّهُ عَنْهُ قَالَ: حَطَّ النَّبِيُّ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ حَطًّا مُرَبَّعًا وَحَطَّ حَطًّا فِي الْوَسْطِ خَارِجًا مِنْهُ وَحَطَّ حُطَطًا صِغَارًا إِلَى هَذَا الَّذِي فِي الْوَسْطِ مِنْ جَانِبِهِ الَّذِي فِي الْوَسْطِ وَقَالَ هَذَا الْإِنْسَانُ وَهَذَا أَجَلُهُ مُحِيطٌ بِهِ أَوْ قَدْ أَحَاطَ بِهِ وَهَذَا الَّذِي هُوَ خَارِجٌ أَمَلُهُ وَهَذِهِ الْحُطَطُ الصِّغَارُ الْأَعْرَاضُ فَإِنْ أَحْطَاهُ هَذَا نَحَشَهُ هَذَا وَإِنْ أَحْطَاهُ هَذَا نَحَشَهُ هَذَا

Meaning: "The Prophet SAW drew a rectangle, then drew a long line in the center of the rectangle and out beyond the boundary of the square. Then he also drew small lines inside the square, beside it: (the square that the Prophet drew). And he said: "This is man, and this (rectangle) is the death that surrounds him, and this (long) line that comes out, is his aspiration. And these small lines are his obstacles. If not caught by this line, then by this line. If it does not hit that one, it hits the one after it. If he does not hit all of them, then he is bound to fall into uncertainty." (HR Bukhari).

He explained that the straight line in the picture is the human being, the four squares that surround him are his death, the straight line coming out of the picture is his hope and wish, while the small lines around the straight line in the picture are the calamities that always confront the human being in his life in this world.

"If man can survive and avoid the clutches of one calamity, another calamity will confront him, and if he survives all calamities, he will never avoid the death that surrounds him." (HR. Bukhari).

Through the visualization of this image, the Prophet SAW explained in front of his companions, how humans with their broad and many ideals and desires, can be hindered by the arrival of death, illness, or old age. The purpose of the Hadith is to advise them not to daydream without realization and to teach them to prepare themselves for death.

Thinking about this Hadith illustrates how the Prophet was an educator who recognized the best way to teach people. He illustrated knowledge so that it may be better grasped and assimilated by the mind and spirit.

In this image, he illustrates the nature of human existence, which includes far-off ambitions, wishes, and aspirations to achieve whatever he desires in this mortal life, and the death that surrounds him, which always runs him at any moment, making people impossible to escape the circle of death. Furthermore, in his life, man is continually faced with numerous tragedies that endanger his existence; if he can avoid one unfortunate circumstances, another is waiting to block and destroy him, and if he is spared from all calamities, death will definitely come and take him away one day.

According to the interpretation of the hadith's content above, the Prophet drew a rectangle and created straight lines when he taught his companions. It indicates that the Prophet utilized these pictures to give parables and make the meaning of the information he taught simpler to communicate. If we connect it with the world of education, the hadith is related to one of the components in education, namely learning media. The definition of learning media itself is everything that is used as a means of facilitating the process of distributing knowledge to students.

2.1.3 Information Communication and Technology (ICT)

The Several experts (Abdul Kadir, 2003: 13) define ICT (Information Communication Technology). For example, the Oxford dictionary states that information and communication technology is the study or use of electronic equipment, particularly computers, to store, analyze, and distribute any information, including words, numbers, and images.

ICT consists of two components: information technology and communication technology. Everything linked to the process, usage as a tool, modification, and management of information is included in information technology. Meanwhile, communication technology includes all aspects of using tools to process and send data from one device to another. Thus, information and communication technology (ICT) encompasses all operations associated with the processing, modification, management, and conveying of information between media.

Science and technology are two figures that are inseparable from one another. Science is the source technology, which allows for the development of various technical discoveries and concepts. Technology is the application of science that

results in more complex real-world results and helps humanity to evolve further.

