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The Development of Wordwall-Based Digital Media for Teaching English Vocabulary for Sixth Graders

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Abstrak

Penelitian ini bertujuan untuk mengembangkan media ajar digital berbasis Wordwall untuk mata pelajaran Bahasa Inggris berfokus pada pengajaran kosa kata untuk mendukung materi pada buku ajar Kurikulum Merdeka "My Next Words". Desain penelitian yang digunakan pada penelitian ini adalah metode D&D dengan menggunakan model ADDIE oleh Richey & Klein (2014). Model ini terdiri atas lima tahap, diantaranya : analisis, desain, pengembangan, implementasi, dan evaluasi. Terdapat limainstrument yang digunakan dalam penelitian ini, yaitu lembar observasi, pedoman wawancara, matrix analisis modul, blueprint media, dan lembar penilaian ahli. Subjek penelitian ini adalah 5 siswa kelas 6 di semester 2. Hasil dari validasi data menunjukkan bahwa media yang dikembangkan masuk kedalam kategori sangat baik dengan rata-rata skor sebanyak 94%. Dengan demikian, dapat disimpulkan bahwa media berbasis Wordwall layak digunakan sebagai media pembelajaran untuk pengajaran kosa kata Bahasa Inggris.

Kata Kunci: *Mata Pelajaran Bahasa Inggris, Kosa Kata, Pengembangan Media Pembelajaran, Wordwall*

Abstract

This research aims to develop Wordwall-based digital media for English subjects focusing on teaching vocabulary to support the material in the Merdeka Curriculum textbook "My Next Words". The research design used in this research is the D&D method using the ADDIE model by Richey & Klein (2014). This model consists of five stages, including: analysis, design, development, implementation and evaluation. There are five instruments used in this research, namely observation sheet, interview guidelines, module analysis matrix, media blueprint, and expert evaluation sheets. The subjects of this research were 5 students in grade 6 in the 2nd semester. The results of the data validation showed that the media developed was in the very good category with an average score of 94%. Thus, it can be concluded that Wordwall-based digital media is suitable for use as learning media for teaching English vocabulary.

Keywords: *English Subjects, Development of Learning Media, Vocabulary, Wordwall*

INTRODUCTION

The abundance of information that is readily available everywhere, the speed at which computers are automating monotonous tasks, and the ease with which communication can be conducted anywhere at any time are the hallmarks of the 21st century. The innovation is also combined with the increased value character of each student. Media plays a crucial part in the learning process as one element of a learning system. Students are assisted in understanding their lessons through the usage of learning media.

In order for students to engage in an effective learning process after choosing the sort of media to use, we must be able to give them with comprehension or, to put it another way, the media is a part of learning materials, whether they be digital or physical, that have educational content in a setting that might inspire learners to learn. Additionally, it enables students to learn more easily and helps the teacher teach more effectively, particularly in terms of meeting learning objectives in a teaching-learning environment, according to Prabawati (2022).

The basic thing in communication is vocabulary mastery. In an educational context, especially for EFL students, vocabulary mastery is very important in understanding English as a foreign language. Lack of vocabulary can affect a person's process of learning a foreign language, especially English. Vocabulary greatly influences the mastery of other language skills, including speaking, reading and listening. Language learners can understand, produce, and use language effectively if they have an adequate vocabulary, according to Avisteva (2021).

Because vocabulary is a useful instrument for predicting language competence, lack of vocabulary knowledge reflects the level of English proficiency, according to Lee (2011). Vocabulary influences students' language skills and processing sentences in foreign

languages, especially English. Students who have very little vocabulary tend to have difficulty communicating. On the other hand, if they have a wide enough vocabulary, it will be more likely for them to express their ideas with appropriate and good expressions.

