RESEARCH ARTICLE

Exploring The Role Of Wordwall As A Learning Media For Teaching Procedural Texts To Ninth-Grade Students

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ABSTRACT

Teaching reading skills is an important part of learning English. The study aims to describe the use of the Wordwall application to teach reading comprehension to ninth-grade students. This research is conducted at one of the private schools in Sidoarjo, East Java, Indonesia using a descriptive qualitative method. The data is collected through observation and interviews. The results show that using the Wordwall media can help students comprehend the procedural text material more effectively. Based on the researchers' observations in classroom learning, students find it easier to read and understand procedural text with the Wordwall media. Additionally, through interviews conducted to gather the students' opinions, it is found that using the Wordwall media can create an active learning atmosphere, making students more engaged and finding it easier to read English texts.

Keywords: reading comprehension, procedural text, Wordwall media

INTRODUCTION

Reading skills are an important part of education that contributes to academic success and personal development. Reading is more than just saying words; it involves understanding and absorbing information from different types of texts (Pandey, 2023). In language learning, especially when studying procedural texts, students must not only understand the content but also follow the steps correctly.

Unfortunately, many students struggle in reading procedural texts. Procedural texts are a crucial type of text in the English curriculum. By learning procedural texts, students can understand the structure instructions clearly and in an orderly manner (Bharati, 2016). One way to overcome the challenges is utilizing technology in the teaching and learning process. According to (Huda & Kusumawanti, 2024), to help developing students' reading skills, there must be the support of media references such as Wordwall application.
The Wordwall application is a learning platform based on games that allows teachers to create interactive tests and educational exercises for students (Zahroh et al., 2024). Here, the application offers a large selection of template designs, such as: anagrams, word search forms, spin the wheels, multiple-choice and true/false questions, and other elements that teachers can use. Moreover, through Wordwall application, teachers can provide feedback on the students' activities and give additional materials for learning. Recent research shows that the use of technology in teaching can improve students' engagement and their learning outcomes (Lubis, 2024). In utilizing the Wordwall application, teachers should have more satisfying activities to do, as well as a strong motivation to learn.

Additionally, by using Wordwall application, students not only learn how to properly structure procedural texts but also actively engage in their learning process. This is important because active engagement can increase student motivation and help them remember information better. In line with this, (Fiction, 2010) claims that the interactive activities offered by Wordwall application allow

students to learn in a fun and non-boring atmosphere.

This is reflected in the results of research which shows that students who are taught using the Wordwall application have better achievements compared to traditional methods (Ghufron et al., 2023). Thus, Wordwall application not only serves as a learning aid, but also as an effective method to improve students' reading skills at the junior high school level.

Therefore, in the present study, the researchers explore the role of Wordwall, a popular application today, for teaching procedural texts to the ninth grade students at one of the private junior high schools in Sidoarjo, East Java, Indonesia. For this, the research problem can be formulated as follows:

1. How is the Wordwall application implemented for teaching procedural texts?
2. What are the students' perceptions on the use of Wordwall application in learning procedural texts?

METHOD

Research Design

In the present study, a descriptive qualitative research methodology is employed. According to (Costigliola, 2019), qualitative research focuses on comprehending human behavior and experiences from the viewpoints of the participants. The design is suitable for the study since the objectives of the present study are to scrutinize the implementation of the Wordwall application for teaching the ninth-grade students' reading skills, especially in procedural texts and the students' perceptions in learning procedural texts using Wordwall application.

Participants

The study was carried out at one of the private junior high schools in Sidoarjo, East Java, Indonesia, especially in the ninth-grade class. There were twenty five students and an English teacher in the class who participated in the process of learning procedural texts using Wordwall application. For the interview, four students were involved. They were chosen since they had better

understanding of procedural texts after the implementation of Wordwall application.

Data Collection Strategy

For collecting the data, the researchers employ observation and interviews. According to Mali (2023) using the multi-method strategy to collect the data is to guarantee data authenticity and to offer a thorough grasp of the study situation. In the classroom observation, the researchers observed the learning process of procedure text using Wordwall application. Through the observation, the data related to the implementation of Wordwall application could be gathered. Moreover, the researchers observed the interaction of students and teachers during learning using the media.

As non-participatory observers, the researchers recorded how the students interacted with the application and noted shifts in their degrees of interest and reading comprehension. As proposed by Cohen et al. (2021), observational data offers insights into the learning environment.

After the observation, the researchers collected data by interviewing four students (S1, S2, S3, and S4) as the representatives of the whole class. Students were interviewed in a semi-structured manner to learn more about their opinions and experiences using Wordwall application. Semi-structured interviews provide researchers freedom and allow them to delve into certain areas of interest, which can assist uncover students' attitudes regarding utilizing technology to improve their reading skills in English subjects.

Recorded interviews were transcribed for in-depth examination. To gather further information on students' reading growth, supporting materials were gathered, including student performance reports, reading exercises, and worksheets used in the classroom.

Data analysis

For analyzing the data, the researchers employ a thematic analysis procedure proposed by Braun & Clarke (2019). The data was sorted, classified, and grouped into themes that represent the students' procedural text learning experiences with

Wordwall. Here, the researchers were able to find patterns and made insightful deductions from the qualitative data by using coding and thematic analysis. The researchers used several strategies, such as member verification and data triangulation, to guarantee the validity and reliability of the study findings. Triangulation entails cross-validating results utilizing data from several sources, including interviews, and observation.

RESULTS

The present study objectives are to examine the implementation of the Wordwall application for teaching procedure texts and explore the students' perceptions of using the application in learning English, especially the procedure texts. In this section, the findings of the study will be presented.

