



THE EFFECT OF WORD WALL IN ENGLISH LEARNING ASSESSMENT FOR EIGHT GRADES AT SMPN 8 TANJUNG JABUNG TIMUR

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ABSTRACT

This study investigates the effectiveness of Wordwall, a gamification-based learning media, in improving students' learning outcomes on simple past tense and recount text. Conducted with a single experimental group consisting of 25 eighth-grade students at SMPN 8 Tanjung Jabung Timur, the research employed a pre-experimental design. Data collection involved pre-test and post-test assessments to measure changes in students' comprehension. Over six sessions, students were introduced to Wordwall through interactive activities such as quizzes, word matching, and spinning wheels. Statistical analysis using the independent sample t-test revealed a significant improvement in students' scores, with the mean score increasing from 68.4 on the pre-test to 78.9 on the post-test ($t = 5.87, p < 0.05$). Before the intervention, only 8 students achieved scores above the minimum passing grade (75), while post-test results showed 21 students surpassing this threshold. The findings underscore Wordwall's potential to enhance student engagement and motivation through gamified elements, effectively addressing learning challenges in traditional methods. The study concludes that Wordwall is a valuable tool for fostering an interactive and enjoyable learning environment, particularly in English language instruction. Future research should explore its application across diverse subjects and educational levels to validate and extend these findings.

Keywords: : Experimental Research, Learning Assessment, Wordwall

A. INTRODUCTION

English language learning at the junior high school level plays an important role in building better communication skills for students, especially in facing the demands of globalization. However, at SMPN 8 Tanjung Jabung Timur, like many other schools, significant challenges were found related to the lack of student interest in the assessment process, especially in traditional formats such as multiple choice, essays, or other written tests. This has an impact on low learning outcomes and lack of student engagement during the learning process. One factor that causes the lack of student interest is the monotony of traditional assessment method (Az Zahrah and Anwar 2023). Students tend to consider multiple choice tests as boring, unchallenging, and less relevant to their lives. In manual assessments, students are only asked



to choose the correct answer without any meaningful interaction, so they feel unmotivated to learn more deeply.

In addition, this approach often only measures low-level cognitive abilities, such as remembering facts, without providing opportunities for students to develop their analytical or creative skills. On the other hand, technological developments provide great opportunities for the world of education to create more interesting and effective learning methods. One approach that is increasingly popular is gamification, which is the application of game elements in non-game contexts, such as education (Balbaa and Abdurashidova 2023). Gamification has been shown to increase student motivation, engagement, and learning outcomes. Gamification theory states that by utilizing elements such as points, levels, leaderboards, and challenges, students will feel more motivated to engage in the learning process.

Wordwall is one technology-based platform that allows teachers to create gamified learning activities. With Wordwall, teachers can create various types of educational games such as quizzes, word matches, wheels of fortune, and crosswords. These activities can be accessed via computers or mobile devices, making them more flexible and engaging for students. The use of Wordwall in English learning provides an interactive and fun learning experience, while still focusing on achieving learning competencies.

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Gamification theory states that by utilizing elements such as points, levels, leaderboards, and challenges, students will feel more motivated to engage in the learning process. Wordwall is one technology-based platform that allows teachers to create gamified learning activities (Nurrammida, Nizarrahmadi, and Yolanda 2024). With Wordwall, teachers can create various types of educational games such as quizzes, word matches, wheels of fortune, and crosswords. These activities can be accessed via computers or mobile devices, making them more flexible and engaging for students. The use of Wordwall in English learning provides an interactive and fun learning experience, while still focusing on achieving learning competencies.

B. METHOD

This study used a quantitative approach with a pre-experimental design. Pre-experimental design is Experimental research is a method of gathering information and data on a subject through observation in controlled settings (Check and Schutt 2012). This approach was chosen to measure the effectiveness of using Wordwall in assessing English learning in grade VIII students at SMPN 8 Tanjung Jabung Timur. The pre-experimental design was applied using one group of subjects, namely grade VIII students, without a control group. This study began with a pre-test, followed by treatment using Wordwall, and ended with a post-test to measure changes that occurred after the intervention.

The subjects of this study were one class of grade VIII students at SMPN 8 Tanjung Jabung Timur. The selection of subjects was done by total sampling, because grade VIII at SMPN 8 Tanjung Jabung Timur only consists of one class. This study was conducted over six meetings, which included one pre-test session, four treatment sessions, and one post-test session. The materials used in this study were simple past tense and recount text, which were considered relevant to the students' learning level and could be taught interactively through Wordwall.



