

## **Application of Wordwall Media to Improve Students Writing Skill on Narrative Text**

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### **ABSTRAK**

Tujuan dari penelitian ini adalah untuk mengetahui apakah penggunaan dari media WordWall dapat meningkatkan kemampuan menulis peserta didik pada materi Narrative Text. Subyek dari penelitian ini melibatkan 30 peserta didik kelas XI-7 di SMA Islam Sultan Agung 1 Semarang tahun pelajaran 2022/2023. Ini merupakan Penelitian Tindakan Kelas yang terdiri dari dua siklus. Data yang diperoleh dari penelitian ini sebagian besar merupakan data kuantitatif berupa nilai peserta didik. Data pre-test dan post-test dilakukan dengan menggunakan hasil menyusun Narrative Text. Hasil dari siklus 1 menunjukkan bahwa penggunaan media WordWall meningkat dengan nilai rata-rata yang mulanya dari 70 menjadi 75. Namun, hasil dari siklus 1 belum memenuhi semua kriteria keberhasilan. Sehingga, siklus II diterapkan dengan metode diskusi dan menambahkan tabel pada tindakan siklus II. Hasil dari siklus II berhasil meningkatkan peserta didik menjadi 84, dan lebih dari 75% peserta didik mendapat nilai di atas standar minimal yaitu 75. Demikian dapat dikatakan bahwa penggunaan WordWall efektif dalam meningkatkan kemampuan menulis peserta didik pada materi Narrative Text.

**Kata kunci:** Peningkatan, Media WordWall, Teks Narrative, Penelitian Tindakan Kelas

### **ABSTRACT**

The aim of this research is to find out whether the use of WordWall media can improve students' writing skills on Narrative Text material. The subjects of this research involved 30 students in class XI-7 at SMA Islam Sultan Agung 1 Semarang for the 2022/2023 academic year. This is Classroom Action Research which consists of two cycles. The data obtained from this research is mostly quantitative data in the form of student grades. Pre-test and post-test data were carried out using the results of compiling Narrative Text. The results from cycle 1 showed that the use of WordWall media increased with an average value initially from 70 to 75. However, the results from cycle 1 did not meet all the criteria for success. So, cycle II was implemented using the discussion method and adding tables to the actions of cycle II. The results of cycle II succeeded in increasing students to 84, and more than 75% of students got a score above the minimum standard, namely 74. Thus, it can be said that the use of WordWall is effective in improving students' writing skills on Narrative Text material.

**Keywords:** *Improving, Writing, WordWall media, Narrative Text, Classroom Action Research*

### **1. INTRODUCTION**

Indonesian students are primarily taught English as a foreign language, with the goal of mastering the language's usage, similar to learning a first language. Learning English also includes listening, speaking, reading, and writing skills. With this ability, many learning activities and exercises are needed to improve the four skills needed in English, which include listening, reading, writing, and speaking. Schools and English teachers have an important role in helping

students acquire language abilities and skills. In the Merdeka Curriculum, English language learning in junior high schools focuses on strengthening the use of English both verbally and in writing, which means teachers must encourage students to use English. Based on the Merdeka's Curriculum there are six skills that be mastered by the student such as listening, reading, viewing, writing, speaking and listening (Kemendikbudristek, 2022).

A crucial component of learning English is writing (Zaharani, 2022). Writing has been recognized as a crucial aspect subject for teachers to teach, particularly when teaching English. Moreover, according (Yulianti, 2019) said that through writing the learner can organize their ideas and opinions into writing form. Writing has an impact on various aspects connected to word choice, good grammar, and idea construction in order to produce writing in an acceptable format. Based on (Zaharani, 2022) asserted that while teaching students how to create narrative text, activities like showing should be employed to enhance students' imaginative talents. The teacher should then focus on teaching strong action words, adverbs, and adjectives that can assist to clarify concepts and produce an interesting description.

Students in the eleven grade of senior high school study narrative text according to the Merdeka Curriculum with the Learning vocabulary, in order to address the issues raised. Thus, it would be better if the teacher applied a more effective way to increase the students writing skill through games. Students can get more engaged and enjoy learning English by playing games. Wordwall media is one of the games that teachers can use to teach English. It's one of the tools that can assist students become improved with language and more enthusiastic about learning new words.