As Muslims, we must realize that the philosophical foundations for developing science and technology can be studied and explored in the Qur'an, because this holy book contains a lot of information about science and technology. Tracing the Qur'anic view of technology, many Qur'anic verses speak of the natural world. According to some clerics, there are 750 verses that talk about the material world and its phenomena, commanding humans to know and utilize this world. The Qur'an explicitly and repeatedly states that the universe was created and subdued by Allah for humans. One of them in QS. Al-Jatsiyah (45: 13):

وَسَخَّرَ لَكُم مَّا فِي السَّمَاوَاتِ وَمَا فِي الْأَرْضِ جَمِيعًا مِّنْهُ ۗ إِنَّ فِي ذَلِكَ لَآيَاتٍ لِّقَوْمٍ يَتَفَكَّرُونَ
[الجاثية: ٤٥ : ١٣]

Meaning: “And He has subjected to you whatever is in the heavens and whatever is on the earth – all from Him. Indeed, in that are signs for a people who give thought.”

The evolution of information and communication technology is currently growing faster, in tandem with the discovery and advancement of science in the field of information and communication, in order to create tools that support the evolution of information technology, ranging from communication systems to unidirectional and two-way communication tools (interactive). This evolution has given human existence with convenience and prosperity, as well as a means for human perfection as a servant of Allah and His khalifah. Because Allah has given people a complementary gift of joy, namely the gift of religion and the enjoyment of technology. One of the implied words of Allah in the Quran Surah Ar-Rahman (55: 33):

يَا مَعْشَرَ الْجِنِّ وَالْإِنسِ إِنِ اسْتَطَعْتُمْ أَنْ تَنْفُذُوا مِنْ أَقْطَارِ السَّمَاوَاتِ وَالْأَرْضِ فَانفُذُوا ۗ لَا تَنْفُذُونَ إِلَّا بِسُلْطَانٍ [سورة الرحمن: ٥٥ : ٣٣]

Meaning: “O genera of Jinns and mankind, if you are able to penetrate beyond the realms of the heavens and the earth, then penetrate. You cannot penetrate except with an authority.”

Some clerics explain the word *sulthan* with various meanings, some of which mean strength and power, while others mean knowledge, ability and so on. So, what is meant by it is spaciousness and depth of knowledge ... (Tafsiir ar-

Razii/306).

Abdul Al-Razzaq Naufal in his book *Al-Muslimun wa al-Ilm al-Hadis*, interprets the word "sulthan" with science and ability or technology. Then he explains that this verse signals to humans that it is not impossible for them to penetrate space, if their science and abilities or technology are adequate.

The Qur'an does not give detailed instructions for that, but it does provide basic capital in the form of reason and its raw tools to be explored and processed so that it is useful for human life. It is because of reason that humans are appointed by Allah to be *Khalifah fil- Ardl*, as Caliphs on earth with the task of managing and prospering it, as well as being the most noble creatures compared to other creatures.

The verse encourages everyone working in science and technology to push their talents as far as they can to pierce (cross) the boundaries of heaven and earth. However, the Qur'an urges mankind to be realistic, since no matter how wonderful the plan is, it would be fruitless if the fullness is not provided. The phrase *sulthan*, which according to one interpretation implies power, strength, particularly science and technology, refers to wholeness in the passage. Humans will not be able to fulfill their goal to explore outer space until they master the fields of science and technology. As a result, people are constantly pushed and driven to advance science and technology.

The use of technology in education and learning is meant to make learning activities easier. In this situation, teachers must be able to utilize and create learning materials in a computer network system that students may access. Any type of technology used to process and transmit data in electronic form is referred to as information and communication technology; each piece of hardware is referred to as a computer. Along with the times, computers that used to be large, heavy, and could not be carried anywhere are now innovating into simple, easy-to-carry items called laptops or notebooks (Warsita, 2008: 135).

Everything connected to the something to do of tools to process and send data from one device to another is referred to as communication technology (Budiman, 2017: 3). In English, information and communication technology is usually referred to as ICT (information and communication technology). In general, information and communication technology may be described as any technology

that is used to retrieve, collect, process, store, disseminate, or present information (Asmani, 2011: 99).

