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# THE EFFECT OF USING WORDWALL MEDIA TO THE STUDENTS' LEARNING ACHIEVEMENT OF 11TH GRADE AT SMAN 1 KRAMATWATU

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**ABSTRACT**

This study aimed to examine the examine the effect of word wall media to students' learning achievements at SMA N 1 Kramatwatu. This study used a quasi experimental method with a nonequivalent contol group design. The population in this study was eleventh grade studens' at SMA N 1 Kramatwatu, with two classes as sample, namely class XI3 consisting of 35 students' as experimental class, and class XI4 consisting of 35 students as the control class. The data collection technique involved the use of test consisting of 20 multiple-choice questions. For pretest hypothesis testing, a t-test was used, and the results showed a value of t-count = 0.114, and t-table =1.994 indicating there was no difference between the experimental and control class before experiment. For post-test hypothesis testing, the test result showed a value of t-count = 2.252 and t-table = 1.994, indicating there was difference between the experimental and control class after the experiment. This shows that the used of wordwall media has a significant effect towards the students' learning achievement of class XI of SMAN 1 Kramatwatu.

**Key words**: Wordwall, learning achievment, EFL Classroom

## INTRODUCTION

In Indonesia, English is recognized as a foreign language. A foreign language refers to a language learned in countries where it is not used as the national language, such as English in Indonesia. According to Widagdo (2021), EFL (English as Foreign Language) refers to the teaching of English language skills to learners living in non-English speaking environments. Teaching English as a foreign language is a challenging task in developing countries (Akbari, 2015). In addition, there is lack of interest and motivation among EFL students in many non-English speaking countries (Widagdo, 2021). Therefore, teachers have a big role and responsibility in increasing interest and motivation in English in the classroom. Teacher must make a change and renewal or what is called learning innovation, so that the learning process becomes more effective and efficient (Telaumbanua, 2016). One form of innovation work created by teachers is learning media.

According to Telaumbanua (2016), the use of English learning media aims to make students easy to understand the learning material and create a classroom situation to be more lively and not boring and to establish direct interaction between students and the environment or real life. The learning media used includes various conventional learning media and various digital learning media (Yuniarti et al., 2023). Conventional media operates without involving digital applications or programs. In contrast, digital media is a learning environment that utilizes technology as an educational tool, including the internet and various devices such as mobile phones, laptops, computers, and others. Media used in learning can make it easier for students to acquire new concepts, skills and abilities (Yuniarti et al., 2023).

In the era of globalization in the 21st century, education uses technology in the learning process which is very interesting so that students do not get bored with the teaching and learning

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process activities (Tosari & Jakarta, 2024). However, based on the results of observations made by the researcher at SMA N 1 Kramatwatu, it was found that the problem was the lack of students' interests in learning. The average of students' learning outcomes in English subjects was still below the KKM (Minimum Completeness Criterion) due to the lack of creativity of teacher, as well as the limited facilities available at school, therefore teachers still often used conventional media, namely only printed media without variation with learning media. Further, from the results of interviews with English teachers, they said that learning in the classroom usually often used a lecture learning model. In the learning model, teachers only explain the material in the classroom, so students only pay attention and try to understand the material presented by the teacher. During the learning process, students only listen to the theory from the teacher or learn independently from reading books. Students often feel sleepy, learning also feels boring, and students find it difficult to understand the materials presented, so that students are less interested in learning. This makes the average scores of students were still below the KKM.

Each school has different Minimum Completeness Criteria (KKM) according to the school's policy. Learning success can be measured based on KKM. KKM at SMA N 1 Kramatwatu is 75. However, the learning process in SMAN 1 Kramatwatu, especially English subjects, has not yet reached the KKM. Based on the average results of the midterm test of the 2024/2025 academic school year, information was obtained for class XI, that the average score was 70.56. This shows that the students' success rate was still below the minimum completeness criteria. Students are said to be successful in the learning process if they have reached 75% and get scores above the KKM or equal to the KKM.

In order to improve such condition, teachers should use interesting media during learning. Learning media plays an important role in the learning process along with teaching methods. Educational media refers to a variety of tools or connectors to disseminate or convey messages and ideas in such a way as to arouse the thoughts, feelings, interests and attention of learners. (Yuniarti et al., 2023). One example of interesting learning media that can be employed in the teaching learning process is wordwall.