According to previous research, wordwall is one alternative digital game that teachers can incorporate into PdPC exercises to boost student enthusiasm and historical achievement in the classroom (Joon Woei, 2021). Further research indicates that using wordwalls for learning can assist elementary school kids become more proficient in vocabulary (Azizah, 2022). Based on the explanation above, teaching English is challenging in SMA Islam Sultan Agung 1 Semarang due to lack of motivation and strategies in teaching.

Although the conditions in the classroom are convenient, there is a gap in the problem that occurred from the pre-observation activity. The research has similarity with these research is using word wall as a research material while the difference between the two journals with the research are in Narrative Text subject

Outcomes contained in the Independent Curriculum. A text that tells a tale or narrates a series of events is called a narrative text. A narrative text conveys a sequence of events in an orderly and engaging way with the goal of entertaining or informing the reader.

Based on observations made at SMA Islam Sultan Agung 1 Semarang , the researcher found out that the majority of students struggle to arrange word and that it is inappropriate to use the word in a sentence. Students commonly browse dictionaries to understand the definition of terms that were given to define by teachers, like "memorize," but then forget it a few minutes later. The other issue was that the teacher was using an ineffective approach (Lengkoan, 2019) to teach the material, which led to the pupils becoming bored in the process and misinterpreting the content. The teacher has been responsible with finding ways to motivate pupils to learn English, especially material. Therefore, the researcher has motivation to do the research improving the Students writing skill through Word Wall media. The researchers intend carry out a classroom action research for the eleven grade students of SMA Islam Sultan Agung 1 Semarang in the academic year of 2022/2023.

### **Writing**

One productive language skills is writing, which is the ability to produce written words. abilities that demand a writer persevere over an extended period of time. (Parmawati, 2013) states that, "Writing is one of the important skills in English subject besides the other skills. Even though witing skill is important, it does not get enough attention and proper time allocation in the teaching and learning process". Learning to write is very different from learning to talk because writing is a skill that takes time to master. With this statement, it can be explained that writing cannot only be taught, but also requires continuous and consistent reflection.

### **Narrative Text**

A kind of writing that tells a tale or outlines a series of events. A narrative text presents a sequence of events in a logical and

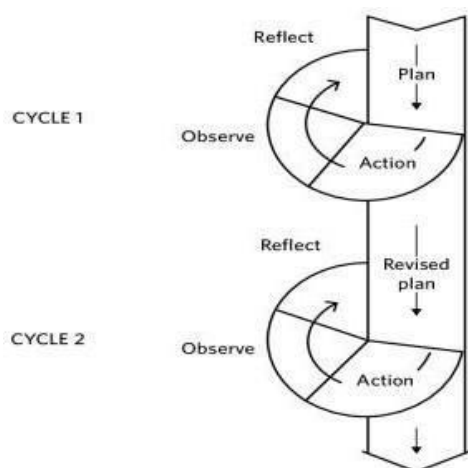
captivating manner with the intention of entertaining or informing the reader.

## Wordwall

Wordwall is an educational tool created especially for learning activities; teachers use it to create a variety of engaging learning exercises. Interactive media includes wordwalls to support students' learning. According to (Ulya, 2019) "Teachers use a variety of activities to help students interact with the "Word Wall" and increase students' ability to read and to write. "Word Wall" helps to create a print-rich environment for students and can be a wonderful tool that is designed to promote group learning." As a teacher, you must use varied learning activities, one of which is using a Wordwall which can help improve students' abilities in reading and writing.

## 2. METHODOLOGY

The Kemmis and McTaggart models, which are referenced in Wijaya Kusumah's book, is the framework for this classroom action research project (Lumban Raja, 2021). Based on picture 1 below, The Kemmis and Mc Taggart models have two cycles each cycle has 4 stages namely planning, implementation of action, observation or observation and do reflection.



Picture 1. Classroom Action Research Design

This class action research was conducted at SMA Islam Sultan Agung 1 Semarang which is located at Jl. Mataram No.657, Wonodri, Kec. Semarang Sel., Kota Semarang, Jawa Tengah, 50242. The

researcher chose this school as a place for practical field experience (PPL) 2 for PPG Prajabatan Gelombang 2. The researcher obtains of potential issues based on her observations and discussions with the school's English teacher.

This research was conducted in semester 1 of the 2022/2023 school year, namely in August until September 2023. The research time refers to the 1st semester academic calendar and learning materials adapted to the schedule of lessons at the school, because CAR requires two cycles that require an effective learning process in the classroom.

