

## **WORDWALL: MEDIA FOR ENRICHING VOCABULARY OF SIXTH GRADERS**

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### **ABSTRACT**

This study explores the development and implementation of Wordwall-based educational games designed to supplement the "My Next Word" book for sixth-grade students in SD Negeri 1 Baktiseraga Singaraja, Indonesia. The research aimed to enhance vocabulary acquisition through interactive and engaging digital learning experiences aligned with the Merdeka Curriculum's educational objectives. Various game types were developed, integrating multimedia elements such as images and audio to enrich the learning process. The study followed a structured approach, including blueprint formulation, iterative development, quality assessment, and real-world testing to optimize educational effectiveness. Findings highlight the potential of digital educational games in supporting language learning and fostering student engagement in primary school environments.

**Keywords:** Digital Learning, Primary Education, Vocabulary Acquisition, Wordwall Educational Games

### **INTRODUCTION**

Education is inextricably linked to human existence since it gives possibilities for knowledge acquisition. In the real term of education, educational institutions must supply teaching resources in the form of a curriculum. The 2013 Curriculum has now been approved in Indonesia, and this application includes new standards for the classroom teaching and learning system. However, the curriculum in Indonesia changed again this year, this time with the "Merdeka Curriculum" that focuses on

ethical and moral development. Non-academic tests are also used in the Merdeka Curriculum however, the 2013 Curriculum uses a more organized academic evaluation.

The researcher noted in the exchange that English was not included in the primary school in curriculum 2013. As part of the Merdeka Curriculum system, English is now only given as an optional topic for two hours (70 minutes) every week. As a result, English competence remains low. Students' English competence is actually lower than that of adults. As a result, English teaching and learning will become extracurricular or supplemental disciplines. However, there are major consequences in this choice. Considering that the government does not include English as a subject in the new curriculum, the improvement of teaching and learning English in primary schools will receive less attention. So, the teacher's approach is currently the main focus in English instruction so that the learning process can be carried out in a thrilled method.

According to Cameron's (2001:18) approach, a new language is typically presented, grasped, rehearsed, and processed orally and aurally. As a result, the approach for learning other languages is centered on words and interactions. That is, pupils in primary school can be taught English by paying attention to vocabulary and speech. According to McCarthy (1990), vocabulary is the most essential element of language training since it allows for meaningful communication in L2 without relying simply on grammar and L2 sounds. Another idea, from Linse (2006: 122), claims that vocabulary development is a crucial feature of language development, and several research have proven that teaching vocabulary is suitable and effective for language students, particularly school-aged learners. The theory put forward by Slattery and Willis (2001) make it clear that there are several tips for teaching vocabulary such as; to support new vocabulary, create class presentations with visuals and other memory aids, Arrange to demonstrate unfamiliar words and phrases in an interesting manner by relating them to an issue common to the pupils, Demonstrate the pupils the way to play vocabulary games and provide English instructions while they play, Create a variety of activities while using the same terminology to help pupils become acquainted with it, and While teaching new words and phrases, they must be used frequently so that children learn to use them meaningfully.

English is required to connect internationally as an international language. Learning English is now essential since English is an international language spoken by the majority of the world's countries. English with three objectives, including developing communication skills in English, both orally and in writing, which includes the ability to listen, speak, read, and write, raising awareness about the nature of language and the importance of English as a foreign language to become the primary tool for learning and developing understanding of the interrelationships between

languages and cultures, and increasing cultural attractiveness so that students have a desire to learn English.

The importance of vocabulary learning in foreign language learning cannot be overstated. Cameron noted that vocabulary, as one of the knowledge categories in language, is important for young learners while learning a language. The growth of young learners' vocabulary is an important part of their language development. It is critical to enhance the four language abilities of listening, speaking, reading, and writing. They will be able to achieve complete use of English in the future if they master vocabulary. Imparting knowledge to young learners differs from teaching vocabulary to teenagers and adult learners. It occurs because various ages have distinct requirements, abilities, and cognitive capacities. These varied features must become the primary focus for teachers when handling them differently as a teaching subject. Teachers, in addition to mastery of teaching content, play a vital role in facilitating students' learning through suitable media and techniques selection. As a result, they must be inventive in order to pique students' interest and desire in learning. Young learners have a limited attention span. As a result, teachers must employ something exciting to hold students' attention for a longer period of time. They can produce engaging learning by utilizing teaching material.