Wordwall is a learning media that should be used not just displayed or viewed (Arimbawa, 2021). Wordwall is an interactive game-based media that can be applied in the classroom. According to Bilova (2023), the relationship between gamification and new technologies in language teaching and learning is significant. Game mechanics can serve as powerful motivators, making gamification a valuable and even essential tool for educators. Further, he suggested that games are one of the important alternative tools in the modern English classroom.

Some of the studies that are considered relevant to this research include a research conducted by Amaliyah & Rahayu (2023) entitled "The Implementing of Using Wordwall as a Media to Improve The Students' Vocabulary Achievement in New Normal Era." The objectives of this research were to improve vocabulary achievement by using Wordwall web-based application 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 similarity between this study and previous studies lies in the use of Wordwall media and the subject at senior hight school. The difference is in the variabel x vocabulary in this research is learning outcome and the way they are implemented.

Second study was conducted by (Hidayaty et al., 2022) entitled "The influence of Word Wall on Students' Interest and Learning Outcomes." This study aims to determine the effect of word wall media on student interest and learning outcomes. The research used the experimental method, Quasi Experimental form with Nonequivalent Control Group Design. The similarity between this study and previous studies lies in the use of Wordwall media and the dependent variable, which is learning outcomes. The difference is in the subjects, the method and the way they are implemented.

Third study was conducted by Hasan & Habibie (2024) entilted "The effectiveness of using wall word media in teaching vocabulary for EFL young learners." This study aims to examine the effectiveness of wall word media in improving students' vocabulary mastery in SMP Negeri 1

Paguyaman, Gorontalo. Qualitative method was applied to answer research questions or test hypotheses. The similarity between this study and previous studies lies in the use of Wordwall media. The difference is in the subjects, and the way they are implemented.

Overall, these studies suggest that Word Wall media can be an effective tool for improving students' learning achivement. However, further research is needed to explore the effectiveness of this media across different languages, age groups, and educational settings. This study aimed to examine the examine the effect of wordwall media to students' learning achievements at SMAN 1 Kramatwatu. Therefore, a study entilted "The Effect of Using Wordwall Media to the Students' Learning Achievement of 11$^{th}$ Grade at SMAN 1 Kramatwatu" was conducted.

## METHODOLOGY

Quantitative methods are research approaches that involve the collection and analysis of numerical data to answer research questions or test hypotheses (Roever & Phakiti, 2017). This method emphasizes the use of statistical analysis to examine relationships between variables and to determine the significance of results. A quasi-experiment was a research design used in this study. It involves comparing two groups, but without randomly assigning participants to each group. This research involved two classes at SMAN 1 Kramatwatu. Two classes were randomly selected and coordinated with the English teacher at the school. Class XI 3 was selected as the experiment group, consisting of 35 students, and class XI4 was selected as the control group consisting of 35 students.

Research instruments are tools or techniques used to collect data in a research study.There are various research instruments that can be used depending on the nature of the research question and the type of data needed. In this study, the researcher used test as the research instrument. The test was used in pre-test and post-test. The model of test was objective with 35 questions in total.

Analysis of data in an experimental study typically involves comparing the outcomes of the treatment group with those of the control group. The first step is to prepare the data by checking for missing data, outliers, and data entry errors. Descriptive statistics such as means, standard deviations, and frequency distributions can be used to summarize the data for each group. Then, inferential statistics in this study intended to test for significant differences between the treatment group and the control group. The tests used are the t-test for independent samples or analysis of variance (ANOVA) for multiple groups. The level of significance (alpha) is set at 0.05.

## RESULTS AND DISCUSSION

Refering to the hypotheses of the study,the result are divided into two parts:

Pretest Hypotheses:
H0 : $\mu 1 = \mu 2$
H1 : $\mu 1 \neq \mu 2$
Post-test Hypotheses:
H0 : $\mu 1 = \mu 2$
H1 : $\mu 1 \neq \mu 2$

After the data on vocabulary mastery test were analyzed, the results of the pre-test were obtained in the form of descriptive data and inferential data. The following are the results of the descriptive data of the pre-test reading test.

