



## The Use of Wordwall in Vocabulary Selection in Narrative Texts of Students in Class VII-1 SMP Palangka Raya

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**Abstract**— Learning media is one of the important factors that influence learning outcomes. The selection and use of appropriate and interesting media will have a good impact on student learning success. The use of technology-based learning media is still not widely done at SMPN 2 Palangka Raya. This study aims to apply Wordwall media as a medium for doing assignments and helping students in choosing the right vocabulary in the Imagination story. This research was conducted on students of class VII-I. Procedure for collecting data through observation, documentation, pre-test, post-test and interviews. Data were analyzed through data reduction, data presentation and drawing conclusions. The results showed that the application of Wordwall media can help students in working on the task of choosing Vocabulary in the Imagination story. It can be seen from the change in the score between the Pre Test and Post Test which has increased.

**Keywords:** Application, Learning, Wordwall

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### I. INTRODUCTION

The essence of education is to humanize human beings. Humanizing humans or the process of humanization is seeing humans as a whole in their existence as humans (Qiu et al., 2021). Education is a place to pass on and develop knowledge, skills and expertise by the older generation to the next generation (Soldan et al., 2019). The existence of human education seeks to improve their level of life (Hart et al., 2021). There is a strong relationship between a person's level of

education and their social level of life.

The success of a learning process can be measured by the success of students who follow the subject (Han et al., 2021). This success can be seen from the level of understanding of concepts, mastery of material, and learning outcomes (Solis et al., 2021), students with a high level of understanding of concepts and mastery of material will have higher learning outcomes. In addition, the determining factor for the success of the learning process is the correct use of learning models and media (Wijewickrema et al., 2019). According to

Suprijono (2011: 46) through learning models can help students get information, ideas, skills, ways of thinking and expressing ideas.

The learning process is a communication process and takes place in a system (Sorenson Duncan et al., 2021), so learning media occupies a very important position as one of the components of the learning system. According to Daryanto (2012: 4) learning media is an intermediary means used as a tool and material for activities in the learning process. According to Arsyad (2014: 3) the benefits of learning media include clarifying the presentation of messages and information so that it can facilitate and improve the learning process and results, increase and direct children's attention so that it can cause learning motivation which has an impact on learning outcomes.

Indonesian Language Subjects is one of the thematic lessons available at the education level (Danielson et al., 2019), which requires students to be active in exploring and discovering scientific concepts and principles as a whole (Al-Far et al., 2018). Indonesian lessons, especially in the Narrative Text material at the VII grade junior high school level, require students to be able to understand the structure and linguistic rules used in the Narrative text, students are also guided to be able to write the essay with vocabulary selection.

According to the researcher's observation, at SMPN 2 Palangka Raya most of the learning activities are still monotonous (Andrés-Hernández et al., 2020). Learning in the classroom still uses a teacher-centered learning approach. Teachers still use the lecture and note-taking method to deliver subject matter to students (Ocloo et al., 2021). As a result, students become bored so that their learning motivation tends to decrease. The current problem is the lack of teacher innovation in developing learning media in the classroom. In fact, the existence of learning media can help teachers as teaching aids (Alqahtani et al., 2020). Based on the results of observations, this school has very sufficient infrastructure, such as the existence of a computer room equipped with WIFI facilities and

students are allowed to use smartphones during the learning process, especially in Indonesian language learning.

The implementation of distance learning due to the impact of the corona virus pandemic that is still happening today, so the teacher applies Google meet media as one of the media to carry out learning and Google Classroom is used as a medium for students to discuss and complete assignments, at that time it was clear that the learning process was not effective and many of the students did not submit assignments.

Generation Z generally likes something creative, practical and fun in various activities, including when learning. Examples of its application are project-based learning, field studies and practices, and of course Game Based Learning. Game Based Learning is defined as a learning method using games that aims to help, facilitate the learning process. Making learning interesting, can even increase the effectiveness of learning. According to (Tafanao, 2018) learning media can also help students improve understanding, present data in an interesting and reliable manner (De Villiers et al., 2021), facilitate data interpretation, arouse student motivation and interest in learning.

Each learning media has weaknesses and advantages so that it is important to take into account in choosing a learning media (Verma, 2019). The function of a learning media can be seen based on the advantages of the media, the possibility of obstacles to its utilization in the learning process (Yang et al., 2019). One of the media that can be used in the learning process in the classroom is the Wordwall educational game.