The Class Action Research (CAR) subjects were class XI-7 students of SMA Islam Sultan Agung 1 Semarang consisting of 30 students. Methods of data collection is done by observation and test methods. Analytical method research data using quantitative descriptive analysis. Data on student narrative text outcomes obtained using a wordwall media-based test. Success criteria were established in this study, namely the minimum class average value is equivalent to KKM = 75.

## 3. RESULTS AND DISCUSSION

### Results

The goal of this research was to find out how research methodologies involving narrative text and Wordwall media were responded to by SMA Islam Sultan Agung 1 Semarang students in class XI-7. According to the study done by (Savira, 2022), using Wordwall can assist students understand the material that is currently being studied and determine the students' learning outcomes. Through various interactive game ideas based on this website, wordwall media can become one of today's technologies that can improve student learning outcomes. This relates to teachers or educators and students collaborating to achieve learning goals during the learning process so that through wordwall media students are expected to have good learning outcomes or students can experience improvements in the process of understanding and strengthening the material.

## Pre Cycle

Before assigned students to utilize wordwall media, researchers used a pre-test to assess their skill in writing narratives. Pretesting was done on August 23, 2023. Students were instructed to compose a brief paragraph about narrative texts in this particular case. Students are not allowed to use dictionaries or search the internet for information while taking the test. The pre-test's objective is to ascertain students' basic narrative text writing skills before assigning any work. The following table displays the student pre-test results:

Penafsiran	Rentang Nilai	Jumlah	Persentase (%)	Rata-rata
Bagus sekali	100 – 88	0	0	70,39 (Bagus)
Sangat bagus	87 – 75	10	35,71	
Bagus	74 – 62	11	39,28	
Cukup	61 – 48	7	25	
Kurang	47 – 34	0	0	
Sangat Kurang	< 35	0	0	

**Table 1:** Students score of Cycle 1

Based on the pre-test results, of 28 students in class XI IPA 7, the average student score was 70.39. The number of students who obtained a KKM completion score of 75 was 10 students, or it could be interpreted that only 35.71% of students achieve it. Meanwhile, there were more students who did not complete the KKM than students who completed the KKM, namely, 64.28% of students. After the problem is identified, the researcher analyzes the problem and consults with teachers and colleagues. It can be said that the value of student learning outcomes is still relatively low.

This shows that students who achieve KKM scores are still lacking. Therefore, it is necessary to make efforts to improve student learning outcomes. Based on the literature study that has been done, the researcher tries to use a learning media that will help improve student learning outcomes in learning English vocabulary. As stated by (Kasvi, 2022), considering that educational resources have the power to accelerate

learning. This feature suggests that students can more rapidly and easily capture learning objectives and information while using learning media.

## Cycle I

After going through two learning meetings, towards the end of the second meeting, a post-test was held, namely writing a narrative text about the story that the students had chosen to measure student learning outcomes in writing skills. The scores obtained by students can be seen in the following table.

Penafsiran	Rentang Nilai	Jumlah	Persentase (%)	Rata-rata
Bagus sekali	100 – 88	3	10,71	83,60 (Sangat Bagus)
Sangat Bagus	87 – 75	22	78,57	
Bagus	74 – 62	3	10,71	
Cukup	61 – 48			
Kurang	47 – 34			
Sangat Kurang	< 35			

**Table 2:** The students' score of Cycle I

Based on the table II shows that there are 20 students who have completed KKM 75 in cycle I, or 79.60% of students who have completed it. Meanwhile, those who did not complete it have decreased to 28.57%, or 8 students. There were 3 students who got scores in the very good category, while 17 students got scores in the very good category. On the other hand, the average value rose to 79.60, which is categorized as very good. Based on these results, it can be concluded that wordwall can increase students' writing scores, where initially the students' average score was 70.39 to 79.60, resulting in an increase in writing abilities. Based on the results of observations during the implementation of cycle I, students still experienced deficiencies because they only had written identification. Therefore, to solve this problem, researchers consider that students' abilities can still be improved, so cycle II needs to be implemented.

