

The Implementing of Using Wordwall as a Media to Improve The Students' Vocabulary Achievement in New Normal Era

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ABSTRACT

The objectives of this research were to improve vocabulary achievement by using Wordwall web-based application for the eleventh grade students of SMAN 1 KRIAN. Classroom action research was used as the research approach. This study's sample consisted of one class of 28 eleventh-grade students. The data were gathered by using observation, tests and questionnaires and were analyzed by descriptive statistics for vocabulary test scores and descriptive qualitative for the observation results and questionnaire. In accordance with the findings, only 21% of students passed the KKM during the pre-cycle. Students' results improved in post-test I, with 71% passed the KKM. Students' scores improved in post-test II, with 86% of students who completed the KKM. As many as 93% of students gave positive opinions that said was fun and easier did exercises in Wordwall. In conclusion, using Wordwall in learning can improve students' vocabulary achievement.

Keywords: Vocabulary, Wordwall Application, Teaching, Student's Achievement.

ABSTRAK

Penelitian ini bertujuan untuk meningkatkan kosakata melalui aplikasi Wordwall berbasis web untuk siswa kelas XI SMAN 1 KRIAN. Penelitian tindakan kelas adalah metode yang digunakan dalam penelitian ini. Sampel penelitian ini adalah siswa kelas XI yang berjumlah 28 siswa. Data dikumpulkan melalui observasi, tes dan angket serta dianalisis menggunakan deskriptif statistik untuk skor kosa kata dan deskriptif kualitatif untuk hasil observasi dan angket. Hasil penelitian menunjukkan pada pra siklus hanya 21% siswa yang lulus KKM. Pada posttest I, nilai siswa meningkat, dengan 71% lulus KKM. Pada post test II nilai siswa semakin membaik, 86% siswa telah memenuhi KKM. Sebanyak 93% siswa memberikan pendapat positif mengatakan menyenangkan dan lebih mudah melakukan latihan di Wordwall. Kesimpulannya, penggunaan Wordwall dalam pembelajaran dapat meningkatkan pencapaian kosa kata siswa.

Kata Kunci: Kosakata, Aplikasi Wordwall, Pengajaran, Prestasi Siswa.

INTRODUCTION

Vocabulary was crucial in the process of learning another language. 4 language skills determine the success of learning, namely listening, speaking, reading, and learning writing. Cesarini et al. (2021, as cited in Aprilani, 2021) stated that Vocabulary is fundamental in learning a language because it is challenging to learn a language without it. Students must understand the meaning of words and know how to use them correctly to communicate effectively in a foreign language.

Putri (2019, as cited in Latifah & Saputri, 2020) vocabulary is fundamental to the English dialect because learners will struggle to understand what others mean or express their ideas if they lack sufficient vocabulary. According to (Riswanto & Aryani, 2017) student achievement is the degree to which students achieve learning objectives for the school curriculum in terms of knowledge, skills, and experience. So, it can be concluded that vocabulary achievement is a learning result from students that we can know and measure through tests, either objective tests or subjective tests. The advent of a virus called COVID 19 that attacks human respiratory systems overwhelmed Indonesia at the start of 2020. As reported by (Wirawati et al., 2022) in Indonesia, the COVID-19 epidemic has had an impact on education, especially for students. The disruption of formal schooling has a negative impact on student learning results. The move from offline to online learning, and now that it must be done offline again, necessitates adaptation and certain changes; this is known as the new normal era. (Wirawati et al., 2022).

According to the results of observations when participating in PLP 2.2 activities, class XI A.3.1 students of SMAN 1 KRIAN had difficulties to identify synopsis, antonyms, and the meaning of the words and this caused as many as 79% or 22 of the 28 students failed with the vocabulary test that had been given. Vocabulary mastery was required to assist students in mastering the target language they were learning. It is quite difficult for teachers to provide knowledge in the new normal era.