In addition, in teaching new vocabulary to students, teachers are expected to be able to combine more than one teaching strategy, according to Pinter (2006) in Avisteva (2021). Integrating technology can be an interesting way as a learning medium in the classroom to help vocabulary mastery. Utilizing technology in English lessons will really help support students' understanding process. Apart from that, the use of technology-based media (digital media) can also help teachers add variety to teaching and learning activities so that they become more interesting and innovative.

As an element in the learning system, media has an important role in the learning process. Students are helped in understanding the lessons learned through the use of learning media. So that students can be involved in the learning process effectively through the use of teaching media, teachers must be able to provide good understanding to their students, or in other words the ability to use media as a tool part of the learning material, both digital and physical. In this case, the media used must be media that is appropriate to the educational content and able to provide a learning atmosphere that is more inspiring and conducive to learning. According to Prabawati (2022), everything that can be used to arouse passion students' thoughts, emotions, attention, abilities, or skills to improve learning considered as a form of media in the teaching and learning process. Plus, it's possible students to learn more easily and help teachers teach more effectively, especially in terms of fulfillment of learning objectives in the teaching and learning environment. Choosing the appropriate media that will be applied in the learning process is a very important step.

There are various types of learning media. Learning media, especially digital-based learning media, is one of the media that can be used in the learning process, especially for 21st century learning. By using digital media, it can be a support in increasing the effectiveness of teaching and learning activities, especially in mastering English language skills, especially in mastering vocabulary. However, learning media for elementary school is still very limited in some schools, especially for English subjects.

Many scholars consider learning content supplied through online media as a combination of game mechanics and game cognition Takahashi (2011); Bakhsh (2016); Chapman & Rich (2018). Interactive online games have been shown to enhance the language learning process for primary EFL learners with low skill levels, according to Andreani and Ying (2019). The best gaming platform for learning vocabulary is Wordwall, especially for younger students. For the target audience in this example, elementary school kids, it offers

a variety of gaming genres that are entertaining and helpful. Because some games have learning benefits but no fun factor, it's critical to select games that are engaging and effectively satisfy learning objectives Jantke & Hume (2015).

This research focuses on developing Wordwall-based digital media for English subjects that focus on vocabulary skills for grade 6 students. According to Kasihani (2007) in Marhamah& Mulyadi (2020), many students simply sit, look, and listen to the information that has been verbally presented by the teacher because of the implementation of English learning's various inadequacies and shortcomings. This makes students lack vocabulary skills, especially in English vocabulary.

Apart from that, the aim of learning English is to be able to use the language to communicate competently so that someone is able to use the language to communicate with other people, stated by Hymes (1972) in Ratminingsih (2021). Therefore, learning media such as games are an alternative in learning English for elementary school students, because web-based games are audio-visual media that display movement, sound, images and animation. By using Wordwall in learning, there will be variations in learning activities so that students do not feel bored when studying. By implementing web-based game learning media such as Wordwall, it will be able to help students hone their skills in English, and indirectly it can not only help improve vocabulary skills, but also other language skills such as speaking, reading, writing, and listening.

RESEARCH METHOD

This research conducted at SD Negeri 1 Baktiseraga, Singaraja. The researcher used Design and Development Research (D&D) and adopted the ADDIE model proposed by Richey and Klein (2014). The stages are Analysis, Design, Development, Implementation and Evaluation. The subjects of this research were a 6th grade English teacher and 2nd semester students in class 6A at SD Negeri 1 Baktiseraga in 2023/2024 academic year. The number of participants in this research was limited, namely 1 English teacher, and 5 students in class 6A who had been selected by the teacher as the research participants.

Class 6A students were chosen as subjects in this research because class 6A students have sufficient experience in using technology-based learning media and have used the Merdeka curriculum and the book "My Next Words" in the process of learning English in class. Therefore, they will know clearly how to operate the learning media developed and know whether the media developed by the researcher is appropriate and suitable for their use. The object of this research is Wordwall-based digital media. The researcher chose Wordwall because Wordwall offers various types of game that users can play. There are

many other game platforms, but Wordwall has the advantage of a visual display that is very attractive and easy to understand, game templates that are easy to modify by developers, and games that can be accessed online by users without limits for free.