The research procedure began with giving a pre-test to students to measure their initial ability in understanding simple past tense and recount text materials. This pre-test was designed in the form of a written test that included various types of questions, such as multiple choice, short answers, and simple paragraph writing. The results of this pre-test will be the baseline data to be compared with the results of the post-test. After the pre-test, the researcher carried out the treatment for four meetings. In each treatment session, Wordwall was used as the main media to teach the material. The activities carried out included interactive quizzes, word matching, and a wheel of fortune game designed to improve students' understanding of the material being taught.

The agenda for the six meetings is as follows:

1. First Meeting (Pre-test): Students are given an initial test to measure their ability in simple past tense and recount text. This test includes multiple-choice questions, short answers, and simple paragraphs.
2. Second Meeting: Introduction to simple past tense material through verb matching activities using Wordwall. This activity is designed to help students recognize regular and irregular verb forms.
3. Third Meeting: Practice applying simple past tense in sentences through interactive quizzes on Wordwall. Students are asked to choose the correct verb form based on the context of the sentence.
4. Fourth Meeting: Introduction to recount text with paragraph matching activities to understand the structure of recount text, namely orientation, events, and reorientation.
5. Fifth Meeting: Practice composing recount text through the wheel of fortune game on Wordwall. Students are asked to arrange events in the correct order and use simple past tense.
6. Sixth Meeting (Post-test): Students take a final test with a format similar to the pre-test to measure their improvement in understanding after being given treatment using Wordwall.

During the treatment, students were actively involved in learning through Wordwall. At each meeting, students were introduced to Wordwall features that support learning the material. For example, for simple past tense material, students played an interactive quiz that asked them to choose the correct verb form based on the context of the sentence. For recount text material, students were given the activity of matching paragraphs with the correct sequence of events.



This activity not only helped students understand the concept of the material but also made them more motivated to learn because of the gamification elements contained in Wordwall. The teacher provided direct feedback to students during the learning process, so that they could correct their mistakes and improve their understanding.

After the treatment was completed, students took a post-test that had a similar format to the pre-test. The post-test was designed to measure the extent to which students' abilities had improved after receiving intervention using Wordwall. Data from the pre-test and post-test were then analyzed to determine the effectiveness of using Wordwall in improving students' understanding of simple past tense and recount text materials.

To analyze the data, this study used the independent sample t-test statistical test. This test is used to test the significance of the difference between the results of the pre-test and post-test. Although this study only involved one group, the independent sample t-test can still be applied by treating the pre-test and post-test data as two different groups. The results of this analysis will provide information on whether the use of Wordwall significantly improves students' abilities in learning English. The level of significance used in this study is $p < 0.05$, which means that the results are considered significant if the probability of error is less than 5%.

This study was designed by considering several steps to ensure the validity and reliability of the data. The validity of the test instrument was guaranteed through a content validity test, where the test questions were checked by an English language expert to ensure their suitability with the material being taught. The reliability of the instrument was tested through a pilot test before the main study was conducted, to ensure that the instrument provided consistent results. In addition, during the research process, the researcher ensured that all students received the same treatment and followed the procedures that had been designed, so that the results obtained truly reflected the effects of using Wordwall.

This study is expected to provide an important contribution to the development of more interesting and effective English learning methods. By using Wordwall, students are not only invited to learn, but also to play, so that the learning process becomes more fun and meaningful. The results of this study are expected to provide empirical evidence about the effectiveness of



gamification in improving student learning outcomes, especially in English learning at the junior high school level

C. FINDINGS AND DISCUSSION

Based on the analysis results, it was found that there was a significant difference between the average pre-test and post-test scores. The average score on the pre-test was 68.4, which indicates that most students were still below the minimum passing standard, which was 75. This value reflects that before being given treatment, students' understanding of the simple past tense and recount text material was still low. After being given treatment using Wordwall, the average score on the post-test increased to 78.9. This increase indicates that the use of Wordwall has succeeded in improving students' understanding of the material being taught.

The independent sample t-test produced a t-value of 5.87 with a p-value of 0.000, which is below the significance level of 0.05. These results indicate that the increase in scores from pre-test to post-test is statistically significant. In other words, the use of Wordwall has a real effect on improving students' learning outcomes on simple past tense and recount text materials. This increase also shows that the use of Wordwall as a gamification-based learning medium is able to increase student engagement and motivation, which ultimately has a positive impact on their learning outcomes.