ICT (Information and Communication Technology)-based learning is a learning system in which the teaching and learning process is adjusted by utilizing information and communication technology. ICT (Information Communication and Technology) can be used to facilitate cooperation between educators and students who are physically distant. In the past, someone had to walk a long way to meet an expert to discuss a problem. Now it can be done from home by sending an e-mail. Papers and research can be done by exchanging data via the internet, e-mail, or by using file sharing mechanisms.

Warsita (2008: 150) states, learning via computers and the internet that blends the development of ICT (Information Communication and Technology) based abilities with curricular applications. In higher education, for example, students perform online research, utilize spreadsheets and database tools to assist organize and analyze data, and use word processing to produce research reports. As a result, computers may be utilized as a tool to do certain tasks such as arithmetic, data storage, and word and data processing. By using ICT, of course, students are expected to be able to foster their creativity to the fullest within themselves. Thus, when applied in learning, ICT will serve the same function as education itself. The use of ICT is not a challenge to learning, but rather facilitates learning (Nurdyansyah and Andiek Widodo, 2017: 99). Learning strategy with ICT means integrating learning strategies in the learning process with ICT media to make learning more interesting, fun, effective and efficient for teachers and students. In this case, ICT media becomes a means of supporting learning so that the learning process is more interactive.

As a medium in the educational process, ICT offers several applications that can be innovated in English language learning. These applications include the following.

1. E-learning

E-learning, often known as online learning, is learning that is facilitated by technological services such as the telephone, audio, videotape, satellite transmission, or computer. Courses or instruction using distant learning media and

a virtual classroom, for example. In E-learning, there are three Internet-based learning systems:

a. Web Course

It is the use of the internet for learning purposes in which instructional materials, discussions, consultations, assignments, exercises, and tests are delivered through the internet or there is no face-to-face interaction in the learning process, such as in remote education or virtual universities..

b. Web Centric Course

Web Centric Course, as opposed to Web Course, focuses on learning through delivering instructional materials, conversations, consultations, assignments, and exercises via the internet. Face-to-face examinations, consultations, conversations, and exercises are undertaken in a reduced proportion of the learning process.

c. Web Enhanced Course

It is the usage of the internet for learning where the internet is exclusively used to assist face-to-face learning activities or where the percentage of face-to-face learning is higher.

2. E-Library

It is an online library with 800 billion pieces of knowledge on science and other topics.

3. Virtual University

It is an application of the distant education process, in which a virtual university is one of the amenities supplied by internet services for learners who have problems with face-to-face time, and, of course, the quality of education is not impacted.

4. EdukasiNet

It is an internet-based learning site that includes articles, lesson plans, teaching materials, educational projects, curriculum, tutors, distribution and publishing centers, discussion forums, interactive school magazine, video

teleconference (discussion groups centered on the Global School Network, cu-seemeschools@gsn.org), educational television, and search engines. Other types of internet development in educational media include Online Lab (Virtual Laboratory), an up-to-date content database, and real-time web sharing and debate. Essentially, the EdukasiNet site may be used by anybody and in a variety of ways, depending on the environment and conditions of the school and teachers in question.

5. Jardiknas

Jardiknas is a national Wide Area Network (WAN) for education. Jardiknas consists of 4 network zones, including: (1) Office/Institution (DiknasNet), (2) College (Inherent), (3) School (SchoolNet), and (5) TeacherNet and StudentNet. The benefits of Jardiknas in general include:

- a. Increasing the speed with which information services that are integrated, interactive, complete, accurate, and simple to access are available.
- b. Providing comprehensive educational data and information services.
- c. Developing a culture of openness and responsibility.
- d. It is a trusted educational promotion medium.
- e. Increase local and international communication and interaction.
- f. Gaining access to a wide range of instructional resources from around the world; and
- g. Improving the effectiveness of various educational activities (Faridi, 2009).