This research focuses on developing Wordwall-based digital media for English subjects for grade 6 students in the 2nd semester which is in accordance with the research criteria. In this research, the researcher only used three steps in the ADDIE model. These steps are analysis, design, and development. There are several steps taken by the researcher in developing this Wordwall-based digital media.

1. Analysis

In this stage, the results of data collection through the process of observation, interviews, and also module analysis. After obtaining data from observations and interviews, the researcher carried out a module analysis. In this case, the researcher analyzed the English module used by the class 6A teacher in the 2nd semester.

Based on the observations conducted by the researcher, it highlights that both teachers and students are familiar with digital learning media. Using learning media can help teachers vary teaching methods, by utilizing various features that can be accessed via available chromebooks. The use of learning media can also arouse student's enthusiasm when studying, thereby creating a learning and teaching experience that is not monotonous and only focused on textbooks.

Based on the results of the interview, the English subject takes place once a week for class 6A in the 2nd semester, namely every Monday. The book used for teaching is the book "My Next Words", but not in the form of a physical book, but an e-book. So only teachers have the physical book. With the limited availability of the book "My Next Words" in class 6A in the 2nd semester, the researcher decided to develop Wordwall-based digital media to support the material contained in the book "My Next Words". In the English subject in class 6A semester 2, teaching has been implemented using learning media for the teaching and learning process by utilizing the available chromebooks.

The researcher also carried out a module analysis. In this case, the researcher analyzed the English module used by the class 6A teacher in the 2nd semester. The researcher analyzed the English module provided by the class 6A English teacher in the form of a pdf file. The module analysis carried out by the researcher aims to identify the topics taught so that they will be relevant to the Wordwall-based digital media being developed. There were 5 topics of the module for the 2nd semester.

2. Design

The next stage in this study is the design stage. At this stage, the researcher began to design the Wordwall-based digital media that would be developed. The resulting data from the analysis stage is used as a reference in the design stage of the learning media that will be developed. To accomplish this, the researcher used Microsoft Office Word to create a blueprint and storyboard that was used to develop the media concept to be developed.

3. Development

This Wordwall-based digital media was developed based on a blueprint and storyboard that had been designed by the researcher in the design stage. The blueprint that has been designed will be adapted into a web-based game that can be accessed online. There are several steps that are carried out at this stage. The first step is to collect the materials on the "My Next Words" book for class 6 semester 2. There are 5 chapters adapted into the game, namely from chapter 7 to chapter 11. The materials are adapted for the game is the target vocabulary from each chapter with a total of 40 questions per chapter in the game.

The game template and each question in the game are adapted to indicators and aspects of vocabulary by Harmer (1991). The next step is to log in to the Wordwall account that the researcher created and then the researcher started creating the game in the "create activity" menu. After that, the game templates will appear. The researcher uses a Wordwall Pro account which provides more game templates to start to create the game. The next step is to add audio to several of the game templates used. The researcher used the audio feature in the game template which is equipped with a bot that can convert the text into speech. After that, the researcher added pictures as illustrations for each question in the game. The researcher used images provided by Wordwall. Lastly, the researcher chose the "visual style" that was available in the Wordwall for the game then saved the game that had been created.

In this research, the data was analyzed qualitatively and quantitatively. Data is obtained by calculating the average assessment of each aspect included in the aspect content and media. The formula used to determine the average amount each aspect in the validation sheet can be formulated as follows :

$$\text{Percentage} = \text{actual score/SMI} \times 100\%$$

Table 1. Validity Criteria

No	Level of Accomplishment	Qualification
1	85-100	Very good/valid
2	75-84	Good/valid
3	64-74	Enough/not valid
4	55-64	Bad/not valid
5	0-54	Very poor/not valid

(Adopted from Agung, 2010).