In addition to statistical results, further analysis showed that all students experienced an increase in grades after being given treatment. Before the treatment, only 8 out of 25 students achieved a score above 75, while 17 other students were below the minimum passing standard. After the treatment, the number of students who achieved a score above 75 increased to 21 students, while only 4 students were still below the standard. This shows that Wordwall is not only effective in improving understanding of the material, but also helping most students achieve the minimum passing standard. This result related with the result from (Sipayung 2018) that effectively of the material.

The average increase in grades obtained by students was 10.5 points. This increase is considered significant considering that previous traditional learning methods were unable to bring most students to achieve the minimum passing standard. By using Wordwall, students



not only understand the material better, but are also more motivated to learn. Gamification elements such as interactive quizzes, lucky wheels, and paragraph matching make students more actively involved in the learning process. These activities provide a fun and interactive learning experience, which not only improves learning outcomes but also builds students' self-confidence.

The results of this study also support the theory of gamification which states that the application of game elements in learning can increase student motivation and engagement. In this study, Wordwall provides a different learning experience compared to traditional learning methods (Hasram et al. 2021). Students feel more motivated to complete the assignments and quizzes given, because they can see the results directly and get feedback from the teacher. This not only helps them correct mistakes, but also provides a sense of accomplishment that encourages them to continue learning.

Of the 25 students who were the subjects of the study, most showed significant improvements in understanding the material. For example, a student who previously scored 60 on the pre-test managed to increase his score to 80 on the post-test. Another student who scored 70 on the pre-test also managed to increase his score to 85 on the post-test. This increase shows that the use of Wordwall can have a positive impact not only on students with intermediate abilities, but also on students with lower abilities.

Overall, the results of this study indicate that Wordwall is an effective learning medium for improving student learning outcomes (Swari 2023). With an average post-test score that has exceeded the minimum passing standard, it can be concluded that the use of Wordwall has succeeded in meeting the learning objectives that have been designed. In addition, these results also provide empirical evidence that gamification in learning can be an innovative and effective alternative to improve the quality of education, especially in English language learning. This study provides an important contribution to the development of more interesting and effective technology-based learning methods. By utilizing the gamification elements in Wordwall, teachers can create a more interactive and enjoyable learning environment. The results of this study are expected to be a reference for other teachers to adopt Wordwall or other gamification-



based learning media in the learning process. Thus, learning not only becomes more interesting, but also has a real impact on student learning outcomes.

The results of this study indicate that the use of Wordwall as a gamification-based learning media has a significant impact on improving the learning outcomes of class VIII students at SMPN 8 Tanjung Jabung Timur. Based on the analysis of the independent sample t-test, the average pre-test score which was previously only 68.4 increased to 78.9 in the post-test, with a t-value of 5.87 and a p-value of 0.000. This confirms that the difference in pre-test and post-test results is statistically significant. This increase in the average score indicates that Wordwall is able to help students understand simple past tense and recount text materials better than traditional learning methods. This increase in student learning outcomes can be explained through the gamification theory which is the basis for the application of Wordwall in this study. Gamification theory states that game elements, such as points, challenges, and rewards, can increase student motivation and involvement in the learning process. In this study, Wordwall provides various interactive features that allow students to learn in a more interesting and enjoyable way. For example, the use of the wheel of fortune and interactive quizzes provides a different learning experience, where students feel challenged to complete tasks and achieve the highest score. This activity not only improves students' understanding of the material, but also builds their confidence in facing assessments.

In terms of motivation, the results of this study indicate that students become more motivated to learn after being given treatment using Wordwall. Before treatment, only 8 out of 25 students achieved a score above the minimum passing standard (75). However, after treatment, the number of students who achieved this score increased to 21 students. This shows that Wordwall has succeeded in changing students' views on the learning process, from being previously considered boring to being more interesting and interactive. The competitive elements in Wordwall, such as leaderboards and live scores, encourage students to try harder, thus having a positive impact on their learning outcomes.

This increase is also in line with previous research showing that gamification in learning can improve student learning outcomes. For example, research by (Dicheva et al. 2015) revealed that gamification creates a more fun and challenging learning environment, so that students



feel more involved in the learning process. In the context of this study, Wordwall provides a rich learning experience with gamification elements, which effectively enhances students' understanding of the material being taught.