2.1.4 Word Wall (Wordwall.net)

Wordwall.net is a website that teaches vocabulary through various internet-based activities. It is accessible through a computer, laptop, smartphone, and interactive whiteboard. Teachers utilize it as an engaging tool to promote pleasant learning in the classroom. When we type wordwall.net into the search engine column of Mozilla or Google Chrome on our devices, it launches the wordwall.net homepage, which greets people. On the site, there is a short advertising, a basic step-by-step guide for creating an activity, and a list of templates that have already been utilized. As a new user, the teacher will be prompted to sign up automatically

through email or to create a new account. It is the first step for the instructor to build activity on this website. After logging in, there will be seven more menus available in the main bar, which are as follows:

a. Features

In this webpage (www.wordwall.net/features), it displays what wordwall.net has reached out to. It has eight functions, which are interactive and printable, generating with templates, switching templates, editing any activity, themes and options, sharing with instructors, embedding on a website, and students' assignments.

b. Community

In this webpage (www.wordwall.net/community), it displays a variety of game materials. There is a search engine for finding resources generated and uploaded by other content developers.

c. My Activities

In this webpage (www.wordwall.net/myactivities), it displays the user's game creations. The user may create new games, remove existing ones, exchange game links, update game material, and clone games, as well as display the game's QR code.

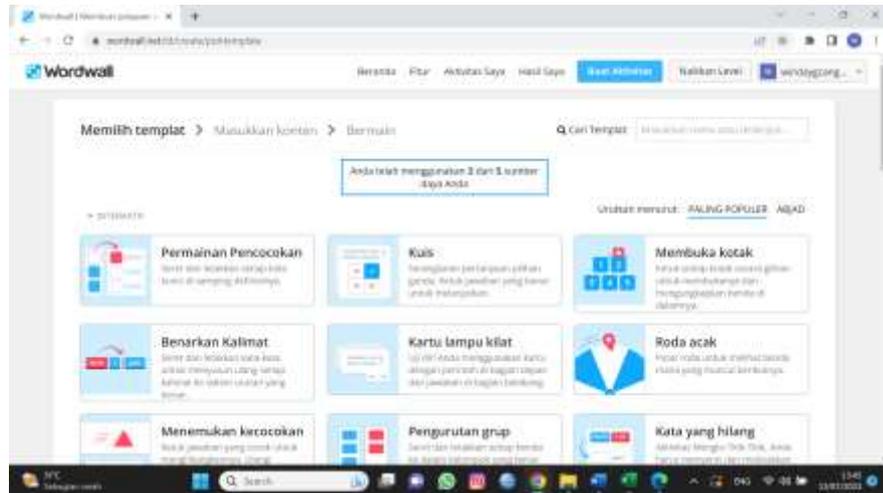
d. My Results

In this webpage (www.wordwall.net/myresults), It displays the game's outcome. The user may share the game's URL with learners, assign tasks, adjust the game's deadline, export to a file, remove the game, and display the game's QR code.

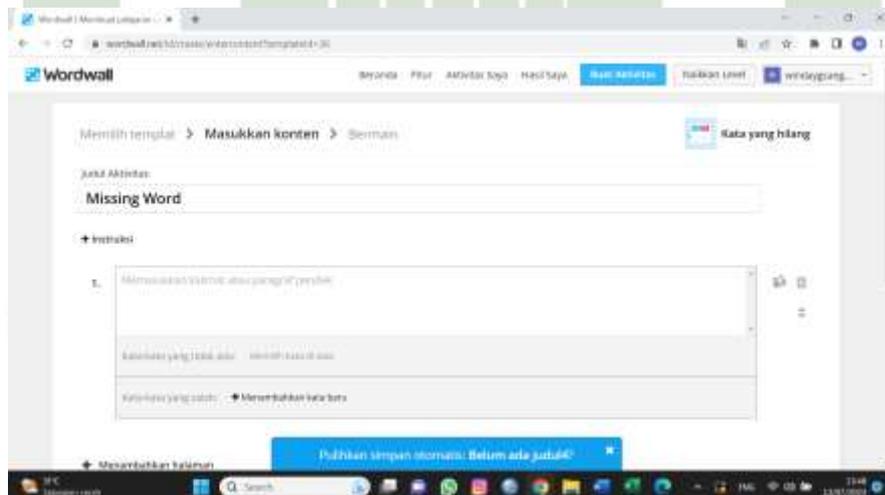
e. Create Activity

In this webpage (www.wordwall.net/create/picktemplate), it displays interactive game templates. This page is the heart of the wordwall.net website since it is where teachers will construct activities. The user then inserts the information or resources and clicks done after selecting the template. The game will be processed automatically by the application.

