



Developing English Material Using Wordwall Application for Enhancing Fourth Grade Students' Reading Skill

Ella Aprilia Tiana¹, Kusumo Hadi Santoso², Samid Saripi³

Universitas Muhammadiyah Gresik^{1,2,3}

e-mail: aprielaella99@gmail.com¹, kusumahadi20@gmail.com², samidsaripi@gmail.com³

ABSTRACT

The main objective of this research was to develop English material using Wordwall application for enhancing fourth grade students' reading skill based on ADDIE (Analysis, Design, Development, Implementation and Evaluation) model. This research was conducted at UPT SDN 30 Gresik, which is located at Jl. DR. Wahidin Sudiro Husodo Gg. 24 Blok Manggis 1 No.5, Randuboyo, Randuagung, Gresik, East Java. This research was used research and development design. The researcher only used 2 phases, they are analysis and design phases. The result of analysis phase was the students were struggling to understand the reading text, they did not know much about unfamiliar vocabulary and felt bored when learning in the classroom. Therefore, the researcher decided to develop English material using Wordwall application. In the design phases, the researcher focused on choosing the material, designing assessments for topics and selecting course formats. It can be concluded that the developing of English material using Wordwall application can be an alternative to improve students' reading skills. As a result, students and teachers also got benefit from this application.

Keywords: Reading skill, Mobile-assisted Language Learning, Wordwall Application

INTRODUCTION

Reading is one kind of activity that can be utilized to learn new information. Based on the opinion above, reading skills can be interpreted as activities designed to gain information and understanding (Rahayu, E., Nurdilla, Ramadhani, S., 2024). Reading in English as a second language (ESL) has received much attention as researchers and second language teachers have searched for the best ways to help language learners for improving their reading skills. Horwitz (2008); Krashen (2007); Nation (2008); Singhal (2001) in Albiladi (2018) stated that reading is the key to learn and improve other language skills, such as speaking, writing, and building vocabulary, for English learners. In other words, teaching language learners how to speak and write well goes hand in hand with teaching learners how to read (Swari, 2023). In terms of reading, it is difficult for them to take specific and general information they get from the text. Obtaining factual data from the reading materials provided is the main goal.

Based on the observation in fourth grade students at SDN 30 Gresik evidently, students are struggling to understand reading text because they realize that English is not their first language. In fact, their English teacher has given them a lot of time to study the reading text either at home or at school, but when they were asked about what was discussed

in the reading text, in fact some students still did not understand. Then their teacher tried to ask about what their difficulties were in understanding the reading text and their answer was, they did not know much about unfamiliar words and that was their obstacle in understanding the reading text. Sari, M. H., Eka, D., & Wardhana, C. (2020) said that even though they had undergone a learning process with maximum time allocation, students were still unable to spell words, determine general information, selective information, and detailed information contained in reading texts, and interpret vocabulary in sentences. For understanding the reading text, learners also struggle to know the unfamiliar words and they need to learn a lot of vocabularies. According to Dhillon, B.

P. S., Herman, H., & Syafradin, S. (2020) the lack of students' vocabulary is the source of their difficulty in understanding the texts they read. When students find unfamiliar words, they will immediately ask other students around them about the meaning, or they will immediately look up the meaning of the word in their dictionary. Students struggle to understand texts, despite the fact that reading comprehension is crucial for them. Students find it challenging to read texts

without comprehending what they are reading. The development of meaningful vocabulary, the heavy grammatical burden in translation, and ignorance of grammar and text structure from the reading context are additional factors contributing to the difficulty (Purwanti, S., Sudar, S., Dewi, P., & Anastasi, N., 2024).

Besides that, the students easily get bored when the teacher asked them to read the text, it is because they only read on their book without any kind of interesting thing to do. Finally, this case makes students noisy in the classroom without paying attention to other friends who are reading the text, and it will cause a loss of concentration. Megawati (2016) stated that certain students may show a lack of interest or concentration when reading, thus hindering their comprehension because they tend to only focus on the text without understanding its contents thoroughly. The monotonous learning conditions are caused by one aspect where teachers only use textbooks as learning media, so that students often feel bored in learning. Students need various media to motivate them to learn more fun and challenging. For that, teachers must make various efforts by using various media and learning methods (Aini, 2022).

According to Rofikasari, F., Ngatman, & Suhartono (2016) low reading comprehension skills in students are caused by the lack of innovative reading comprehension learning and less interesting reading materials. There is potential to improve students' reading comprehension skills through various learning approaches. One strategy that can be applied in reading classes is to implement Wordwall. This platform can help teachers create a more enjoyable learning environment for their learners, so that improving their ability to understand what they read. According to Aidah & Nurafni (2022), Wordwall

offers a variety of templates, easy-to-use accessibility, and the ability to attract students' interest by providing various reading activities such as quizzes and puzzles. In addition, Rahmawati (2019) emphasized the flexibility of Wordwall, stating that Wordwall can be used at various levels of education, from elementary school to high school, with various variations. Wordwall not only functions as an interesting medium for learning English but also for other subjects.