Vocabulary is the total amount of words in a language, as well as the words that a person owns, knows, and uses whether speaking, listening, reading, or writing. There are numerous media references that teachers might employ in the classroom when teaching vocabulary to young learners. Teaching media such as song, video, photos, realia, miniature, and card can be utilized to teach vocabulary to young learners. Recognizing the importance of educational media in teaching English for young learners, emphasis should be placed on the use of educational media. However, in reality, it can be seen that there are still many teachers in primary schools who have not used appropriate means to teach students. Many of them still use traditional methods to deliver documents. To mitigate this problem, the researchers conducted research. Research focuses on developing vocabulary media-based teaching with Wordwall for students.

In this context, there are some basic competencies that elementary school children should master in learning English such as the first is listening skills where students are expected to be able to understand simple commands in English and understand basic instructions in the form of audio or visual approaches. The second is speaking skills where students are expected to be able to say basic words and simple phrases and be able to convey personal information such as name, age, and origin, as well as participate in simple conversations with friends or teachers. The third skill is

reading where students are able to read common words and simple phrases and understand short, simple texts such as children's stories or simple instructions. The fifth skill is writing which is generally demanded to children at this elementary school level, students will be expected to be able to write letters and simple words and write simple sentences that reflect a basic understanding of grammar.

In addition to all the skills that have been described, the most important aspect in understanding the above skills is with vocabulary understanding, generally at this level of primary school students are able to recognize and use basic vocabulary such as numbers, colours, names of objects, and everyday words. In addition, students are expected to know common terms related to daily life.

In his book *English for Young Learners*, Kasihani (2007) noted that vocabulary is a collection of words that belong to a language and convey meaning when we use that language. The main skill requirement that students must have in the process of learning English is vocabulary mastery because the more vocabulary they have, the smoother the communication and the greater their language skills, but this vocabulary mastery is often overlooked Khasanah, et al.: (2014). Vocabulary, for example, is a crucial basis in the educational process at the primary school level since it may help kids read texts, communicate effectively, and achieve success in numerous facets of life. Learning vocabulary include not just remembering words, but also being able to recognize them, retain them, pronounce them correctly, and utilize them appropriately and accurately in sentences Evy et al., (2022). However, language instruction in primary schools in Indonesia is sometimes fraught with difficulties that make it less appealing to pupils.

There are several factors that make vocabulary acquisition in Indonesia less exciting, such as the employment of traditional and repetitive teaching techniques. This frequently makes the learning process tedious and uninteresting for students. Students nowadays have grown up in the information age, and they are more receptive to learning that incorporates material that they are acquainted with. With the rapid advancement of technology in today's digital world, there is a huge chance to expand and increase vocabulary acquisition in primary schools. At this point, vocabulary learning should be incorporated into sentences that are not distinct and isolated from the context that brings it. After the reform era, the direct method became the next strategy in language instruction. This method arose from observations of children's language learning. This method to language learning contains features such as reform era, although vocabulary selection on this approach concentrates on ordinary vocabulary day. There are variations between teaching abstract and concrete vocabulary. Concrete Vocabulary is taught via visual media, whereas Abstract

Vocabulary is taught through knowledge of ideas.

Based on the theoretical studies shown above, it is possible to conclude that classrooms, as learning facilities, require more engaging learning media that motivate students to engage in more creative and inventive activities. Because they are still in the early stages of learning English and the majority of the material is focused on various basic vocabulary related to family, work, public places, and so on, as an example, consider the sixth-grade student of SD Negeri 1 Baktiseraga Singaraja. They actually need it teaching media to enrich their vocabulary. Therefore, this school is categorized as one that does not offer the most vocabulary teaching media. The observation results additionally demonstrate that SD Negeri 1 Baktiseraga Singaraja does not have learning media actual vocabulary teaching is extremely important to enrich their vocabulary and help teaching and learning English. The only vocabulary learning media they utilize is textbooks provided by the government to schools. As a result, researchers are interested in producing a learning media called Wordwall based digital media for Learning, which has a large number of graphic cards with varied topics and game possibilities. This allows pupils to acquire new language without becoming bored. Furthermore, this learning medium will be designed to be played in couples to make vocabulary acquisition more efficient.

