



The Effectiveness of Wordwall Game in Teaching Speaking for Class Eighth

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Abstract

Received: 21 Juli 2023
Revised: 28 Juli 2023
Accepted: 14 Agustus 2023

This study's main goals were to: (1) determine the students' speaking abilities before they were taught using the Wordwall Game for eighth-grade students at MTs Salafiyah Syafiyah; (2) determine the students' speaking abilities following teaching using the Wordwall Game for eighth-grade students at MTs Salafiyah Syafiyah; (3) the significant effects of using Wordwall game media in learning speaking for eighth-grade students at MTs Salafiyah Syafi'iyah Seblak. This study used descriptive quantitative research; a pre-experimental design was applied using a pretest and post-test. All of the participants in this study were in class VIII, and the research sample consisted of 8D students. An oral test served as the measurement tool. The mean score on the pretest was 43.07, while the mean score on the post-test increased to 61.87. As a quantitative method, the researcher analyzed the data by t-test using SPSS version 25. Value Sig (2-tailed) = 0.00 0.05 is the outcome. The calculation's outcome showed that the alternative hypothesis (H_a) was accepted and the null hypothesis (H_0) was rejected. It is clear from the calculation above that the impact on students' speaking abilities is significant. In conclusion, using a word wall game in teaching speaking is effective for 8th-grade students of MTs Salafiyah Syafiyah Seblak.

Keywords: Effectiveness, Wordwall Game, Teaching Speaking

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How to Cite: Umairoh, N., & Agustina, R. (2023). The Effectiveness of Wordwall Game in Teaching Speaking for Class Eighth. *Jurnal Ilmiah Wahana Pendidikan*, 9(15), 738-744. <https://doi.org/10.5281/zenodo.8264675>

INTRODUCTION

Most foreign language learners worldwide study English to develop their communication skills. Because English is a second language in Indonesia and there are differences between words and pronunciation, learning English vocabulary can be very challenging for many people. English words are very different from their mother tongue. That is why students may need help memorizing and spelling English vocabulary. Related to this idea, according to (Yuliana, 2003), teaching young learners is very fun; in contrast to teaching adults, they are fun but quickly bored with what they are learning because children have their way of learning.

Before this research, a preliminary study was conducted by interviewing English teachers at MTs Salafiyah Syafi'iyah Seblak. Based on the assistant teacher's results, the preliminary study aimed to gather information on the English teaching and learning process at MTs Salafiyah Syafi'iyah Seblak. The assistant teacher at MTs Salafiyah Syafi'iyah Seblak taught twice a week for a second meeting of 40 minutes each and used the VIII D curriculum. Explain the lesson before asking students to do assignments from student worksheets (LKS). Additionally, teachers frequently use English-language books as their primary learning medium when teaching and learning English. Therefore, the researcher proposes a new media to help students learn to speak effectively to improve their

speaking achievement. An exciting medium to improve students' speaking is the Wordwall game. The teacher teaches speaking to students by asking students to choose one number, and then behind the numbers; there is a question that must be answered orally. If the student cannot answer the question, the student will receive a penalty.

There are several reasons why researchers choose Wordwall as a medium for teaching speaking. First, this media is fun and provides easy-to-follow learning for lower-grade students. In addition, Wordwall is a medium that helps students practice four skills at once to develop their speaking skills (Nissa & Renoningtyas, 2021).

The effectiveness of the word wall game in teaching English was the main focus of the study. Therefore, the study's VIII D class of MTs Salafiyah Syafi'iyah Seblak was chosen as the study site, and researchers used Wordwall to teach this group of students English proficiency. This is because the English teacher at the school has never used Wordwall in any teaching and learning activities. Because many students view English as a challenging subject, the researchers also found their linguistic weaknesses. This makes their knowledge of English very minimal, especially in the pronunciation of vocabulary and the sentence patterns they use, so they need more confidence to try it.

The study was titled "The Effectiveness Of Wordwall Game In Teaching Speaking For VIII D (A Pre-Experimental Study Cunducted In Mts Salafiyah Syafi'iyah Seblak)" in accordance with the above description.