Aini (2022) conducted research about the effect of using Wordwall media on reading skills and comprehension of Narrative text for fourth grade at SDS An Najwa Marelan. This is because teachers had not implemented learning media and students did not understand how to read narrative texts. As a result, students felt bored read reading texts and had difficulty in generating ideas for paragraphs and story content. The purpose of this study was to describe the use of wordwall media and to determine whether there was an effect of wordwall media on the ability to read and understand narrative texts. This type of research was quantitative research and the data collection method used was a questionnaire and documentation. The result showed that from the questionnaire, wordwall media has a positive impact on students' reading ability compared to the lecture, discussion, and problem-solving learning methods that are usually carried out by teachers. The wordwall method is a great way to get better at reading and comprehending narrative texts.

Based on the previous study above, the researcher tested the application and explored the student's opinion after learning using wordwall application. In this study, the researcher wants to develop English material using wordwall application for fourth grade to enhance reading skill with the daily activity and time material by applying ADDIE model.

LITERATURE REVIEW

Reading Skill

Reading is essential for student development. Reading is an interactive process in which readers create meaningful representations of texts. People gain a lot of information and discover knowledge through reading. Reading comprehension is the basis for constructing meaning in texts. Reading comprehension is the process of constructing meaning that involves decoding words, developing fluency, increasing comprehension, problem solving, and decision making through strategic reading, or the reader's ability to use various reading strategies to achieve reading goals. Students must have reading comprehension to facilitate learning English texts (Purwanti et al., 2024).

According to Prapelia and Fadhilawati (2024) Among the language skills that are important for students to have, reading mastery is the most important skill. As stated by Ismail, H., Syahrurah, J. K., & Basuki (2017) reading plays an important role as the main process that students go through to obtain information related to language learning. Furthermore,

Ismail et al., (2017) emphasized that the importance of reading is not only limited to learning English; reading is very important to master content written in English in various subjects. Reading not only facilitates understanding but also increases one's insight and knowledge. Involvement in reading contributes to overall academic success, allowing students to improve their progress in various areas of learning.

One activity that can be used to become more knowledgeable about something is reading. According to the mentioned perspective, reading skills are actions intended to acquire knowledge and comprehension. Reading comprehension is one type of reading. Reading comprehension, in the words of Abidin in (Ginanjar, 2019), is the process of obtaining information from a reading text. Because reading makes knowledge richer, reading is a fundamental component of increasing understanding and knowledge (Saputro and Susilo, 2019). Reading is a thinking process in which we gain information from what we read. The more books a person reads, the more knowledge he or she gains. Sugiyono (2012) lists the following as aspects of understanding: 1) comprehension of basic meaning; 2) comprehension of meaning (the author's intent and purpose); 3) evaluation or assessment; and 4) flexible reading speed, easily adjusted to the situation. Thus, reading comprehension, as defined by Fauzia and Kelana (2020:176), is the act of identifying text and then reconsidering its contents.

Mobile-assisted Language Learning Theory

Mobile-Assisted Language Learning (MALL) refers to the process of language learning assisted by the use of mobile devices. Khubyari & Narafshan (2016) define MALL as a teaching and learning activity that equips mobile phones or other mobile devices with wireless connectivity. Depending on the context, definitions may differ among experts. However, Loewen, S., Crowther, D., Isbell, D. R., Kim, K. M., Maloney, J., Miller, Z. F., & Rawal, H. (2019) summarize the basic elements of MALL, namely consistently equipped with flexibility of time and place of learning, continuity of learning on different devices, such as mobile phones, tablets, and laptops, easy accessibility of information, and adaptability to personal learning habits. Hashim, H., Md. Yunus, M., Amin Embi, M., & Mohamed Ozir, N. A. (2017) also summarize that Mobile-Assisted Language Learning (MALL) is formal or informal learning facilitated by handheld devices that are available for use with flexibility of place and time. Due to the flexibility and accessibility of mobile phones, learners can utilize MALL to help them learn and improve their English language skills.

Panagiotis & Krystalli, (2020) mentioned the use of Mobile-Assisted Language Learning (MALL). First, MALL increases learning motivation through the use of technology that is familiar to students such as smartphones and tablets. Second, MALL gives students the freedom to develop all six communication skills: comprehension and production of written speech, comprehension and production of spoken language, oral interaction, and

oral and written mediation. Third, MALL encourages the use of the target language as a unique means of communication. Furthermore, MALL also facilitates the teaching and learning process through exploration, analysis, discovery, and selection of activities that make sense in the real world. In addition, MALL also enhances all types of interactions between real and virtual environments, not only between students in the same class but also with students in other classes inside and outside the school boundaries. Finally, and more importantly, MALL encourages learning in a fun way.