## Cycle II

The procedure for implementing learning in cycle II is almost the same as in cycle I. However, in cycle II, students first see texts about narrative texts, which aim to increase their understanding of how to write narrative texts well. In cycle II, students were asked to assess and identify the narrative texts they had created in the pre-test. The text varies per student because, at the pre-test stage, students have chosen and determined the story topic or story title they want. Researchers will continue to use the same writing assessment rubric, considering that the text discussed is still narrative text. The researcher also explains the steps for creating narrative text, which are accompanied by the social function and language structure of the narrative text material. After that, students take part in learning activities using almost the same media as Wordwall, which is still in the same group, namely game-based learning as in Cycle I.

Penafsiran	Rentang Nilai	Jumlah	Persentase (%)	Rata-rata
Bagus sekali	100 – 88	3	10,71	79,60 (Sangat Bagus)
Sangat Bagus	87 – 75	17	47,60	
Bagus	74 – 62	8	28,57	
Cukup	61 – 48	0	0	
Kurang	47 – 34	0	0	
Sangat Kurang	< 35	0	0	

**Table 3:** The students' score of Cycle II

Based on cycle II above shows that there are 25 students who have completed the KKM 75 in cycle II or 89.20% have completed. Meanwhile, those who did not complete it have decreased to 10.71% or only 3 students who have not achieved completion. In this cycle the average value rose to 83.60. Based on these results, it can be seen that there was an increase in writing ability from cycle I where the average student score was 79.60 to 83.60.

## Discussion

All the things considered, the process of implementing actions in Cycle I went successfully. The teacher applies wordwall media according to the steps that have been planned. In cycle I, students are assisted by a

collaborative method, namely the discussion method. This method is used in the core activities, namely student discussion activities. Students are asked to analyze a narrative text related to the legend. Implementation of actions in Cycle II was carried out using a text-assisted wordwall as a medium to strengthen students' understanding. Researchers have used the wordwall technique to carry out learning during the complete implementation of cycle II actions.

The application of wordwall media is believed that the use of wordwall media will encourage students to assist in developing their writing abilities, particularly when it comes to narrative text. (Susanti, 2022) Claims that wordwall media makes vocabulary learning simple, using it might foster students' creativity and speed up their comprehension.

In line with this (Silvia, 2021) According to a research, wordwall media created to enhance the vocabulary that suitable to be utilized during the teaching and learning process. This study suggests that teachers can use wordwall media, which is a type of media, to help students become better writers. Furthermore, according to (Azizah, 2022) based on the result of the data that applying wordwall media to teach pupils Arabic vocabulary is seen to be beneficial. This indicates that if at least 75% of the students showed improvement, the learning process is considered successful. Thus, it can be believe that using wordwall media can improve students' Arabic vocabulary mastery. It conclude that wordwall learning resources can enhance learning.

From this discussion, it can be concluded that wordwall media is feasible to apply in the learning process, this is caused by several factors, namely as follows. First, wordwall media is feasible to apply in the learning process; this is because it can increase student motivation in learning. The developed media is attractive by presenting images that make students motivated in learning. The advantage that students get from using wordwall-based media is that students who were initially lazy, tired and slow to follow the learning process in class, will now look active when learning takes place (Farhaniah, 2021) from the discussion that wordwall media could be used

effectively in the teaching and learning process. These benefits arise from a number of aspects, including the following. First off, wordwall media can motivate students to learn, which makes it practical to utilize in the educational process. The development of media presents graphics that encourage students to learn.

Second, , since wordwalls facilitate the student's understanding of the material, it can be effectively used in the teaching process. The media produced is in line with the subject matter's content to facilitate the learning of the course material. The purpose of visual repetition on wordwalls is to expose pupils to the content more frequently than they would be if wordwalls weren't there. Wordwall media assists in retention and comprehension of the topic being studied by students when they explore for material references (Maghfiroh, 2018).

#### 4. CONCLUSION

Students' writing skill of narrative text increased significantly with the use of wordwall learning materials. Wordwall media can assist students to improve their writing skill. English teachers can use wordwall to help students become more effective with language linked to writings especially in learning narrative text.

It is shown in the data processing results that students' use of wordwall media to write has been shown to be effective. This is known by the learning outcomes, which state that a learning process is considered successful if at least 75% of the students indicate an improvement. Thus, it can be said that SMA Islam Sultan Agung 1 Semarang students in grades XI–7 can enhance their writing skills by using wordwall media. To assist students recall words more easily, English teachers can use wordwall with narrative content and easy English instead of always using boring textbooks or texts.

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