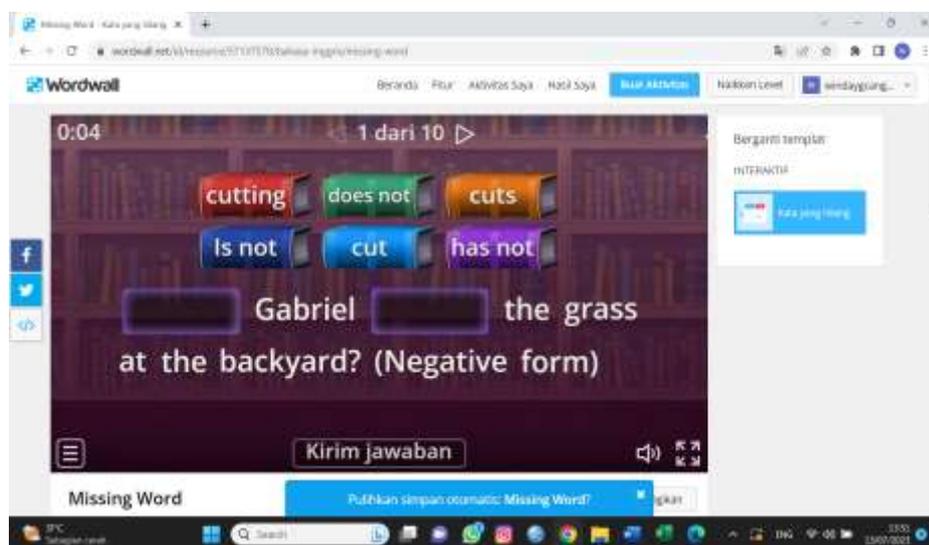
Picture 2.5
Screenshot of pick template



Picture 2.6
Screenshot of enter content



Picture 2.7
Screenshot of game



f. Upgrade

In this webpage (www.wordwall.net/account/upgrade), it displays several offers for user accounts in order to improve the service of wordwall.net. It provides several offers for both individual and school planning. The enhancement contains templates of various types, printed services, and a limitless number of games that users may develop.

g. Profile

In this menu, it shows basic information about the user, language option used and log out (Alpatikah, 2022).

Looking at the homepage of wordwall.net, which shows a large number of resources developed, one may presume that wordwall.net supports a wide range of educational materials. Because this website provides interactive games, it motivates instructors and educational material creators, including language teachers, to utilize it. Wordwall.net provides game templates to help in vocabulary acquisition. It is also comparable to the word wall media technique

used in the traditional teaching-learning process. A word wall is a grouping of words that is used to teach linguistic concepts (Ramadhan & Zaharani, 2021, p. 34). In traditional learning, the teacher creates various papers and writes a word on each one. Those documents should be taped at the front of the classroom, whiteboard, or classroom walls. The word is determined by the research aims. Every day, the researcher will do treatments by describing the feature, and students will guess the correct word in the wall. Many researchers have success with this method in enhancing learners' understanding of the present continuous tense.

According to the explanation above, wordwall.net should have both advantages and disadvantages as a learning media, depending on whether it is used by a teacher or a learner. The benefits of wordwall.net include a wide range of intriguing features, automatic reporting, printable materials, and ease of access (Ar-Rahmah, 2021, p. 42). As a website tool, wordwall.net supports several interactive games, the results of which are shown at the end of the game. Score displays the final result of the learner's action and is instantly delivered to the teacher as a game creator. In addition, teachers can print the material in pdf format if they wish to bring it to a traditional classroom. Both teachers and students may simply access wordwall.net via their cell phones.