**Table 1. Descriptive Statistics of Pretest**

| Groups | N | Min. | Max. | Mean | Standard Deviation |
|---|---|---|---|---|---|
| Experiment | 35 | 45 | 87 | 66.80 | 14.181 |
| Control | 35 | 44 | 87 | 66.31 | 14.037 |

There were two groups in this study, namely the experiment and control classes. The results of the pretests in the experimental class with questions (multiple choice) and carried out before the treatment using wordwall media showed that the highest score was 87 and the lowest was 45. The average score was 66.80. Meanwhile, the results of the pretest in the control class showed that the highest score was 87 and the lowest was 44. The average score was 66.31. These scores indicated that the students' learning achievement in the experimental class were a little bit better than the control class.

Furth the data on the pretest results on students' learning achievement were obtained in the form of normality data as we can see in the following table:

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**Table 2. Normality Test of Pre-test**

| One-Sample Kolmogorov-Smirnov Test | | | |
|---|---|---|---|
| | | Pretest_ Experiment | Pretest_ Control |
| N | | 35 | 35 |
| Normal Parameters[a,b] | Mean | 66.80 | 66.31 |
| | Std. Deviation | 14.181 | 14.037 |
| Most Extreme Differences | Absolute | .110 | .114 |
| | Positive | .110 | .[114 |
| | Negative | -.100 | -.091 |
| Test Statistic | | .110 | .114 |
| Asymp. Sig. (2-tailed) | | .200[c,d] | .200[c,d] |
| a. Test distribution is Normal. | | | |
| b. Calculated from data. | | | |
| c. Lilliefors Significance Correction. | | | |
| d. This is a lower bound of the true significance. | | | |

It can be seen from the table, the result of the calculation of pretest in the experimental and control class. From the results of the pretests with questions (multiple choice) and carried out before the treatment using wordwall media, it can be seen that pretest in the experiment class is sig. 0.200 > 0.05, and pretest in the control class the is sig. 0.200 > 0.05. Hence, it can be concluded that data of pretest is normal.

**Table 3. Homogeneity Test of Pre-test**

| Test of Homogeneity of Variances | | | | | |
|---|---|---|---|---|---|
| | | Levene Statistic | df1 | df2 | Sig. |
| Pretest_ Experiment_Control | Based on Mean | .014 | 1 | 68 | .907 |
| | Based on Median | .019 | 1 | 68 | .890 |
| | Based on Median and with adjusted df | .019 | 1 | 67.970 | .890 |
| | Based on trimmed mean | .013 | 1 | 68 | .908 |

It can be seen from the table, the result of the calculation of pretest in the experimental and control class. The results of the pretests with questions (multiple choice) and carried out before the treatment using wordwall media, it can be seen that the sig. is 0.907 > 0.05. Hence, it can be concluded that data of posttest is homogen.

In order to answer the question of the pretest hypothesis, the researcher calculated and analyzed the data on the results of the vocabulary mastery test using SPSS Version 25.0 and. Based on the data output below, it can be seen that the sig. (2-tailed) is 0.886 > 0.05. Further, from the T-Test calculation, it can be observed that t-count < t-table (0.114 < 1.994). Hence, it can be concluded that H0 was accepted and H1 was rejected, meaning that there was difference in students' learning achievement between the control class and the experimental class before the teaching-learning process using the wordwall media.

**Table 4. Hypotheses Testing of the Pretest**

| Group | t-count | t-table | Sig.(2-tailed) | Result |
|---|---|---|---|---|
| Experiment Control | .144 | 1.994 | .886 | Reject H1 Accept H0 |

On the other hand, the data on the posttest results on students' learning achievement were obtained in the form of descriptive data and inferential data as we can see in the following table:

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**Table 5. Descriptive Statistics of Post-test**

| Groups | N | Min. | Max. | Mean | Standard Deviation |
|---|---|---|---|---|---|
| Experiment | 35 | 50 | 92 | 74.40 | 10.947 |
| Control | 35 | 44 | 89 | 67.54 | 14.302 |

The results of the post-tests in the experimental class with questions (multiple choice) and carried out after the treatment using wordwall show that the highest score was 92 and the lowest was 50, the average score was 74.40. Meanwhile, the results of the posttests in the control class showed that the highest score was 89 and the lowest was 44. The average score was 67.54. The post treatment condition of the wordwall showed that the average value of the experimental class was much higher than that of the control class.