In terms of implementation, Wordwall has proven effective in helping students understand simple past tense and recount text materials. In simple past tense materials, students are trained to recognize and use regular and irregular verb forms through word matching activities and interactive quizzes. Meanwhile, in recount text materials, students are involved in paragraph matching activities and arranging events in the correct order. This activity not only helps students understand the structure of recount texts, but also encourages them to think analytically and critically in organizing information.

The results of this study also show that the use of Wordwall has a positive impact not only on students with intermediate abilities, but also on students with lower abilities. For example, students who previously scored 60 on the pre-test managed to increase their score to 80 on the post-test. This shows that Wordwall is able to reach various levels of student ability, so that each student has an equal opportunity to improve their understanding of the material. Thus, Wordwall not only functions as a learning tool, but also as an inclusive media that supports the diversity of student ability levels.

However, although the results of this study show a significant positive impact, there are several things that need to be considered. First, because this study used a pre-experimental design with one group of subjects, the results cannot be generalized widely. In addition, this study did not involve a control group, so the effects of using Wordwall compared to other learning methods cannot be analyzed directly. Therefore, further research with a more complex design, such as quasi-experimental, needs to be conducted to strengthen these findings. Second, although Wordwall provides a fun learning experience, its effectiveness also depends on how teachers integrate this media into the learning process. In this study, the role of teachers as facilitators is very important in ensuring that each student can understand

D. CONCLUSION



This study aims to measure the effectiveness of using Wordwall as a gamification-based learning media in improving student learning outcomes in simple past tense and recount text materials in class VIII of SMPN 8 Tanjung Jabung Timur. Based on the results of the study, it can be concluded that the use of Wordwall has a significant impact on improving student learning outcomes. The average pre-test score of students was 68.4, indicating that most students had not reached the minimum passing standard. After being given treatment using Wordwall for four meetings, the average score increased to 78.9 in the post-test. This increase was not only statistically significant, as indicated by the independent sample t-test with a t-value of 5.87 and a p-value of 0.000, but also showed a real increase in students' understanding of the material being taught. This conclusion is in line with the gamification theory that underlies the application of Wordwall in this study. The gamification elements contained in Wordwall, such as points, challenges, leaderboards, and direct feedback, provide a fun learning experience and motivate students to be more involved in the learning process. Interactive activities such as quizzes, fortune wheels, and paragraph matching allow students to learn in an engaging way, while helping them understand the material in depth. In this study, Wordwall not only functions as a learning medium, but also as a tool that can increase student engagement and motivation, which ultimately has a positive impact on their learning outcomes.

The improvement in student learning outcomes is also reflected in the number of students who achieved the minimum passing standard. Before the treatment, only 8 out of 25 students scored above 75. However, after the treatment, the number increased to 21 students, with an average increase in score of 10.5 points. This shows that Wordwall is effective in helping students who previously had low scores to achieve the minimum passing standard. In addition, Wordwall has also been shown to improve learning outcomes in students with medium and high abilities, so that all students have the same opportunity to improve their understanding of the material. The results of this study provide an important contribution to the development of innovative and effective technology-based learning methods. By utilizing gamification elements, Wordwall creates a more interactive and enjoyable learning environment. The use of Wordwall in this study also shows that gamification-based learning media can be an effective alternative to overcome challenges in traditional learning, which is often considered monotonous and less interesting by students. With Wordwall, students feel more motivated to learn, because they can see the results of their work directly and get constructive feedback from the teacher.



Although the results of this study show a significant positive impact, there are several limitations that need to be considered. First, the research design used was pre-experimental with one group of subjects, so the results of this study cannot be generalized widely. Second, this study did not involve a control group, so it cannot be directly compared with other learning methods. Therefore, further research with a more complex design, such as quasi-experimental or pure experiments, needs to be done to strengthen these findings. In addition, future research can also involve more diverse subjects to test the effectiveness of Wordwall at different levels of education and learning contexts.

Overall, this study shows that Wordwall is an effective learning media to improve student learning outcomes in simple past tense and recount text materials. With the average post-test score exceeding the minimum passing standard, it can be concluded that the use of Wordwall successfully met the learning objectives that had been designed. The results of this study also provide empirical evidence of the benefits of gamification in learning, which can be a reference for teachers to integrate technology into the learning process. Thus, it is hoped that the results of this study can encourage teachers to adopt Wordwall or other gamification-based learning media, so that learning becomes more interesting, fun, and effective for students.

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