However, wordwall.net not only offers advantages, but it also has drawbacks. The downside of wordwall.net is that it is vulnerable to fraud (Subekti, 2021). Because students may use the connection anytime and wherever they choose, they have the opportunity to collaborate or cheat each other without the teacher knowing.

2.2 Relevant Study

Some related studies become the references for this research. The first related study conducted in junior high school level by Alpatikah (2022) entitled “the effect of using wordwall.net on student’s vocabulary mastery (a quasi-experimental study on the first grade students at MTs Negeri 10 Jakarta academic year 2021/2022”. This research used quantitative research with quasi-experimental design. The subject of the research was the seventh-grade students at MTs Negeri 10 Jakarta in class 7A, which became controlled class, and 7D, which became experimental class.

The data were gathered through pre-test and post-test that had different questions but used the same test grid. For pre-test and post-test consisted of 40 valid questions in each test formed multiple choices. The data analysis results show that there was no difference between the mean pre-test score in the experimental class (54.00) and the controlled class (62.80). Meanwhile, the post-test mean result indicated that the control class received 77.33 and the experimental class received 86.45. The effectiveness of wordwall.net in the experimental class was found using the independent sample t-test of IBM SPSS software version 26. It proved that applying wordwall.net has an influence on Sig. value 2-tailed of $0.020 < 0.050$. The alternative hypothesis (H_a) was accepted, whereas the null hypothesis (H_0) was rejected. As a result, using wordwall.net has an influence on students' vocabulary knowledge. Furthermore, wordwall.net's features such as game templates, theme, feedback area, and leaderboard might increase students' enthusiasm to learn a new language.

Purwitasari (2022) did a second related study in junior high school named "the effectiveness of wordwall application in improving students' vocabulary mastery at Mtsn 4 Magetan". This study employed a quantitative technique and a quasi-experimental design. In the academic year 2021/2022, the population was drawn from the seventh grade of MTsN 4 Magetan. There are a total of 172 samples. The researcher collected the sample using a cluster random sampling method, with the population separated into control and experimental groups. This research included a sample size of 23 students from VII D and 26 students from VII E. To collect data, the researcher used pre-test and post-test tes. The independent sample t-test approach was then performed by the researcher to see whether there was a significant difference between students who were taught using the wordwall application and those who were not. The data analysis found that the mean pre-test score for the experimental group is 66.09 and the post-test score is 84.13, whereas the mean pre-test score for the control group is 61.54 and the post-test score is 75.19. According to the data, the experimental group's mean posttest score was greater than the control group's mean posttest score. As a consequence of this study, the value of Sig (2-tailed) is 0.003 less than 0.05, according to the inquiry. The calculation result revealed that the alternative hypothesis (H_a) was accepted and the null hypothesis (H_0) was rejected based on the data and hypothesis analysis.

Therefore, it is probable to conclude that the wordwall.net can improve seventh-grade students' vocabulary knowledge at MTsN 4 Magetan. Finally, the study discovers that using the wordwall application as a learning media is helpful and can increase students' enthusiasm for and participation in English learning.

Dewi (2022) did a third relevant study in senior high school titled "*implementasi game wordwall untuk meningkatkan hasil belajar bahasa inggris di kelas x Smk Muhammadiyah 1 Kota Sukabumi*". This study employed an experimental method (Experiment Methode) that employs a quantitative approach. From the results of the quiz activity on perfect present tense and simple past tense using the media it has been effective, from 14 students, 13 students get a complete score with a percentage of 92.85%, 1 person for an incomplete score with a percentage of 7.15%. In the use of Wordwall media the results of the respondent's value of 31.7% with very effective criteria. From the implementation of using the Wordwall game application during teaching and learning activities, it has a positive effect and really helps teachers in carrying out learning. Wordwall Game is a web-based application used to create fun and exciting quiz-based games. Due to the variety of game models that can be created by Wordwall, this game media is suitable for educators who want to use other media when designing or analyzing assessments during learning.