In learning English, especially vocabulary, teachers play a crucial role in helping students expand their vocabulary, and teachers must understand what circumstances restrict students' language ability (Rahayu & Bhaskoro, 2022). The twenty-first century comes with its unique variety of developments and problems that need teachers to be educated, trained, and equipped with the necessary abilities to meet the challenges of their vocation (Bandjarjani and Rahayu, 2021). In line with (Rahayu, 2022) English Language Teaching (ELT) teachers are expected to be technologically savvy and ready to contribute to 21st Century Education. Based on (Hikmah, 2019) in the teaching and learning process, media is also defined as graphic, photographic, or electronic tools for gathering, analyzing, and producing visual or oral information. Media were simple in terms of cost and flexibility of use by teachers and students during the learning process (Sutarto et al., 2020). Audie (2019, as recorded by Setiyawan et al., 2022) the role of learning media can boost student learning results more effectively than without it. As a consequence, the teacher would have to be innovative in developing and utilizing media according to the demands of the students on the learning topic (Wirawan, 2020).

Looking at the problems that occurred, the researcher developed a solution, which was to use attractive learning media for students. In similar with, Setiawan & Wiedarti (2020, as quoted in Aprilani, 2021) stated that Teachers should engage students with media that will energize them and stimulate their interest in learning English vocabulary. One of the media that can be used to solve this problem was Wordwall. As claimed by (Khairunisa, 2021) Wordwall application is appropriate for educators who want to create learning assessment methods. The Wordwall application is also interesting in that the games created can be played offline using the printable facilities provided. To inspire new users, Wordwall also provides some examples of teacher works.

According to Sari & Yarza (2021) the variety of games available, includes classic games such as Quiz and Crossword. Random Wheel, Random Cards, Match up, Group Short, Anagram, Missing Word, Open the Box, Wordsearch, Balloon pop, True or False, Unjumble Words, Find the Match, Labeled Diagrams, Hangman, Whack-a-Mole and Gameshow Quiz are some other game kinds. The Wordwall application is simple to use, and participants and students can easily access it. Wordwall is one of the gamification concepts, which is the most contemporary and advanced learning approach. Gamification is a trustworthy and beneficial approach or concept to employ in English learning. (Rosydiyah et al., 2022).

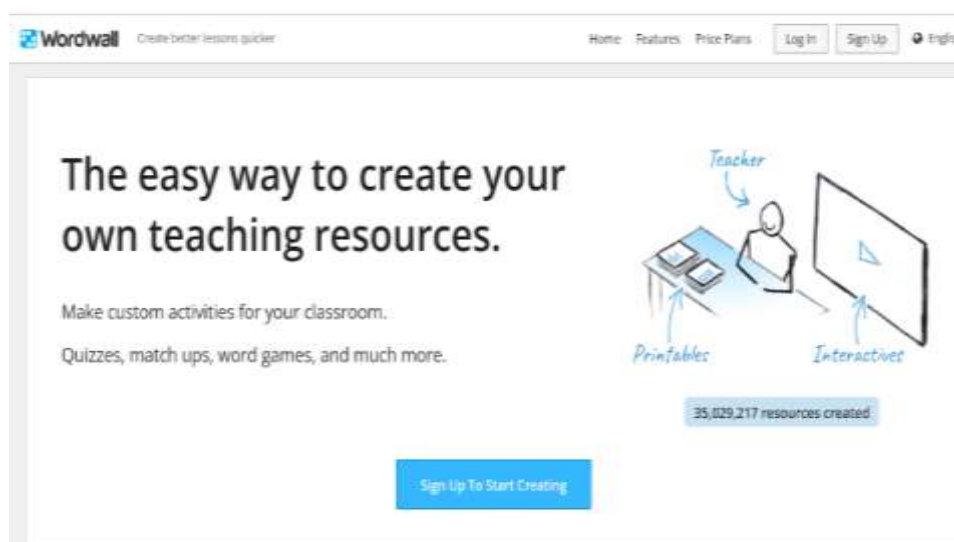


Figure 1. Wordwall.net

The use of the Wordwall application has a positive impact on students' vocabulary skills, such as the first several investigations by (Fakhrudin et al., 2021) with the title "Wordwall Application as a Media to Improve Arabic Vocabulary Mastery of Junior High School Students" found that using the Wordwall application had a favorable impact on students' vocabulary skills. The results showed that Wordwall applications were quite effective in enhancing students' Arabic vocabulary mastery with a percentage of 56.6% in the middle group. The second study, Wordwall: a Digital Game Application to Increase the Interest of Rabbaanii Junior High School Students in Learning Arabic Vocabulary by (Haq et al., 2021) discovered that the application had a favorable effect on pupils. Students were discovered to be quite enthusiastic in their academics.

