



Wordwall Media to Enrich English Vocabulary of 4th Grade Students

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Abstrak

The problem in this study is students' low motivation in learning English vocabulary and the limited learning media used by teachers. Students tend to get bored quickly in learning that relies on textbooks without additional interactive media. This study aims to develop and test the effectiveness of Wordwall-based learning media that supports My Next Words book to improve students' mastery of English vocabulary. This research uses a type of development research with the ADDIE model, which includes the stages of analysis, design, development, implementation, and evaluation. The research subjects were 4th-grade students, with the pilot test conducted on five students. Data were collected through observations, interviews, and questionnaires with observation sheets and questionnaires as instruments. Data analysis was done quantitatively and qualitatively. Quantitatively, the results of media development showed that Wordwall media achieved a validity value of 91% to 94.5% based on expert evaluation. Qualitatively, this media was rated very well by students and teachers. In conclusion, using Wordwall media successfully increased students' motivation and vocabulary mastery per the research objectives. The research shows that using interactive technology such as Wordwall can effectively improve the quality of English learning in elementary schools.

Kata Kunci: Vocabulary, Wordwall Media, Teaching, Primary School

Abstract

Masalah dalam penelitian ini adalah rendahnya motivasi siswa dalam belajar kosakata bahasa Inggris serta keterbatasan media pembelajaran yang digunakan guru. Siswa cenderung cepat bosan dalam proses pembelajaran yang mengandalkan buku teks tanpa adanya tambahan media interaktif. Penelitian ini bertujuan untuk mengembangkan dan menguji keefektifan media pembelajaran berbasis Wordwall yang mendukung buku My Next Words untuk meningkatkan penguasaan kosakata bahasa Inggris pada siswa. Penelitian ini menggunakan jenis penelitian pengembangan dengan model ADDIE, yang meliputi tahapan analisis, desain, pengembangan, implementasi, dan evaluasi. Subjek penelitian adalah siswa kelas 4, dengan uji coba dilakukan pada 5 siswa. Data dikumpulkan melalui observasi, wawancara, dan kuesioner dengan instrumen lembar observasi dan angket. Analisis data dilakukan secara kuantitatif dan kualitatif. Secara kuantitatif, hasil pengembangan media menunjukkan bahwa media Wordwall mencapai nilai validitas sebesar 91% hingga 94,5% berdasarkan evaluasi ahli. Secara kualitatif, media ini dinilai sangat baik oleh siswa dan guru. Kesimpulannya, penggunaan media Wordwall berhasil meningkatkan motivasi dan penguasaan kosakata siswa sesuai dengan tujuan penelitian. Implikasi penelitian menunjukkan bahwa penggunaan teknologi interaktif seperti Wordwall dapat menjadi solusi efektif dalam meningkatkan kualitas pembelajaran bahasa Inggris di sekolah dasar.

Keywords: Kosakata, Media Wordwall, Pengajaran, Sekolah Dasar

1. INTRODUCTION

In Indonesia, the education curriculum has changed time to time, in 1947, 1952, 1964, 1968, 1975, 1984, 1994, 2004, 2006, 2013, and the last is the Merdeka curriculum (Abidin et al., 2023; Ananda & Hudaidah, 2021; Raharjo, 2020). This Merdeka curriculum emphasizes basic knowledge and student growth to be more active, creative, and innovative to develop basic competencies such as literacy and numeracy as well as 21st century competencies (Abidin et al., 2023; Daga, 2021; Kurnia & Aprison, 2024). The independent curriculum emphasizes language learning, one of which is English. English is very important in the world of education because English is an international language. English has a goal, which is to develop the ability to communicate in English, both spoken and written. The four

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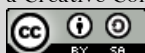
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components of English are speaking, writing, listening, and reading. Students must have a large vocabulary when learning sentence structure in a language in order to acquire these four abilities (Desrinelti et al., 2021; Tanjung et al., 2021). English language learning has been taught starting from elementary school because it is at a critical period, namely the age of 2-13 years and in this phase children can learn quickly so that this phase is good for learning languages (Mojokerto, 2024; Oktavia et al., 2023; Wahjusaputri et al., 2023).