Pradikasari (2016) performed the fourth relevant study at junior high school, titled "the effect of using word wall on the eighth-grade students' vocabulary achievement at Smpn 1 Jember In 2015/2016 Academic Year". The aim of this experimental study was to see if using a word wall had any influence on eighth-grade students' vocabulary performance at SMPN 1 Jember during the 2015/2016 academic year. The findings of the vocabulary pre-test and post-test were utilized to collect research data. To calculate the mean difference between the experimental and control groups, the difference between the pre-test and post-test data was statistically evaluated using the t-test approach. At a significant level of 5% and a degree of freedom of 70, the t-test result was 5.6850, which was more than the t-table value of 1.994. It denotes a substantial difference between the experimental and control groups. In other words, there was a significant effect of using Word Wall on the vocabulary achievement of eighth-grade students at SMPN 1 Jember

in the 2015/2016 academic year was approved.

Jannah (2022) performed the most recent relevant study in junior high school, titled "EFL students' perspectives on the use of wordwall.net as vocabulary learning media." The purpose of this study was to investigate students' opinions of Wordwall.net, a less well-known and investigated game-based web application, in their vocabulary acquisition. This study was carried out since there is currently a scarcity of research in Indonesia that examines students' perceptions of utilizing Wordwall.net for English vocabulary acquisition. This survey investigation was conducted with a sample of 29 8th-grade students from one of Bengkulu Tengah's Junior High Schools. A closed-ended questionnaire was used to obtain the data. It was quantitatively examined using the Likert scale. The findings of this study revealed that the majority of students had a favorable opinion of the use of Wordwall.net in their vocabulary acquisition. Their enthusiasm for Wordwall.net was palpable. They appreciated the collaboration and competition, and they saw Wordwall.net as an exciting, fascinating, stimulating, and enjoyable web tool for learning vocabulary. Wordwall.net was a type of anticipated learning material for students based on their perceived consequences of utilizing it. Furthermore, Wordwall.net influenced students' involvement with the web application and in the classroom. It showed that the students were more focused on the learning process. Based on the findings, the researchers highly advised instructors to begin utilizing Wordwall.net to acquire vocabulary.

2.3 Conceptual Framework

Tense is a grammatical system that is difficult for Indonesian students to understand since there are no tenses in their native language, Indonesian. Typically, the idea of tense refers to time or the wide range of expressions that are used to refer to various aspects of time. The comprehension of the tense, on the other hand, related to the tenses' formula. One of the tenses is the present continuous tense, which appears to be simple to master but is not for everyone.

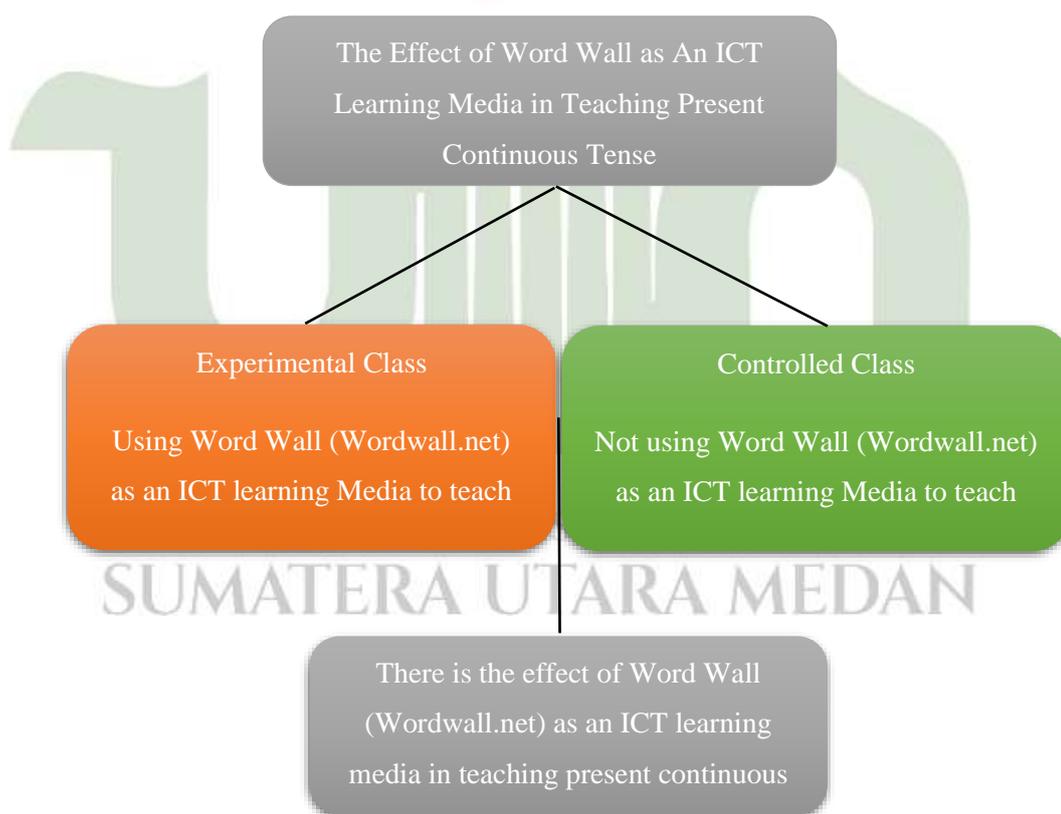
Teachers may use current technology to help the learning process and make it more fascinating and entertaining for learners in this age of technological growth. The media may also be utilized to help learners comprehend the tenses, particularly