METHODOLOGY

Classroom action research was employed in this study. The model divides one classroom action research cycle, according to Trianto (2011, as quoted in Maliasih et al., 2017) divided into four parts, including planning, acting, observing, and reflecting. Khasinah (2013) stated that Classroom action research (CAR) is a study undertaken by teachers (educators) in the classroom or where they teach with the goal of enhancing learning processes and practices.

The subject of this research was students from senior high school in SMAN 1 KRIAN. The participants from class XI A3.1 consist of 28 students (18 female and 10 male). This research was located on Gubernur Sunandar Prijoedarmo Street No.5, Sidowaras, Kraton, sub-district Krian, Sidoarjo regency, East Java 61262. In this research, the instrument used are observation, test, and questionnaire. The methods for data analysis were descriptive qualitative

methods for non-tests such as observation and close-ended questionnaire and descriptive statistics for tests of vocabulary. This research was carried out in two cycles.

Observations were carried out by collaborator throughout the learning process. This activity involved the observer filling out observation sheets and observing students while they were learning using Wordwall web-based game. The learning time was 90 minutes and observations were conducted 2 times. Amri Zul (2013) stated that the focus of observation in classroom action research is on how the teacher teaches, how students learn, and how teachers and students interact. The researcher performed as a teacher in this observation, thus the researcher need a collaborator. Participant observation or collaborator in this study was Yolanda Dita Bella. Collaborator observed the activities carried out by the researcher such as opening greetings and praying, checking the presence of students, delivering apperceptions, directing students to open the Wordwall game link that has been provided, helping students if there were problems in playing the game, asking students to form groups, direct each group for presentations, and concluding the material that has been studied together.

Research conducted by the researcher focused on increasing students' vocabulary achievement, therefore the researcher chose to use an objective test. Tests are given inpre-cycle, cycle 1, and cycle 2. Magdalena et al. (2021) stated that an objective test is which the assessment is based on a score. The researcher used multiple choice as a test in this study. This question was made up of 15 questions. The topic of the test taken by students is Descriptive Text, which focused on describing people (personality and appearance) and the test was taken in 10 minutes.

The questionnaire was administered after the implementation of the first cycle and second cycle. The questionnaire was only conducted once. According to Roopa & Rani (2012), a questionnaire is a series of questions asked to individuals in order to collect statistically significant data on a given topic. The type of questionnaire used was a close-ended questionnaire that consists of 11 questions, which contains the opinions of students about the Wordwall web-based application.

FINDINGS AND DISCUSSION

Findings

The study's outcomes as a result of action research activities. The data were collected from tests and questionnaires. The quantitative data was derived from the students' real vocabulary test results. The qualitative data came from the results of the observations and the questionnaire.

Pre – Cycle

The pre-test was carried out before students receive treatment. In the pre-cycle the teacher gave a vocabulary test, the type of objective test was multiple choice. The test consists of 15 questions about Descriptive Text describing people (personality and appearance). The test was carried out for 10 minutes. The purpose of the pre-test was to determine the degree of vocabulary knowledge of the students. The results of the pre-test revealed that the student's vocabulary skills at SMAN 1 KRIAN remained low. This can be seen in the percentage of students who fulfilled the KKM of the pre-test, which was only 21%, implying that only 6 students fulfilled the KKM.

Pre - Test

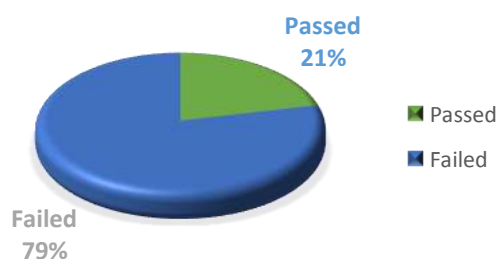


Figure 2. Percentage of Student’s Score on Pre – Test

Cycle 1

At the planning stage the activities done by the teacher: 1) Compare the material that was being studied by students. 2) Prepared a teaching module Descriptive Text about describing people (personality and appearance). 3) Developed an observation sheet to track the activities of students and researchers during the teaching-learning process. 4) Created a variety of games for the Wordwall web-based application, including unjumble word, find the Match, and whack-a-mole. The researcher used the game “*find the Match*” in the first cycle.