Based on the results of our observations, we concluded that the SD Negeri 1 Baktiseraga Singaraja had used digital media as one of their learning media. However, this digital learning media is not yet specifically aimed at increasing vocabulary in English. And at SD Negeri 1 Baktiseraga Singaraja there is no media to develop vocabulary in the book entitled "My Next Words", so this research will develop a digital media, namely Wordwall based digital media.

## **LITERATURE REVIEW**

Inadequate assessment instruments, inappropriate teaching methods, and content below students' cognitive abilities contribute to the poor quality of education. Using appropriate educational resources can enhance student learning outcomes and positively impact their educational experience. Educational games as learning aids promote the growth of learners' motivational, emotional, social, and cognitive perspectives (Papastergiou, 2009). Educators need to be proficient in various teaching mediums and assess which ones are best for classroom use. They must devise alternative approaches to teaching vocabulary that create engaging scenarios, making it easier for learners to understand and absorb material, particularly if they enjoy the learning process (Ahmad, 2012).

Wordwall-based digital media is an online learning tool that can be utilized as

a game. Mobile learning maximizes the potential of mobile devices in language learning environments (Daud et al., 2015). Wordwall is an edutainment website with a variety of games, such as information matching, picture matching, quizzes, wheel of fortune, and puzzles, which can be played individually or interactively to help with vocabulary practice (Çil, 2021). Wordwall.net offers tools for producing interactive educational materials that can be utilized online or printed. Its appealing user interface, extensive feature set, and reasonable price make it a high-quality platform.

Purnamasari et al. (2021) identify Wordwall as a game that encourages learners to participate in discussions, quizzes, and surveys. Wordwall Media is an online tool that can be used to produce educational content or serve as an educational instrument. Nurhamida & Putri (2020) claim that Wordwall is a fun application-based learning tool that piques students' interest in learning. The customizable screen display, engaging background music, and game and quiz features provide immediate feedback on performance, motivating pupils to learn and aiding teacher assessment (Misrawati et al., 2020).

In addition to textbooks, supplementary media help teachers and students understand vocabulary at a deeper level. Researchers created Wordwall-based media to supplement the information in the book "My Next Words," focusing on vocabulary mastery. This book includes a special segment highlighting new vocabulary covered in each subject. Supplementary material enhances and deepens students' comprehension of terminology in relevant contexts.

Vocabulary is the fundamental block of languages, comprising all the words a person knows and uses. Lehr et al. (2004) define vocabulary as expertise in words and their meanings in written and spoken languages. Hatch and Brown (1995) describe vocabulary as a collection of terms for a certain language. Thornbury (2002) asserts that "without grammar there is very little to convey, without vocabulary there is nothing to convey." Vocabulary is essential for language acquisition, communication, and various tasks.

Several studies have tested the effectiveness of Wordwall learning media on vocabulary. Ming-guo (2007) found that Wordwall effectively incorporates classroom teaching with after-class practice, addressing narrow knowledge vision, tedious methods, and inefficiency. Purwitasari (2022) demonstrated Wordwall's usefulness in boosting vocabulary proficiency, offering various templates and samples for novice users. S. Syamsidar et al. (2023) examined Wordwall's impact on vocabulary mastery, finding it effective.

Marhamah & Mulyadi (2020) found that using Wordwall pictures when teaching new English vocabulary to beginners is engaging, making students

enthusiastic about learning English. Arsini et al. (2022) studied hospitality school students' perception of Wordwall, finding it enriched their work-ready vocabulary mastery. Pradini & Adnyayanti (2022) showed that Wordwall increases students' enthusiasm for learning English through entertaining exercises for vocabulary learning.

Sekewael and Leni (2017) found that the Wordwall strategy helps students understand reading texts, improving comprehension in various contexts. Jannah & Syafriyadin (2022) noted that EFL students liked Wordwall as a vocabulary-learning tool, finding it effective, engaging, and enjoyable. Joseph S. Green (1993) discussed mural dictionaries (word lists on walls) as learning resources for vocabulary expansion and enhancement.