Students' ability to understand vocabulary is seen in reading and listening activities, while the use of vocabulary is seen in writing and speaking activities. In this case the teacher has the task of teaching students in vocabulary learning so that they know a lot of vocabulary. Other researchers state that the vocabulary teaching methods teachers use are also important (Cholis et al., 2020; Mardali & Siyyari, 2019; Pertiwi et al., 2021). Teachers and students in learning vocabulary must consider several aspects, namely (1) meaning, (2) word usage, (3) word formation, and (4) grammar. Teachers must have the right method to teach English vocabulary and have an important role as providers and motivators for students. So, to teach English, teachers must have the right media to help students learn vocabulary. Using media can help students understand learning materials easily during the learning process. In this era of education, technology is very helpful for teachers in the teaching and learning process. From these problems, the solution that can be given is to develop vocabulary learning media by using educational games as additional media that can make students not get bored quickly. According to other researchers, using educational games in learning is very popular with students because they have content that can make students focus on learning activities (H.I.A, 2023; Liyana & Kurniawan, 2019). It should be noted that young learners have characteristics that like new things because they are the type to see things visually, which makes them easier to understand, especially those related to technology. One of the media that can support vocabulary teaching is Wordwall-based digital media. Previous research findings state that this Wordwal-based digital game is a fun and interesting media for students to learn because there are quiz features and games to determine whether it is right or wrong can be used as assessment material by educators (Nurhamida & Putri, 2020; Olisna et al., 2022).

Using wordwall media can increase student motivation in learning this vocabulary because Wordwall is interesting and easy to use and does not make students bored quickly (Jannah et al., 2024; Mardali & Siyyari, 2019). This Wordwall media is presented in answering quizzes, discussions and surveys. Based on previous research related to Wordwall-based digital learning media that focuses on various aspects such as improving language skills, vocabulary skills, reading skills, writing skills, speaking skills and increasing student learning motivation targeting elementary to secondary school levels. However, there have not been many studies that develop Wordwall-based digital media for young learners, especially in elementary school as an additional media in vocabulary learning using "My Next Words" book from Kemendikbudristek. Thus, this research will fill the existing void by meeting the needs of students in developing Wordwall-based learning media for vocabulary learning, using the book "My Next Words" as a material guide that will be adapted for grade 4 students in semester one at SD Negeri 1 Baktiseraga. This research aims to design a Wordwall-based vocabulary learning media that is interesting and relevant to the curriculum and students' needs in mastering English vocabulary effectively. In addition, this media will be developed by considering the characteristics of elementary school students, who tend to be more responsive to interactive and visual learning methods. This research is expected to significantly contribute to improving the effectiveness of classroom learning, especially in developing students' English language skills. Using Wordwall, teachers will have a more dynamic tool to teach vocabulary so that students are more actively involved in the learning process. This media is also expected to facilitate students in memorizing and understanding

language in a fun and memorable way. Thus, this research is expected to have an impact on improving learning outcomes and students' motivation to learn English more enthusiastically

2. METHOD

In this research, researchers used Design and Development (DnD) by using the ADDIE development model proposed by Richey & Klein (Imtisyah Ammatulloh et al., 2021; Pangestu et al., 2024; Safitri et al., 2022). Researchers chose this method as an empirical basis for developing new products that are useful for supporting student learning. The stages in the ADDIE model: analysis, design, development, implementation and evaluation (Ardiansah & Miftakhi, 2020; Salsa Fadia Hayya & Widayari, 2022; Shaquille & Parga Zen, 2023). These stages will produce products that are efficient, effective and practical for users. This study uses the subject of fourth grade students in the semester 1 at SD Negeri 1 Baktiseraga located in Buleleng, Bali to conduct trials to obtain the validity of the products that have been developed by researchers. In this study Expert Judgment is also involved, namely as an expert who assesses the products that have been developed by researchers who can create excellent learning products and can be used. In this case, researchers conducted observations, interviews, module analysis, expert assessments, and user evaluations to collect the data needed by researchers. In the data analysis process will be done in two ways, namely mix-method. In quantitative analysis, it will be explained descriptively related to the process of developing web-based Wordwall media game products, which includes the analysis, design, and development stages. Then for qualitative, namely analyzing the validity of web-based Wordwall media games based on expert judgment and evaluation from users using formulas. This research collected the necessary data using the following procedures.