During the first cycle of action, the teacher gave treatment in the form of a Wordwall game to students. The steps taken during the first cycle are: 1) The teacher prepared students to receive learning. 2) The teacher demonstrated how to play the game in Wordwall before instructing students to access the Wordwall game link supplied. 3) The students are asked to find adjective words in the game. 4) Students were asked to figure out the meaning of the word in the game and write it down on a whiteboard in front of the class. 5) The teacher divided the class into groups of two students each. 6) The teacher instructs students in pairs to describe their friends based on their physical appearances. 7) The teacher and students concluded the lesson. After that, the teacher asked students to do a post-test consisting of 15 multiple-choice questions and the test was carried out for 10 minutes.

After students received treatment using Wordwall as a medium in the first cycle, their vocabulary scores began to improve. In this case, SMAN 1 Krian uses a KKM of 75. The success target set by the researcher was a score of 75 and at least 80% of students can improve their vocabulary achievement. Based on the students' post-test I vocabulary scores, the results of the post-test I, after students were given treatment using Wordwall as a media, the student test results increased to 71%, which means that there were 20 students who completed the KKM and 8 students who did not complete the KKM out of a total of 28 students.

Post – Test I

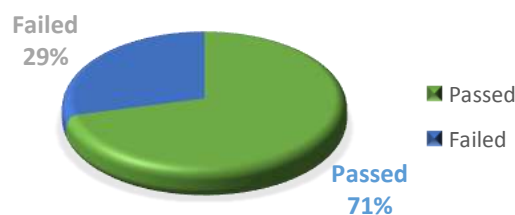


Figure 3. Percentage Students’s Score on Post – Test I

Observation sheets were created during the teaching and learning process to discover how students act and what student difficulties occurred. The first observation sheet contained five indicators, including 1) Analyzing the adjective words in the pictures, 2) Asking students individually play the Wordwall web-based game. 3) Find adjective words in the game. 4) Find the meaning of adjective words. 5) Worked together in groups. In the observation sheet, the first, fourth, and fifth answers were 'yes', which indicated that students understood the adjective words found in the game. While 'occasional' answers dominated the second and third indications, students were quite noisy in class because the game was played individually. Problems with the second indicator have an impact on the third indicator, which was students who struggle to find adjective words. As a result, the researcher moved on to the next cycle.

Cycle 2

The researcher proceeded to the second cycle by modifying the Wordwall in groups. In the action stage there were steps carried out by the teacher: 1) The teacher prepared students to receive learning 2) The teacher separated the class into four groups of four students each. 3) The teacher directed groups of students to play Wordwall game. 4) The teacher directed the students to look for adjective words in the games. 5) The teacher instructed the students to look out for synonyms and antonyms for these words. 6) The teacher instructed the groups to take turns presenting their work. 7) The teacher and students concluded the lesson. Going to follow that, the teacher instructed students to take the post-test in four-student groups.

After assessing the students' vocabulary achievement in post-test II, it was discovered that their scores had improved. Based on their post-test results in cycle 2, test results showed that a significant rise occurred, which was 86%, meaning that 24 students fulfilled the KKM.

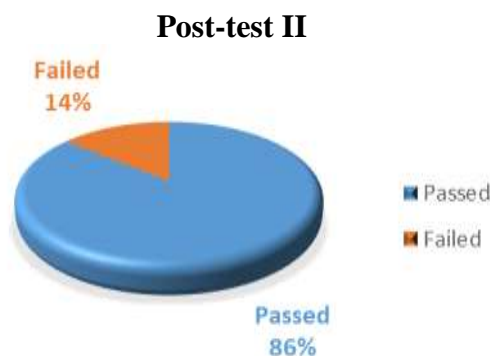


Figure 4. Percentage of Student's Score on Post-Test II

Satisfactory test results are also supported by observations where the implementation of cycle 2 is more effective and controlled. As can be seen from cycle 2 indicators. There were five indications in the second cycle, which were as follows 1) Created groups. 2) Play games in groups. 3) Find adjective words with the meaning. 4) Find the synonym and antonym. 5) Presenting the result. The answer 'yes' dominated the fifth indicator, indicated that students enjoyed the learning process using the Wordwall web-based game. The learning process became more controlled in the second cycle, and students were excited about using Wordwall games and easily finding synonyms and antonyms for adjective words. With the second cycle going well, the researcher can conclude that learning with the Wordwall game was successful, and there was no need to hold to the third cycle.