Wordwall is a very interesting media to create a conducive learning atmosphere. Wordwall media can be used to attract students' attention so that they are more directed and focused on the subject matter being discussed. Wordwall is a WEB application, wordwall.net, which contains interesting quiz-based educational games (Boyd et al., 2020). There are various game categories that can be created with this platform, such as matching game types,

opening boxes, finding matches, random wheels, correcting sentences, missing words and so on.

The advantages of this Wordwall media are that it has a variety of interesting templates, can be used in all subjects, can be used in various languages, and is very easy to use as a medium for giving assignments/tests (Oikarainen et al., 2019), because students can know the scores obtained directly and the teacher can also directly know the scores obtained by students without having to check one by one the results of student work to find out how many wrong and correct student answers, and the teacher can also find out in how much time students complete the assignment/test (Chiang et al., 2019). The disadvantages of this Wordwall media are that not all templates can be used for free, this media cannot be downloaded via playstore, cannot be used offline.

Based on the results of research, studies that are relevant to the research conducted by researchers are.

1. Research conducted by Fammy Mestyana Putri (2020) Institutional Repository UIN Syarif Hidayatullah Jakarta examines the Effectiveness of Using the Wordwall Application in Mathematics Online Learning on Class 1 Numerical Materials at MIN 2 South Tangerang City.

This study aims to determine the effectiveness of the use of the Wordwall application in online learning in mathematics on the material of numerical numbers in grade 1 at MIN South Tangerang and the effectiveness of using Wordwall media in panutup activities which are reviewed through the results of the test (final test of all material). This research used is a combination research by combining quantitative and qualitative data collection techniques. The subjects of this study were 56 students of grade 1 of MIN 2.

South Tangerang. In this study, various instruments were used to collect data such as: (1) student response questionnaires (2) interviews to support the results of student response questionnaires (3) questions through Wordwall media and test questions to see the effectiveness of

using Wordwall media in Mathematics online learning activities (Livingstone & Rintoul, 2020). The results of this study are on the student response questionnaire in the use of Wordwall media in the closing activities of online learning in Mathematics on the material of numerical numbers is very effective with an average questionnaire score of 32.2. The results of the test conducted by students resulted in a percentage of completeness of 88.04 and 75% of the number of students so that it has been declared effective.

2. Research by Hanifah Nur Azizah (2020) Universitas Pendidikan Indonesia Bandung, West Java (Misra & Agarwal, 2020). With the Thesis Title The Use of Wordwall Media to Improve Vocabulary Mastery in Arabic Language Learning at School (Classroom Action Research on Class III A MI AL Ba'ats Students). This study aims to improve the mastery of Arabic vocabulary through Wordwall learning media in class III A MI Al-Ba'ats students. The form of this research is classroom action research (PTK).

The research subjects were third grade students of MI Al-Ba'ats which amounted to 21 students. The data sources used came from teachers and students. Data collection techniques used are observation, interviews, tests and documentation. Learning outcomes are said to be complete when individual completeness reaches 65 and classical completeness 75% of all students in a class score  $\geq 65$  (Ng et al., 2021). The average learning outcome of pre-cycle I, the average class score was 69 with 66.7% classical learning completeness. In cycle II, the class average score was 73 with a classified learning completeness of 85.7%. In cycle III, the class average score was 80 with a class learning completeness of 95.2%. In cycle IV, the class average score was 80.1 with a class learning completeness of 95.2% (Hoff et al., 2019). The conclusion of this research is that the use of Wordwall learning media can improve students' mastery of Arabic vocabulary in class III A MI Al-Ba'ats.

In the two research studies above, it can be concluded that the use of Wordwall game media is successful in improving student learning outcomes. Likewise with researchers, using Wordwall media to improve student learning outcomes. The researcher's objectives in carrying out this research are to:

1. Describe the application of Wordwall media in vocabulary selection in narrative text of students of class VII-1 SMPN 2 Palangka Raya.

2. Describe Wordwall media in helping students choose vocabulary in narrative text of class VII-1 SMPN 2 Palangka Raya.

## II. RESEARCH METHODS

In this study, researchers used qualitative research because this form of research allows researchers to be able to describe the object of research holistically based on social realities in the field. According to (Lexy J. Moleong, 2006) states that "Qualitative methods as research procedures that produce descriptive data in the form of written or spoken words from people and observable behavior". Qualitative research like this seeks to see what is happening in the world and put the findings obtained in it.

This research was conducted at SMPN 2 Palangka Raya from January to the first week of March 2023. The subjects of this research were students of class VII-1 of SMPN 2 Palangka Raya. There were 32 students in class VII-1, consisting of 17 female students and 15 male students. This research procedure is observation, documentation, pre and post tests, interviews ("Improving the Quality of ICT-Based Arabic Learning Assessment With Online Applications," 2023). The qualitative analysis model used is the Miles and Huberman interactive model in Sugiyono (2014: 14) which uses three methods in analyzing it, namely (Kay & Pasarica, 2019): Data reduction, data presentation, conclusion drawing/verification. The research stages used in this research are Planning, Implementation and Completion.