Previous research has developed digital media for primary students' vocabulary using tools like Kahoot, Quizzes, and Padlet. However, no media has supplemented the book provided by Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi Badan Standar, Kurikulum, dan Asesmen Pendidikan Pusat Perbukuan. This research aims to create Wordwall-based media to help teachers teach vocabulary, incorporating content from the book "My Next Word" for 6th grade, meeting the requirements of SD Negeri 1 Baktiseraga Singaraja.

## **METHOD**

This study investigates the use of English language teaching materials at SD Negeri 1 Baktiseraga, focusing specifically on the utilization of the "My Next Words" book provided by the Ministry of Education and Culture in accordance with the Merdeka Curriculum. The research highlights the effectiveness of textbooks in the learning process, while also exploring the role of supplementary media in enhancing students' motivation and understanding of English vocabulary. Findings indicate that the integration of additional media such as interactive tools is expected to enrich students' learning experiences, particularly in the context of vocabulary acquisition.

Moreover, module analysis and blueprint evaluation conducted in this study demonstrate the importance of a systematic approach in developing learning materials. Evaluations by content and media experts affirm that the design and content of supplementary learning media should consider aspects of interactivity, creativity, and effectiveness in content delivery. These findings underscore the need for integrating technology and interactive media in English education to enhance learning quality and align with curriculum demands.

Lastly, the study reveals stakeholders' expectations and perceptions regarding the development of interactive media-based supplementary materials. It is anticipated

that the use of innovative media can positively contribute to achieving English language learning objectives, particularly in developing students' vocabulary skills comprehensively and effectively, in response to technological advancements and current curriculum needs.

## **FINDING**

In this study, we aimed to develop a series of web-based educational games using the Wordwall platform, tailored to the content of the "My Next Word" book for grade 6 semester 1. The development process followed a structured approach, beginning with the formulation of a blueprint based on educational theories and curriculum objectives. The games were designed to enhance vocabulary acquisition among sixth-grade students through interactive and engaging activities.

### **Game Types and Components**

In this research, our primary objective was to create a diverse array of educational games using the online platform Wordwall. These games were meticulously designed to correspond with the content found in the "My Next Word" book, which serves as the foundational material for sixth-grade semester one students. Each game type was carefully selected and developed to align with specific learning objectives derived from the chapters within the book.

The development of multiple game types, including Whack-a-Mole, Find the Match, Quiz, Game Show Quiz, Flash Card, and Spin the Wheel, was pivotal in catering to various learning styles and objectives. Whack-a-Mole, for instance, was crafted to reinforce vocabulary acquisition through dynamic engagement, requiring students to select correct answers swiftly. Find the Match provided an interactive challenge where students match keywords with their corresponding definitions, supported by visual clues derived from the book's content.

The Quiz format tested students' understanding through multiple-choice questions, ensuring comprehensive coverage of chapter-specific concepts. Game Show Quiz extended this interaction with competitive elements, fostering enthusiasm and deeper engagement with the material. Flash Card offered a traditional yet effective method to reinforce vocabulary retention, utilizing images sourced from platforms like Pinterest and audio snippets produced directly on Wordwall.

Each game's design prioritized interactivity and alignment with educational objectives, providing a multifaceted approach to reinforce vocabulary comprehension in a digital learning environment. The variety of game types aimed to accommodate diverse learning preferences while maintaining educational rigor and alignment with the curriculum outlined in the "My Next Word" book.



### **Media Integration**

The integration of multimedia elements—images and audio—played a pivotal role in enhancing the educational value and engagement of the games developed in this study. Images sourced from platforms such as Pinterest and Wordwall were carefully selected to visually represent key concepts and vocabulary words from the "My Next Word" book. These images served as visual cues within games like Find the Match and Flash Card, aiding students in making meaningful connections between words and their definitions.

Additionally, the integration of audio components directly within the Wordwall platform allowed for the inclusion of pronunciation guides and auditory reinforcement of vocabulary words. This feature not only supported students in correctly pronouncing new words but also catered to auditory learners who benefit from hearing spoken language.