The rubric adapted from David, P. Haris (Helmanda & Nisa, 2019)

Components	Assessment	Score
Pronunciation	The pronunciation is easy to understand and straightforward.	5
	There are some pronunciation problems, but they are still easily understood.	4
	Listening is necessary because pronunciation issues can occasionally cause misunderstandings.	3
	Very difficult to understand due to pronunciation issues; frequently asked to repeat.	2
	Speech is unintelligible due to a severe pronunciation problem.	1
Grammar	Errors in grammar are quite rare	5
	Grammatical mistakes are uncommon but still intelligible.	4
	Making simple grammatical and word-order errors can occasionally obscure meaning.	3
	Comprehension is made difficult by grammatical and word order errors, so they had to rewrite sentences or limit himself to simple patterns frequently.	2
	Speech could be more understandable due to severe grammatical and word order errors.	1
Vocabulary	Almost all vocabularies used are in a proper use	5
	Frequently uses inappropriate language or needs to change concepts that are still clear.	4

	There needs to be more vocabulary, frequent use of incorrect words, and somewhat restricted conversation.	3
	Comprehension is made difficult by word misuse and a small vocabulary.	2
	The vocabulary is so limited that having a conversation is nearly impossible.	1
Fluency	The fluent speaker rarely skips words and speaks at a normal pace.	5
	Speech problem appears to have a minor impact on speech rate.	4
	Speed and fluency can both be significantly impacted by speech problems.	3
	Usually, ensured and frequently silenced by linguistic limitations.	2
	It's nearly impossible to have a conversation because the speech is so halting and disjointed.	1
Comprehension	Understand most of what is said at average speed.	5
	The average speed of comprehension, but occasionally repetition may be necessary.	4
	Recognize what is being repeated at a slower-than-average speed.	3
	What was said was difficult to understand. Can only comprehend "social conversations" that are repeated frequently and slowly.	2
	It cannot be said to understand even basic English used in conversation.	1

METHOD

Quantitative methods were used in this research; specifically, a pre-experimental strategy with group pre- and post-tests. Meanwhile, the collaborator is an English teacher in VIII D at MTs Salafiyah Syafi'iyah Seblak and a classmate from the English education department.

The researcher has processed and analyzed the data, the next step in the research process. Data analysis is needed so that the data is easy to understand and we can get solutions to the research problems currently being worked on. According to Sugiono (2010), the data analysis technique is a research process that requires hard work, a creative mind, and extensive knowledge. Data analysis techniques can not be equated between one study with another researcher, especially regarding the method used.

The author examined the pre-and post-test results. This aims to compare student achievement before and after playing the word wall game. After that, the researcher calculated the number and average obtained by students from the results of the pretest and post-test, or descriptive analysis. The researchers then conducted

a normality test and used a paired-sample test to determine whether a significant increase had occurred. All calculations are calculated using the SPSS application to find results from descriptive statistics, normality tests, and paired sample t-tests.

One Group Pretest Posttest Design		
Pre-test	Treatment	Posttest
O1	X	O2

Explanation:

O1: pretest (initial test) before the treatment is given

O2: post-test (final test) after the treatment is given

X: treatment through Wordwall in students' speaking ability.

The most important aspect of this study is gathering data that can be used to calculate research results. Several techniques are used in gathering the data for this study:

1. Pretest

The researchers gave the students a pretest. The oral portion of the pretest. Ten questions are on the test, which employs interviewing methods. The author asks the student population several questions, and the students must respond.

2. Post-test

The authors completed a post-test following the end of the treatment. This is accomplished by using a word wall game to teach speaking. The realization is the same before and after the test. "What is a test?" There is an essential question about the test instrument. "is it valid or not? To find its validity", the author asked the others who use it, such as mentors and teachers, to re-check the validity and provide feedback on the test's content and design. Their opinion matters because they have more experience with tests.

FINDINGS AND DISCUSSION

After administering the pretest, the researchers had the students play the word wall game. The students relished their therapy lessons and were eager to play games. After the therapy was finished, the researchers gave the students a post-test to gauge how well they had spoken after receiving Wordwall tutoring. It is clear from the post-test results that the students' oral English proficiency has significantly increased.

1. Students Speaking ability before being taught by Using Wordwall Game.

In the pretest, conducted before giving treatment on Monday, June 12, 2022, students had to choose one of five topics to describe. The pretest had 15 students participate in taking part. Students' oral English pretest results ranged from 24 to 60 points, with 60 being the highest score. All students scored below completeness, and The passing score was 70. The pretest mean was then 43.07. These findings show that students' speaking abilities were significantly lower than expected prior to receiving treatment.

2. Students Speaking Ability after Being Taught by Using Wordwall Game.

On Wednesday, June 14, 2022, students took a post-test after the Wordwall Game treatment. The test was the same as the pretest. Choose a topic to be described. Fifteen students will be taking the post-test. The post-test was designed to evaluate the students' oral communication skills; the highest score was 84, and the lowest score was 36. Nine students had a low passing grade, and six had a passing grade. The passing score was 70. Then, the average pretest was 61.87. The results show that the students' oral ability level is higher than the outcomes of the Wordwall game-based pretest.