## III. RESULT DISCUSSION

### Application of Wordwall Media in Learning

The researcher applied this Wordwall media as a medium in the assignment, with Narrative Text material (Abdul Muthalib et al., 2021). The application of Wordwall media in Narrative Text material aims to make it easier for students to determine the vocabulary that matches the Narrative Text. The researcher presents a structured imaginary story, then the researcher makes the story into a test question by making a hollow sentence of the story, to determine the level of vocabulary mastery of students in class VII-1.

### Wordwall media can help students in vocabulary selection in narrative texts

According to the results of the study, after the researchers applied Wordwall media as a media assignment. The researcher saw that there was a change in the scores obtained by students when using Wordwall media (Nenohai et al., 2022). It can be seen from the scores obtained by students in the Pre Test and Post Test that have been carried out. The following is a table of Pre Test and Post Test Data Recapitulation of Vocabulary Selection in Imagination Stories of Class VII-1 Students of SMPN 2 Palangka Raya.

Table 6. Recapitulation of Pre Test and Post Test Data on Vocabulary Selection in Imagination Stories of Class VII-1 Students of SMPN 2 Palangka Raya

| No | Name | Pre Test | Post Test |
|----|------|----------|-----------|
| 1  | AJ   | 30       | 70        |
| 2  | ARW  | 40       | 60        |
| 3  | AA   | 30       | 60        |
| 4  | BAGM | 30       | 50        |
| 5  | CBIJ | 0        | 70        |
| 6  | CN   | 30       | 50        |
| 7  | CPR  | 40       | 70        |
| 8  | CBN  | 30       | 60        |
| 9  | EA   | 40       | 70        |
| 10 | FAP  | 0        | 70        |
| 11 | FO   | 30       | 80        |
| 12 | FMW  | 60       | 70        |
| 13 | GA   | 20       | 50        |
| 14 | JK   | 30       | 80        |
| 15 | JRC  | 0        | 70        |
| 16 | MHAS | 30       | 90        |

|    |           |    |     |
|----|-----------|----|-----|
| 17 | MAS       | 40 | 60  |
| 18 | MK        | 40 | 60  |
| 19 | MA        | 40 | 70  |
| 20 | MFI       | 50 | 90  |
| 21 | NAD       | 0  | 60  |
| 22 | NSR       | 50 | 60  |
| 23 | NKUP<br>G | 40 | 60  |
| 24 | N         | 40 | 70  |
| 25 | PRS       | 40 | 70  |
| 26 | RD        | 50 | 80  |
| 27 | RNES      | 60 | 70  |
| 28 | RNWP      | 60 | 70  |
| 29 | SAS       | 50 | 70  |
| 30 | VFCW      | 30 | 100 |
| 31 | VDW       | 40 | 60  |
| 32 | ZA        | 30 | 40  |

This data recapitulation table aims to see changes in scores obtained by students from the results of pre tests and post tests that have been carried out. Students with the initials AJ at the time of the Pre Test scored 30 and the Post Test scored 70, AJ experienced a score change of 40%. ARW students obtained a Pre Test score of 40 and Post Test 60, ARW experienced a score change of 20%. AA students obtained a Pre Test score of 30 and Post Test 60, AA experienced a score change of 30%. BAGM students obtained a Pre Test score of 30 and Post Test 50, a score change of 20%. CBIJ students on the Pre Test did not get a score because they were absent with a sick statement. However, CBIJ took the Post Test by getting a score of 70. CN students obtained a Pre Test score of 30 and Post Test 50, a score change of 20%. CPR students obtained a Pre Test score of 40 and Post Test 70, a score change of 30%. CBN students scored Pre Test 30 and Post Test 60, a score change of 30%. EA students scored Pre Test 40 and Post Test 70, a score change of 30%. FAP students did not participate in the Pre Test when they were sick. However, on the Post Test FAP scored 70. FO students scored Pre Test 30 and Post Test 80, a score change of 50%. FMW students scored Pre Test 60 and Post Test 70, a score change of 10%. GA students scored Pre Test 20 and Post Test 50, a score change of 30%. JK students scored Pre Test