The combination of images and audio within the games enriched the overall learning experience by providing multiple modalities for engagement and comprehension. Visual learners could associate words with visual representations, while auditory learners could reinforce their understanding through listening exercises. This multimedia approach not only enhanced the interactive nature of the games but also facilitated a deeper understanding and retention of vocabulary concepts presented in the "My Next Word" curriculum.

### **Development Stages**

The development stages of the educational games were meticulously structured to ensure alignment with the educational goals and curriculum outlined in the "My Next Word" book. The initial phase involved crafting a comprehensive blueprint that delineated the structure of each game and the intended learning outcomes. This blueprint was informed by the specific learning criteria and objectives from each chapter of the book, ensuring that the games were purposefully designed to reinforce vocabulary acquisition and comprehension.

Following the blueprint phase, the games underwent iterative development and revision based on feedback from supervisors and educational experts. This iterative process was crucial in refining gameplay mechanics, ensuring clarity of instructions, and enhancing the educational effectiveness of each game type. Supervisory feedback guided adjustments to game content, ensuring that it remained aligned with pedagogical objectives and instructional standards.

Throughout the development stages, close attention was paid to integrating diverse game mechanics and interactive elements that catered to different learning styles and preferences. Each game type underwent rigorous testing and refinement to

optimize engagement and educational impact, culminating in a suite of educational games that effectively supported vocabulary learning objectives in a digital learning environment.

### **Quality Assessment**

The quality assessment phase of the games involved rigorous evaluation by educational experts to assess both media integration and content alignment with curriculum objectives. Experts utilized a Likert scale evaluation to measure the effectiveness of each game in enhancing vocabulary comprehension and achieving educational outcomes. Key aspects assessed included the clarity of instructions, appropriateness of multimedia elements, and overall engagement and educational value.

Findings from the quality assessment phase informed further refinements and optimizations to enhance the educational efficacy of the games. Feedback from experts provided valuable insights into areas for improvement, leading to iterative adjustments to game content, user interface design, and instructional clarity. This process ensured that the final versions of the games met high standards of educational quality and effectively supported student learning objectives outlined in the "My Next Word" curriculum.

### **Implementation and Testing**

The implementation and testing phase marked the culmination of the game development process, where the games were piloted in real-world classroom settings. This phase aimed to validate the educational effectiveness of the games and gather feedback from teachers and students on usability, engagement, and impact on learning outcomes.

During implementation, teachers facilitated the use of games as supplementary learning tools aligned with classroom instruction based on the "My Next Word" curriculum. Students actively engaged with the games, providing feedback on gameplay experience, clarity of instructions, and overall enjoyment and educational benefit. This feedback loop was instrumental in identifying areas for further refinement and improvement to optimize the educational impact of the games.

The implementation phase also served to assess the scalability and practicality of integrating digital educational games into routine classroom practices. Insights gathered from teachers and students during this phase informed strategies for ongoing support and integration of digital learning tools to enhance vocabulary acquisition and comprehension across diverse learning environments.

## DISCUSSION

The objectives of this investigation were to develop and conduct a sequence of web-based educational activities that were customized to the content of the "My Next Word" book for grade 6 semester 1. The study utilized the Wordwall platform. The development process was conducted in a structured manner, commencing with the creation of a blueprint that was informed by educational theories and curriculum objectives. The interactive and compelling activities of the games were intended to improve the acquisition of vocabulary among sixth-grade students. Subsequently, the implementation phase evaluated the feasibility and scalability of incorporating digital educational activities into standard classroom procedures. Strategies for the ongoing support and integration of digital learning tools to improve vocabulary acquisition and comprehension across diverse learning environments were informed by the insights obtained from instructors and students during this phase.

## CONCLUSION

The development and implementation of Wordwall-based educational games tailored to the "My Next Word" book have demonstrated significant potential in enhancing vocabulary acquisition among sixth-grade students in SD Negeri 1 Baktiseraga Singaraja. By integrating multimedia elements and employing diverse game types, this study effectively addressed the need for engaging and effective supplementary learning tools aligned with the Merdeka Curriculum's objectives. The rigorous development stages, quality assessment, and piloting phases underscored the games' educational value and their capacity to support language learning in primary school settings. Moving forward, continued innovation in digital learning tools like Wordwall can further enrich vocabulary instruction and foster comprehensive language development among young learners.

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