On the other hand, the data on the posttest results on students' learning achievement were obtained in the form of normality data we can see in the following table:

**Table 6. Normality Test of Post-test**

| One-Sample Kolmogorov-Smirnov Test | | | |
|---|---|---|---|
| | | Posttest_Experiment | Posttest_Control |
| N | | 35 | 35 |
| Normal Parameters[a,b] | Mean | 74.40 | 67.54 |
| | Std. Deviation | 10.947 | 14.302 |
| Most Extreme Differences | Absolute | .096 | .102 |
| | Positive | .085 | .095 |
| | Negative | -.096 | -.102 |
| Test Statistic | | .096 | .102 |
| Asymp. Sig. (2-tailed) | | .200[c,d] | .200[c,d] |
| a. Test distribution is Normal. | | | |
| b. Calculated from data. | | | |
| c. Lilliefors Significance Correction. | | | |
| d. This is a lower bound of the true significance. | | | |

It can be seen from the table, based on the calculation of posttest in the experimental and control class, the results of the posttests with questions (multiple choice) and carried out after the treatment using wordwall media in the experiment class is sig. 0.200 > 0.05, and in the control class is sig. 0.200 > 0.05. Hence, it can be concluded that data is normal.

**Table 7. Homogeneity Test of Post-test**

| Test of Homogeneity of Variances | | | | | |
|---|---|---|---|---|---|
| | | Levene Statistic | df1 | df2 | Sig. |
| Posttest_Experiment_Control | Based on Mean | 2.933 | 1 | 68 | .091 |
| | Based on Median | 2.956 | 1 | 68 | .090 |
| | Based on Median and with adjusted df | 2.956 | 1 | 64.533 | .090 |
| | Based on trimmed mean | 2.963 | 1 | 68 | .090 |

It can be seen from the table, based on the calculation of posttest in the experimental and control class, the results of the posttests with questions (multiple choice) and carried out before the treatment using wordwall media. it can be seen that is sig. 0.091 > 0.05. Hence, it can be concluded that data is homogen.

**Table 8. Hypotheses Testing of the Post-test**

| Group | t-count | t-table | Sig.(2-tailed) | Result |
|---|---|---|---|---|
| Experiment Control | 2.252 | 1.994 | .028 | Reject H0 Accept H1 |

In order to answer the question of the post-test hypothesis, the researchers calculated and analyzed the data on the results of the learning achievement using SPSS Version 25.0. Based on the data output above, it can be seen that the sig. (2-tailed) is 0.028 < 0.05. Further, from the T-Test calculation, it can be observed that t-count > t-table (2.252 > 2.009). Hence, it can be concluded that H0

was rejected and H1 was accepted, meaning that there was a significant difference in students' learning achievement between the control class and the experimental class after the teaching-learning process using the wordwall media. As a result, it can be concluded that there is a significant effect of using wordwall media on English Learning achievement at class XI students of SMA N 1 Kramatwatu.

## CONCLUSIONS AND SUGGESTIONS

Based on the results of the research conducted at class XI of SMA N 1 Kramatwatu in 2024, it could be found that in the experimental class pretest results, the average score was 66.80. Meanwhile, the results of the pretest in the control class showed that, the average score was 66.31. Then, from the experimental class posttest results, the average score was 74.40. Meanwhile, the results of the posttests in the control class showed that the average score was 67.54.

The t-test results from the pretest of the experimental class and control class obtained the t-count < t-table (0.114 < 1.994). and the sig. (2-tailed) is 0.886 > 0.05. It means that H1 was rejected and H0 was accepted or there was no difference in students' learning achievement between the control class and the experimental class before the teaching-learning process using the wordwall media. Meanwhile, from the calculation of the t-test on the posttest results of the experimental class and control class, the t value obtained was t-count > t-table (2.252 > 2.009) and the sig 0.028 < 0.05. It means that H0 was rejected and H1 was accepted, meaning that there was a significant difference in students' learning achievement between the control class and the experimental class after the teaching-learning process using the wordwall media. Thus, we could conclude that wordwall media had a positive effect towards students' learning achievement at the eleventh grade of SMA N 1 Kramatwatu.

### Suggestions

It is hoped that this research can provide input for schools to provide facilities and infrastructure that support the teaching and learning process and can improve the quality of learning outcomes in the future. In teaching and learning activities, teachers can use wordwall media so that learning activities become meaningful, varied, interactive and conducive, so that they can improve students' learning achievment. This research can be used for further researchers and as reference material to continue research in the future that is more innovative and develops in accordance with progress in accordance with the progress of increasingly modern times.

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