The first stage is analysis; at this stage, researchers conduct observations and interviews to obtain initial data and get deeper information about the condition of students, how the learning process is carried out in the classroom, and the problems faced. From these data, it is necessary to make educational game media, namely web-based Wordwall, for 4th-grade students in learning English vocabulary. In this study, researchers used instruments to collect all data, namely observation sheets and interviews. The second stage is the design stage. In the design stage, researchers made a blueprint based on the results of the analysis conducted by researchers. Blueprints are very important for researchers when developing a product. This blueprint contains how the product is, starting from the navigation structure in this Wordwall game media, written in detail page by page in a document. The third stage is the development stage; at this stage, researchers began to develop this educational game using Wordwall-based digital media. Researchers developed this game based on the blueprint that had been made and also the results of the analysis module. Researchers also used the 4th grade English book "My Next Words" as a reference in Wordwall-based digital media. It will be checked by expert judgment to see errors and problems that must be revised. The evaluation sheet and media content were modified. The specialist judgment instrument was calculated using the Tegeh & Kirna formula and validated using Gregory's cross table. Finally, the implementation and evaluation stage. At the implementation and evaluation stage, the developed product has been completed and has gone through the revision stage by expert judgment. Researchers implemented this Wordwall-based digital media for users, namely 5th grade 4 students in semester 1 of SD Negeri Baktiseraga. After that, students conduct trials related to educational games that are operated. Students will be asked to complete a questionnaire related to the game's practicality that the researcher has developed. Data on user product evaluation results is calculated using the formula from Tegeh & Kirna (2013). Then, a Likert scale is used to get perceptions and preferences from teachers and students. This Likert scale will provide a range of responses, namely five categories from 5 =

strongly agree to 1 = strongly disagree, with three as a neutral response Jamieson (2004) in James & Lee (2011).

3. RESULT AND DISCUSSION

Result

In discussing the procedure of developing Wordwall-based digital media for teaching English vocabulary in the book "My Next Words", the researcher conducted several procedures. An overview of the procedure including the analysis, design, development, implementation and evaluation stages is presented in Table 1.

Table 1. Research Stage and Research Procedures

No	Research Stage	Processes for Product Development
1	Analysis	1. Observation 2. Interview with English Teacher 3. English module analysis grade 4 semester 1
2	Design	4. Design blueprint for the product 5. Design the developed media using Wordwall-based digital media.
3	Development	6. Develop Wordwall media based on the blueprint 7. Checking the final Wordwall media product 8. Instrument validation 9. Conducting expert assessment sheet
4	Implementation & Evaluation	10. Conduct a user experience questionnaire related to the media that has been developed.

For the first step, based on the observation of class 4A at SD Negeri 1 Baktiseraga, the researcher found that in the English learning process there were some students who did not pay attention to the teacher when explaining the material and they tended to joke with their friends in class. So that the English learning process in the classroom is not conducive because students get bored quickly. Then the teacher used a book according to the Merdeka curriculum entitled "My Next Words" from Kemendikbudristek in learning English and the researcher saw that students had a very low vocabulary and they did not know some of the vocabulary in the text book. In this target school has LCD, Speaker and chrome book for students. The results of interviews with an English teacher show that teachers also use digital media in English learning and develop these media. However, teachers develop digital media if they have free time. In addition, the teacher also does not have additional digital media to support the textbook "My Next Words" for vocabulary teaching. From the observation and interviews, the researcher decided to develop Wordwall-based digital media to support the "My Next Words" textbook for vocabulary learning. Before that the researcher will analyze the English teaching module grade 4 semester 1 at SD Negeri 1 Baktisearaga. The next step is design, according to the results of the initial stage analysis which found that teachers need additional digital media for English vocabulary learning to support Kemedikbudristek's book in title "My Next Words". Then the researcher designed these needs and made a blueprint design that was adjusted to the results of observation and syllabus analysis. In the development stage, the researcher created the product using the created blueprint. The researcher began to prepare questions and vocabulary that would be entered on the Wordwall using the book "My Next Words" as a reference in developing the product. Here, the researcher chose 14 different templates in Wordwall based digital media, namely: (1) Gameshow quiz, (2) Match up, (3) Speaking card, (4) Complete the sentence, (5) Flash card,