RESULT AND DISCUSSION

The results of this research were obtained based on validation from a team of experts consisting of : content expert, and media expert. Two experts were involved in this validation process. The experts involved in this research were two lecturers of Universitas Pendidikan Ganesha. The validation process by experts was carried out repeatedly until a valid score is obtained. The average score results from the learning media developed are explained as follows :

1. Content Aspect Validation

Based on the results of content validation from the experts, the suitability of the content of the Wordwall-based media in learning is described in table 2.

Table 2. The Content Validation Result of Wordwall-Based Media

No	Expert	Percentage	Criteria
1	Expert 1	92,7%	Very good/valid
2	Expert 2	94,5%	Very good/valid

From table 2 above, it shows that the average percentage of content aspect validation by content experts is 92,7% and 94,5% which is categorized as valid.

2. Media Aspect Validation

Based on the results of media aspects validation from the experts, the suitability of the media aspects of the Wordwall-based media in learning is described in table 3.

Table 3. The Media Validation Result of Wordwall-Based Media

No	Expert	Percentage	Criteria
1	Expert 1	90%	Very good/valid
2	Expert 2	96%	Very good/valid

From table 3 above, it shows that the average percentage of media aspect validation by media expert is 90% and 96% which is categorized as valid.

Based on the two tables presented above, it can be seen from three aspects, namely content, media, and practicality. Aspects of earned media the highest average percentage was 96%. The results of this research were obtained based on validation from experts consisting of content experts and media experts. There have been several revisions and consultations carried out based on validation from experts, this process was carried out repeatedly and intensively until gained the best results from the media were found and then categorized as valid. Wordwall-based digital media that has completed the validation stage can be used because it has achieved the targeted validation criteria of 90-96% (Valid). This criterion is calculated based on the validity criteria proposed by Agung (2010).

Wordwall-based media can be a supporting tool that can be utilized by teachers in the teaching and learning process. Wordwall-based media will be able to help students maximize their understanding, especially in learning vocabulary. Wordwall-based media is also very easy to access online. Students can adjust the right time to use this Wordwall. Students can access Wordwall anytime and anywhere for free and without limits as long as they are connected to the internet. With this convenience, students will be more motivated to learn and what's more, Wordwall has an attractive appearance resembling a game.

The researcher designed Wordwall-based Media to be as attractive as possible. The visual display is enriched with illustration images, supported by the visual style provided by Wordwall for a more perfect visual appearance. Wordwall-based media is also equipped with audio in several games, making it easier for students to work on certain questions.

With Wordwall as a teaching medium, students will get used to using technology-based media and can understand the material in the book "My Next Words" more easily through teaching media packaged in the form of a web-based game like Wordwall.

CONCLUSION

Based on the results of data analysis, it can be concluded that the learning media developed by the researcher is declared feasible and valid. Wordwall-based digital media is supported with various types of games and features such as images, audio and visual styles. There are 4 types of games for each chapter according to the student book "My Next Words". This media is designed as closely as possible in an effort to increase students' learning motivation in learning English vocabulary. Another benefit of this learning media is that users can access it at any time and can repeat it many times for free without limits online. In calculating media validity, the researcher used the formula by Gregory in Candiasa (2010). Based on the results of the expert assessment, the Wordwall-based media developed by the researcher received the very good category. So, this media is suitable for use in teaching English vocabulary, especially to support the material contained in the book "My Next Words".

The researcher submit suggestions to students, teachers and other researchers. For students, the researcher hope that they will play the games that have been designed by the researcher on Wordwall as a whole, not just play them in class. Thus, students' mastery and understanding abilities related to vocabulary learning will increase significantly. For teachers, by using this teaching media, it can help teachers facilitate students with appropriate teaching media by using technology that is in accordance with the 21st century learning style. Furthermore, for other researchers, other researchers in the future have the opportunity to improve this product even better in the future. Additionally, this research can be used as a quality reference and also as a guide for subsequent research that focuses on a similar topic.

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