the present continuous tense. As a result, the researcher was planned to investigate the impact of employing the Word Wall (Wordwall.net) learning medium as a solution to improve student motivation and tenses mastery, particularly present continuous tense mastery, in this study.

As for the closing activities in learning, the teacher also has many ways to convey it. One way that can be used by teachers such as Wordwall, kahoot, quizziz, proprofs. But researchers prefer wordwall application media because with this media there are many variations of game types, such as Random Wheel. True or false, Missing Word, etc. And can make it easier for teachers to choose the type of game and can be adjusted to the lesson. In use can be shared directly through the link. And attract students to learn and can do their assignments with enthusiasm.

Picture 2.8

Conceptual Framework

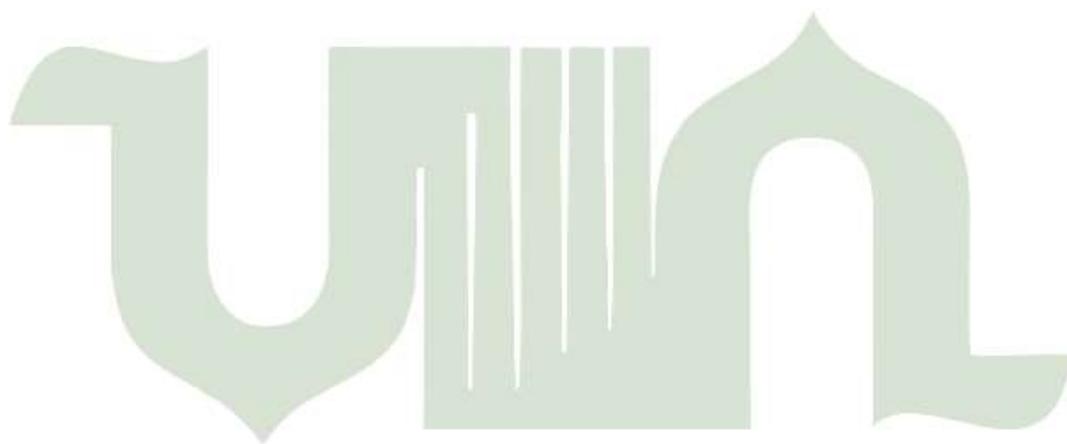


2.4 Research Hypothesis

A hypothesis is a temporary solution to a theoretical research topic that is

thought to be the most likely and greatest level of correctness. This study's hypothesis may be regarded as follows:

- a. Null Hypothesis (H_0): there is no effect in students' present continuous tense mastery between using WordWall (Wordwall.net) in teaching present continuous tense.
- b. Alternative Hypothesis (H_a): there is effect in students' present continuous tense mastery between using WordWall (Wordwall.net) in teaching present continuous tense.



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