(6) Anagram, (7) Open the box, (8) Quiz, (9) Diagram, (10) Spell the word, (11) Word search, (12) Find and match, (13) Unjumble, and (14) Group Sort. After finishing developing the product, the researcher gave the product to expert judgment to check the validity of Wordwall media to see errors and problems that had to be revised by the researcher. Then the researcher provides an instrument that must be filled in by the expert regarding the game that has been developed by the researcher. The results of the calculation found that the Wordwall-based digital media for vocabulary learning developed reached a percentage of 91% and 94.5% in the content evaluation. Then the media evaluation reached 92% and 96% and these results were categorized as "Very good". It was stated that the product did not need to be revised because this Wordwall-based digital media received an evaluation score above the average. This means that Wordwall media products can be given to users. After the product has been developed and has received a value from expert judgment, the next is the implementation and evaluation stage. Researchers provide products to users, namely an English teacher and 5 students in grade 4 semester 1 at SD Negeri 1 Baktiseraga to test Wordwall-based digital media products. After the product has been tested, the researcher gives questionnaires to users related to the media that has been tried. The questionnaire consists of 19 questions related to the product developed, namely Wordwall-based digital media. Based on data analysis, that the English teacher and 5 students gave the students an average score of between 80-90 and the total score obtained was 529. The formula used to find user evaluations uses the same formula as the validity of media expert assessments. Researchers multiply the number of questions, namely 19 with the number of respondents 6 and the highest score is 5 with a result of 570. The results showed that the percentage of user assessment was 92.81% which indicated that the media was "very valid" and the level of media achievement was "very good".

Discussion

The results showed that the development of Wordwall-based learning media for learning English vocabulary in grade 4 can be well received by experts and users, namely teachers and students. The percentage of expert assessments ranging from 91% to 96% indicates that the media developed is very valid in terms of content and media. Meanwhile, the user evaluation showed that the media was also very valid with a percentage of 92.81%. This indicates that the media is effective in supporting vocabulary learning and can increase student's attention during the learning process. The results of this study are in line with previous research which shows that the use of technology-based interactive media can increase students' motivation and understanding in learning English vocabulary (Dimiyati et al., 2022; Maryam et al., 2024; Novaria et al., 2024; Nurhamida & Putri, 2020). Wordwall, as an interactive media, utilizes gamification elements that are known to make learning more fun and attract students' attention (Caron & Markusen, 2024; Erdiana & Winarni, 2024; Hardeliska & Landong, 2023). In addition, Harmer (1991) also emphasizes the importance of varying vocabulary learning methods, especially through games, which can improve students' memory. The findings also support this view, as Wordwall facilitates learning through various interactive vocabulary games (Imani et al., 2024; Zahra et al., 2024).

This study has several advantages, including: (1) The use of Wordwall-based digital media that is easily accessible and interactive, provides a more dynamic learning experience for students; (2) This media is adapted to the book "My Next Words" which is a reference for the Merdeka curriculum, so it is very relevant to the learning needs in the classroom; (3) The developed media has been validated by experts and users, demonstrating its reliability and effectiveness. This research contributes to the development of technology-based learning media at the elementary school level, especially for English vocabulary learning. By developing Wordwall-based media, this research provides a solution to the problem of the

lack of variety of interactive and fun learning media. In addition, this research also enriches the literature related to the application of digital media in language learning in elementary schools. The results of this study provide important implications for the world of education, especially in teaching English at the elementary school level. The developed media can assist teachers in utilizing technology as an effective learning tool. In addition, the application of this media has the potential to increase student motivation and learning outcomes, which in turn can support the achievement of English literacy competencies by the Merdeka curriculum. The application of Wordwall also allows students to learn more actively and collaboratively. One of the limitations of this study is the limited number of subjects, involving only one class and one teacher as the main user. This study also did not explore more deeply the long-term impact of using Wordwall media on students' vocabulary development. Therefore, the recommendation for future researchers is to expand the research subjects by involving more classes and schools, as well as conducting longitudinal research to see the long-term impact of using this media. In addition, the development of Wordwall media can be further explored by adding more complex features, such as integration with technology-based assessment or collaboration between students through the media.

4. CONCLUSION

This study focuses on the development of Wordwall based digital media as an addition to English vocabulary learning for grade 4 semester 1 students at SD Negeri 1 Baktiseraga and uses the book "My Next Words" from Kemendikbudristek as a reference. Researchers used Design and Development (D&D) research steps using ADDIE model proposed by Richey & Klein (2014). At the analysis stage, researchers conducted observations, interviews, and analysis of the grade 4 semester 1 English learning module. Then at the design stage, researchers designed a blueprint based on the English analysis module. Then the researcher proceeded to the development stage, namely developing product media based on the blueprint and after the product was finished, the researcher provided an expert judgment sheet to find out the product developed was suitable for use by users. The results of the expert judgment showed that this wordwall-based digital media was categorized as "Very Good". The last stage is the implementation and evaluation stage, where researchers provide products to users. One teacher and 5 students of grade 4 semester 1 were used to test the wordwall-based digital media and the evaluation results from the teacher that the product developed by the researcher was "very valid" and the level of achievement was "very good".

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