30 and Post Test 80 (Korol et al., 2021), a score change of 50%. JRC students did not participate in the implementation of the Pre Test with sick information. However, on the Post Test JRC scored 70. MHAS students scored Pre Test 30 and Post Test 90, a score change of 60%. MAS students scored Pre Test 40 and Post Test 60, a score change of 20%. MK students scored Pre Test 40 and Post Test 60, a score change of 20%. MFI students scored Pre Test 50 and Post Test 90, a score change of 40%. NAD students did not participate in the implementation of the Pre Test with sick information. However, NAD took the Post Test by getting a score of 60. NSR students obtained a Pre Test score of 50 and Post Test 60, a score change of 10%. NKUPG students scored Pre Test 40 and Post Test 70, a score change of 30%. Student N obtained a Pre Test score of 40 and Post Test 70, a score gain of 30%. PRS students obtained a Pre Test score of 40 and Post Test 70, a score change of 30%. RD students obtained a Pre Test score of 50 and Post Test 80, a score change of 30%. RNES students obtained a Pre Test score of 60 and Post Test 70, a score change of 10%. RNWP students scored Pre Test 60 and Post Test 70, a 10% change in score. SAS students obtained a Pre Test score of 50 and Post Test 70, a score change of 20%. VFCW students scored Pre Test 30 and Post Test 100, a score change of 70%. VDW students scored Pre Test 40 and Post Test 60, a score change of 20% and finally ZA students scored Pre Test 30 and Post Test 40, a score change of 10%. Based on the data Recapitulation of Pre Test and Post Test scores above, to see the frequency of Pre Test and Post Test scores can be seen in the table below.

Table 7. Distribution of Pre Test Scores

| No    | Interval | Frekuensi | Frekuensi % | F.Kumulatif | F. Kumulatif % |
|-------|----------|-----------|-------------|-------------|----------------|
| 1     | 85-100   | -         | -           | 0           | 0              |
| 2     | 43-84    | 7         | 21.88       | 25          | 78.13          |
| 3     | 21-41    | 20        | 62.50       | 5           | 15.63          |
| 4     | 0-20     | 1         | 3.13        | 4           | 12.50          |
| Total |          | 32        | 87.50       | 32          | 100%           |

The distribution table of scores on the Pre Test, in the range 85-100 out of 32 students there were no students who scored in the 85-100 range. The range 43-84 there are 7 students out of 32 students with a frequency of 21.88% and a cumulative frequency of 78.13%, 4 students scored 50 and 3 students. The range 21-41 there were 20 students out of 25 students with a frequency of 63.50% and a cumulative frequency of 15.63%, 10 students scored 30 and 10 students scored 40. The range 0-20 there was 1 student with a frequency of 3.13% and a cumulative frequency of 12.50% of 5 students with a score of 20. The total number of students is 32 students, 4 of these students did not take the Pre Test with sick information. So, the total number of student Pre Test data netted was 28 students.

Table 8. Distribution of Post Test Score Acquisition

| No    | Interval | Frekuensi | Frekuensi % | F.Kumulatif | F. Kumulatif % |
|-------|----------|-----------|-------------|-------------|----------------|
| 1     | 84-100   | 6         | 18.75%      | 32          | 100%           |
| 2     | 42-82    | 25        | 78.13%      | 26          | 81.3 %         |
| 3     | 20-41    | 1         | 3.13%       | 1           | 3.1%           |
| Total |          | 32        | 100%        | 32          | 100%           |

The distribution table of the acquisition of scores on the Post Test, in the range 84-100 there were 6 students out of 32 students with a frequency of 18.75% and a Cumulative Frequency of 100%, 2 students scored 90 and 1 student scored 100. The range 42-82 there were 26 students out of 26 students with a frequency of 78.13% and a Cumulative Frequency of 81. 3%, 3 students scored 50, 6% of students scored 60, 13% of students scored 7 and 3 students scored 80. The range 20-41 there was 1 student with a frequency of 3.13% and a Cumulative Frequency of 3.1%.

Based on the Pre Test and Post Test data calculations above, the low, medium and high category scores will be presented in a table to see the number of students who scored in the low, medium and high categories obtained in the Pre

Test and Post Test data.

Score Criteria

| No    | Category | Interval  |           | Frekuensi Kelas |           |
|-------|----------|-----------|-----------|-----------------|-----------|
|       |          | Pre Test  | Post Test | Pre Test        | Post Test |
| 1     | Rendah   | <33.4     | <60       | 11              | 4         |
| 2     | Sedang   | 33.4-46.6 | 60-80     | 10              | 22        |
| 3     | Tinggi   | >46.6     | >80       | 7               | 6         |
| Total |          |           |           | 28              | 32        |

Based on the score criteria table, in the Pre Test data for the low category in the interval <33.4 obtained 11 students, for the medium category in the interval 33.4 s.d 46.6 obtained 10 students and for the high category > 46.6 obtained 7 students. While in the Post Test data for the low category in the interval <60 obtained 4 students, for the medium category in the interval 60 s.d 80 obtained 22 students and the high category in the interval >80 obtained 6 students.