The Student Gained Scores during Pre-Cycle, Cycle I, and Cycle II

In accordance with the data presented above, the researcher found an improvement in the student's vocabulary achievement. The test results (pre-test, pot-test I, and post-test II) indicate that they improve.

Vocabulary Scores Improvement

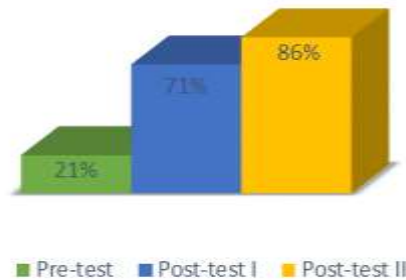


Figure 5. Histogram Percentage Student's Pre-Test, Post-Test I, and Post-Test II Scores

The histogram above depicts the increase in students who met the KKM for vocabulary achievement. Based on the findings of the pre-test and post-test I students had a 50% gain in vocabulary, while post-test II students had a satisfactory rise of 65%.

Questionnaire

The questionnaire was administered after implementation of first cycle and second cycle. The questionnaire was only conducted once. The researcher gave several close-ended questionnaire questions. Students gave positive responses from this questionnaire which 26 students or 93% said that students feel excited, felt easier to do exercise, happy, and not bored during the learning process.

Discussion

Nadhiroh (2010, cited in Pradini & Adnyayanti, 2022) Wordwall is an attractive, simple-to-use, and superficial learning media that can support teachers in teaching vocabulary. This was supported by the finding that students who received treatment with the Wordwall web-based application improved their vocabulary skills, were more enthusiastic about participating in learning activities, and used a varied vocabulary when asked to describe their friends' physical and personality characteristics. and very active when discussing synonyms and antonyms of words with their group. Followed by the statement (Hasram et al., 2021) the greatest game platform for practising vocabulary is Wordwall.

Based on the two cycles' results above, the data showed that using Wordwall as a media could improve and influence students' vocabulary achievement. Khairunisa (2021, as a cited in Haq et al., 2021) the Wordwall application is appropriate for educators who want to create learning assessment methods. In line with (Rosydiyah et al., 2022) declared that for students, the Wordwall application can be a fun learning resource, media, and assessment tool. 71% of pupils passed the specified KKM, which is 75, in the first cycle. There was a large increase in the second cycle, with as many as 86% of students completing the KKM. The two percentage scores post-test I and post-test II demonstrated that students greatly improved, although only 21% of students passed the KKM in the pre-test. The researcher was satisfied with the results of the second cycle and did not move on to the third cycle.

According to Sudarsono and Mulyani (2021), teachers can employ interactive gaming media based on online apps like Wordwall to help learning in order to make educational experiences more enjoyable and less boring. This is supported by positive responses from

students learning with the Wordwall web-based application, which 26 students or 93% said that the use of Wordwall in learning was fun, made it easier for students to do exercises, and made it easier for students to understand the material. Students also stated that using Wordwall in learning kept them from becoming bored because they liked the appearance of Wordwall. This is corroborated by Wan Azli et al. (2018 as cited in Jannah & Syafryadin, 2022), who claimed that online games improve learning and that using online games in class is very helpful to students. In addition, using Wordwall as a media for learning helped teachers increase students' vocabulary achievement.

CONCLUSION

According to research findings, the Wordwall web-based application as a media helped XI A3.1 grade of SMAN 1 KRIAN students increase their vocabulary. The following facts demonstrate this. First, based on the observation sheets, students were enthusiastic and motivated about learning vocabulary. Students were actively involved in group discussions, and they are very curious about learning with the Wordwall web-based application. In short, students had a great time learning English vocabulary with the Wordwall web-based application. Next, In the vocabulary test that has been given, student scores continue to increase, starting from the pre-test where only 21% of students fulfilled the KKM, then post-test I, where student scores begin to improve for about 71% of students who fulfilled the KKM, and post-test II, where the results were satisfactory that 86% of students have fulfilled the KKM that has been determined. With this, the use of the Wordwall web-based application can be stated to increase students' vocabulary achievement.

Then, this is supported by a questionnaire given to students regarding their responses to the Wordwall web-based application, where 26 students or 93% felt excited, 25 students or 89% said that completed the exercise more easily since it was more flexible, and kept 24 students or 85% from being bored during the teaching and learning process.

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