3. Significant Effectiveness of Using Wordwall Game

1) Descriptive Statistics

		R ange	Mini mum	Max imum	Su m	M ean	De
Pretest	5	3 6	24	60	64 6	43 ,07	
Post-test	5	4 8	36	84	92 8	61 ,87	
Valid (listwise)	N 5						

As mentioned earlier, the table reveals that the cells' N is 15, and the pretest means 43.07. Additionally, the pretest's standard deviation is (10.872).

Thus, the post-test mean value is 61.87, while the N for cells is 15. At the same time, the standard deviation for the pretest is (15.847).

2) Normality test

A normality test determines whether the data for each variable follows a normal distribution. The formula that the researcher uses is the Kolmogorov-Smirnov formula with using the help of the SPSS application. The normality test aims to determine whether the independent and dependent variables in a regression model follow a normal distribution. A regression model with normal or nearly normal data distribution is a good model (Imam Ghozali), as said by Roswirman & Elazhari (2021).

		Unstandardized Residual
N		15
Normal Parameters ^b	Mean	,0000000
	Std. Deviation	6,37392399
	Most Extreme Differences	
	Absolute	,145
	Positive	,145
	Negative	-,132
Test Statistic		,145
Asymp. Sig. (2-tailed)		,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.

3) Paired sample t-test

The means of two matched populations or cases or a single group studied twice are compared using a paired-sample t-test. The t-test is a repeated measure t-test when the same group is tested again using the exact measurement (Ross & Willson, 2017).

	F	Pre	Mean	Std. Deviation	Std. Error Mean	Paired Differences		t	df	Sig. (2-tailed)
						Lower	Upper			
air 1	test	Posttest	-18,800	9,496	2,452	-24,059	-13,541	-7,668	4	,000

The outcomes of the analysis using the t-test are displayed in the table above. The pretest and post-test have a mean of -18.800, a standard deviation of 9.496, a mean, and a standard error of 2.452. The bottom difference is (-24,059), while the top difference is (-13,541). The t-test's results were (-7.668) with a 14-fold probability and a significance level of 0.000.

Two methods of interpretation were used for the t-count:

- a) When comparing test score-t to t_c (t-count) and t_t (t-table) with $df=14$, the standard significant 5% value is 2.145 and the standard significant 1% value is 2.977. With $t_0 = -7.668$, the null hypothesis is rejected because the value in the t table is larger (the minus sign is ignored for this question for the standard significance of 5% and the standard significance of 1%).
- b) Based on the significant large digits. In this instance, the following factors were taken into account:

Comparison	Hypothesis	
	H0	H1
t-test < t-table	Accepted	Rejected
t-test > t-table	Rejected	Accepted

The table above shows if:

- The null hypothesis is accepted, and the alternative hypothesis is rejected if the t-test value is less than the t-table value.
- The null hypothesis is disproved, and the alternative hypothesis is accepted if the t-test value is higher than the t-table value.

CONCLUSIONS AND SUGGESTIONS

The researcher would like to make some recommendations regarding the conclusion mentioned above. Students need to comprehend the significance of speaking. Therefore, students should practice speaking more frequently or develop the habit of speaking in students. Additionally, the students need to shed the notion

that learning English is challenging. The students will be inspired to learn more about English, particularly their speaking ability. In addition, students must inspire themselves.

Teachers must be able to develop engaging teaching methods if they want to aid students in developing strong speaking abilities. Here, researchers advise teachers to use the word wall game as a fun speaking-related teaching method. In addition, the results showed that Wordwall games were more effective in improving students' speaking skills than learning as usual. This is so students can gather their thoughts before speaking, thanks to the word wall game. Consequently, they have thoughts when they speak. These exercises also give students a chance to expand their vocabulary. Through these activities, students can also reflect on their behavior. Students can contrast and consider what they have read, seen, and heard. Then they can try to retell it and give oral feedback. Students can read, listen, or watch whatever they like. They practice as much as they can, the best they can with their speaking skills. The researchers advise teachers to incorporate word wall games into their lesson plans.

For other researchers, this study can guide those who want to use similar methods in their future research. Applying the Wordwall strategy to different subjects and locations would be better. In addition, the further researcher can research speaking after the application of the Wordwall strategy.

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