Based on the table above, it can be seen that the change in results after using Wordwall media, seen in the Post Test data in the low category has decreased by 7 students. Then, in the medium category there was an increase of 12 students who got the medium category and in the high category there was a reduction of 1 student. Based on the results of the overall data recapitulation, Wordwall media can help students in choosing vocabulary seen in the score change between Pre Test and Post Test. The overall data of the Pre Test and Post Test results are presented in the following table.

Table 10. Statistical Data

| N | Gro up    | N  | Max imu m Score | Min imu m Score | Mea n | Me dia n | M o d u s | S Di |
|---|-----------|----|-----------------|-----------------|-------|----------|-----------|------|
| 1 | Pre Test  | 32 | 60              | 20              | 34,3  | 40       | 30        | 6.6  |
| 2 | Post Test | 32 | 100             | 40              | 67,5  | 70       | 70        | 10   |

Based on the table above on the Pre Test data results, the maximum score obtained from 32

students is 60 and the minimum score is 20, with a mean of 34.3, median 40, mode 30 and SDi 6.6. Whereas in the Post Test data results, the maximum score obtained from 32 students is 100 and the minimum score is 40, with a mean of 67.5, median 70, mode 70 and SDi 10.

Based on the Post Test results, the researcher conducted interviews with several students who scored in the low, medium and high score categories. The results of these interviews, that the application of Wordwall media is very fun so that it helps students in doing assignments.

fun so that it helps students in doing assignments. This is

shown by the opinions of students who feel happy and interested in the application of Wordwall media as a medium for assignments. The difficulty experienced by students in this Wordwall media is in questions that are too long so that students find it difficult to see them if using a smartphone. Then the difficulty experienced by students in choosing vocabulary in Imagination stories is the lack of vocabulary knowledge.

Based on the results of relevant research in this study, it appears that Wordwall media is a fun media for students in the process of language lessons and lessons outside of language. Research conducted by Fammy Mestyana Putri (2020) Institutional Repository UIN Syarif Hidayatullah Jakarta examines the Effectiveness of Using Wordwall Applications in Mathematics Online Learning on Grade 1 Numerical Materials at MIN 2 South Tangerang City. The results of this study indicate that the use of Wordwall media in online learning in mathematics on the material of enumerated numbers in grade 1 at MIN 2, South Tangerang city, is successful as seen from the students' acquisition score with an average questionnaire of 32.2. The results of the test carried out by students resulted in a percentage of completeness of 88.04 and 75% of the number of students so that it was declared effective.

Then in the research conducted by Hanifah Nur Azizah (2020) University of Education

Indonesia Bandung, West Java. With the Thesis Title The Use of Wordwall Media to Improve Vocabulary Mastery in Arabic Language Learning at School (Classroom Action Research on Class III A MI AL Ba'ats Students). The results showed that the use of Wordwall media was successful in increasing vocabulary as seen from the results of the average score in the 3 cycles conducted by the researcher.

Based on the results of research related to this study. The researcher also saw that the results of the research that had been carried out were also successful with the acquisition of scores that had increased after conducting the Pre test and Post test.

The use of Wordwall media as a fun learning media for students can also improve students' vocabulary mastery. Because the use of Wordwall media has many interesting game modes, with the game mode students become eager to complete the game, so that students' desire to learn also increases. As the researcher did in the study. The researcher provided several overlapping narrative texts, then the researcher provided answer choices in the form of synonyms and antonyms.

The game mode used by researchers in solving problems in the form of hollow narrative text. Researchers use the match game mode because it makes it easier for students to work on the problem.

#### IV. CONCLUSIONS

The results showed that Wordwall media is a fun media for students. The application of Wordwall media is very easy to use through 3 stages, namely. The stage of making the task, the stage of students in doing the task and seeing the results of the task. The application of Wordwall media has a significant effect on Indonesian language learning of students in class VII-I SMPN 2 Palangka Raya. There is a change in student learning outcomes Pre Test obtained an average score of 34.4. While the Post Test obtained an average score of 67.5. The application of Wordwall media in learning can be seen in the change in the

average score on the Pre Test and Post Test which increased by 33.1%.

Based on this, it is proven that the application of Wordwall media can help student learning outcomes and can help students in selecting vocabulary in Imagination stories.

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