The implementation of Wordwall application in teaching and learning activities
In recent years, the Wordwall media has been widely discussed in the world of education about how good the application is in helping teachers and students in teaching and learning activities. On the Wordwall application there are many interesting features, which can increase the interest and involvement of students in teaching and learning activities, such as quiz features, match up, open the box, unjumble, flash cards, complete sentences and many more interesting and useful features on the media.

Wordwall application could be used as a learning media that is very accessible to its users, a web that can be used to create many types of interactive quizzes, many games and activities that are designed to increase the ratio of student involvement in teaching and learning activities. In procedural text learning, this application is used to create quizzes to measure the students' comprehension after the material is delivered by the teacher.

In teaching procedural text, the teacher first conveys material about procedural text first, such as conveying the usefulness and structure of procedural text. Then, the teacher uses Wordwall application as the teaching medium to test how far students understand the procedural text material.

By using wordwall teaching media which has a very interesting design and features, students become very enthusiastic to follow and engage in these activities, so that with this involvement and enthusiasm, students will interact with each other as a for their involvement in these learning activities, so that participants who do not pay attention to the teacher when delivering material, they can understand the material that the teacher has taught by interacting, being active and involved in these activities.

Students' perceptions of the use of Wordwall application for learning procedural texts
After conducting several learning sessions using Wordwall application, the researchers began to conduct interview sessions with students about how they perceived learning sessions using the media. For the ninth-grade students, Wordwall teaching media is something that really attracts their attention. With many features that can attract their eyes, they think that this learning session is very fun and not boring. Some of them also think that learning sessions using Wordwall teaching media really help them quickly grasp the understanding of the material that the teacher has conveyed. In this section, the author presents the answers to the researcher's questions to four students regarding students' perceptions in learning procedure text using Wordwall media.

Transcript 1: The usefulness of Wordwall media for understanding the procedural texts
S1: I think wordwall media is useful because learning using wordwall media makes it easier for me to understand the procedural text.
S2: Yes, it is useful because there is an interesting quiz that makes it easy to understand the procedural texts.
S3: It is useful, I am happier and easier to understand the procedural texts if I use the media.
S4: By using the interesting pictures and explanations in the Wordwall, it is easier for me to understand the procedural texts.

In transcript 1 above, four students shared their perspectives on the benefits of using wordwall media in learning procedure texts. Various perspectives were shared. Learners said that by

using Wordwall media, they can more easily understand the procedural text than explained using the traditional way. Using the quiz in the Wordwall application in groups makes students more interactive in learning so that all students said that using wordwall media in learning is very useful. It means that using Wordwall media in learning procedural text is useful.

Transcript 2: Wordwall media can help them to understand the structure of procedural text.
S1: Yes, I understand more about the structure of the procedural texts when the teacher explains using Wordwall media.
S2: Usually there are some difficult vocabulary or words when I read the text, using the quiz done in groups on the Wordwall can increase my vocabulary so that I can easily understand the text.
S3: Using Wordwall media makes it easier for me to read and understand the procedural texts in English.
S4: I am happy that the teacher used Wordwall media as a tool for learning on this material.

In transcript 2, the four students shared their perspectives on how wordwall media can help students in understanding procedure text. The students said that in learning procedure text, it is easier to understand the structure of procedural texts by using Wordwall media. Besides, they were happier because there were interesting features so that they were not bored and followed the learning actively. To sum up, the Wordwall media can help students' understanding the structure of the procedural texts.

Transcript 3: Students' perceptions of the difference between learning using Wordwall media and traditional learning in procedure text.
S1: Learning using Wordwall media is more interesting and fun than the usual traditional learning.
S2: Yes, I think it is different, because Wordwall media has interesting features and is easy to understand, so I prefer learning when using this media.
S3: Of course it is different, the explanation of the material about the procedural texts is easier to understand using Wordwall application because

there are some pictures and the steps are more interesting.
S4: Learning traditional methods that teachers usually use in teaching is good, but I prefer teachers who teach using the Wordwall media because it is interesting and I can understand easily.

In transcript 3, all students said that learning in class using Wordwall media is different from learning that was usually taught on the board. They were excited to learn using Wordwall media because in the media the teacher displayed pictures and the structure of the procedural text interestingly.

DISCUSSION

The study examines the use of Wordwall application for teaching procedural texts to ninth-grade students. Based on the results of the studdy, the implementation of the Wordwall application can improve students' understanding, especially in learning procedural texts. The findings are in line with the study conducted by Rusli et al. (2023) who has researched other schools and was successful in implementing the media. According to Azizah et al. (2024), using Wordwall media in learning procedural texts can make students understand the material easily and increase student activity by answering quizzes in groups. The use of Wordwall media in the classroom is also discussed in another article written by Rindiantika (2022) who states using wordwall media can increase students' interest and motivation and create an interactive atmosphere in classroom learning.

CONCLUSION

Due to the visual and interactive elements of Wordwall application, students feel excited and become more motivated in learning English, especially procedural texts. Besides, it also makes the learning atmosphere in the class more conducive. The results of this study show that the ninth-grade students in one of the private schools in Sidoarjo, East Java, Indonesia experienced positive involvement when learning English using Wordwall application. They showed their activeness and confidence in coming forward in front of the class to answer quizzes on Wordwall media and when students had difficulty in doing

quizzes, peers participated in helping them. It suggests that students can work collaboratively by using the Wordwall application.

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DECLARATION OF POTENTIAL CONFLICT OF INTEREST

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