The existence of the MALL can be in the classroom or outside the classroom. In the classroom, learning is led by educators. Teachers utilize mobile devices to facilitate learning. For example, with smartphones, students are asked to access certain websites and read materials. Teachers can also ask students to take quizzes on their phones with various learning platforms. Outside the classroom, students utilize mobile phones to learn independently. This utilization is to help them improve their skills or solve problems they face in learning. When working on a project, for example, students do not always consult with their teachers. They can solve their problems by looking for solutions from various sources on the internet (Sanjaya, 2024).

Mobile-assisted Language Applications

Muhfiyanti, M., Mulyadi, D., & Aimah, S. (2021) aimed to reveal the validity, effectiveness, and practicality of using Android-Based Mobile Learning Media in teaching report texts. This study uses research and development design to develop Android-based learning media, this study found that this learning media is relevant and practical to use in the learning process. The results of the pre- and post-tests showed a significant increase in reading comprehension of report texts in the experimental class compared to the control class. In addition, 70.4% of students agreed to use Android-Based Mobile Learning media in the learning process. The learning media in Application Package Files (APK) ready to install for the students.

Al Momani, A. M. (2020) This study aimed to explore the effect of the Telegram social media application on improving students' reading skills, especially students learning English as a foreign language (EFL) at Ajloun University College, Jordan. Using a quasi-experimental approach, using One Way ANOVA showed a significant difference between the two groups in improving reading skills. This study showed that the Telegram application can significantly improve students' reading skills through various interactive and multimedia features provided. These results emphasize the importance of integrating social media applications in education to create a more interactive learning environment that is in line with modern learning theories.

Keezhata and Omar (2019) discussed the use of Mobile Assisted Language Learning

(MALL) to improve reading skills of secondary school students in Saudi Arabia. The main objective of this study was to determine whether the use of MALL together with teacher instruction can accelerate students' language performance compared to conventional instruction. This study used an experimental design with 120 grade X students from four public secondary schools in Riyadh. Students were divided into two groups: experimental and control. The results showed that the experimental group using MALL had a significant improvement in reading skills compared to the control group. These results indicate that MALL can improve learning motivation, reading skills, and word retention for EFL students. The use of MALL can be an effective solution to improve the reading skills of EFL students in Saudi Arabia. MALL can improve students' interactivity, motivation, and language skills. This study also shows that MALL can help students who are struggling with reading problems and improve their skills in recognizing, recognizing, and retaining words.

Previous Study

Swari (2023) stated in the increasingly digitalized world of education, gamification has become a popular method to increase students' learning interest, especially in the context of learning English as a foreign language (EFL). Wordwall, as one of the gamification platforms, offers various features that can be used to create a more enjoyable and effective learning situation, especially in improving students' reading skills. This study aims to explore the characteristics and benefits of Wordwall as a learning medium, as well as students' positive responses to the integration of this platform in the learning process. This application has benefits include high accessibility, a free basic option, and a variety of templates that can be used for various learning purposes. However, the platform is limited in the number of free templates and cannot be used

to improve listening skills due to the lack of audio features. One account limited only for four activities that the teacher can create. In conclusion, Wordwall offers an innovative and fun approach to improving students' reading skills in the context of English language learning.

Purwanti et al (2024) explored the application of the WordWall application in improving reading comprehension of grade IX students at SMP NU Kaligesing. By using narrative text as teaching material, this study uses a classroom action research method involving two cycles. The students' average score increased from 54.4 in the pre-cycle to 68.66 in the first cycle. The students' average score increased again to 72.46 in the second cycle. This study shows a significant increase in students' reading comprehension through the implementation of the Word Wall application. The results of the study showed a significant increase in students' reading comprehension scores, with a significant percentage change between the first and second cycles.

Rahmat, R., Ismail, I., & Nursin, N. (2024) analyzed the use of Word-Wall Game as a

learning tool to improve literacy skills in elementary schools. This study used a quantitative design with a pretest-post-test control group research design. This study involved 5th-grade students from SD Negeri 132 Malele, Enrekang, who were divided into two groups: an experimental group using the Word-Wall Game and a control group using traditional learning methods. The results showed that the Word-Wall Game significantly improved students' literacy skills. There was a consistent increase in reading, writing, and literacy comprehension skills in the group using the Word-Wall Game compared to the control group. Teachers also gave positive responses to the Word-Wall Game, considering it a tool that increases student participation and creates a fun learning environment.

METHODOLOGY

Research and Development

This study used a research and development model as its research design. Teaching materials were designed by referring to the ADDIE model to ensure the smooth implementation of the research process. According to Ghani & Daud (2018), one of the most popular and still updated methods used in many large organizations to design and develop teaching materials is ADDIE (Analysis, Design, Development, Implementation, and Evaluation). This model consists of five phases that provide dynamic and flexible guidelines to produce an effective and efficient teaching process. This study only used analysis and design phases.



ADDIE Model (Martin & Betrus, 2019)

Participant

The participant of this study was the fourth grade students of UPT SDN 30 Gresik. There were 29 students involved in the implementation of the designed MALL materials.

Data Collection

Instrument is a tool to get the data in the research. The researcher used several

instruments to get the data. Observation was conducted by finding the problems of the students by analysing the situation and asking the students about the difficulties they faced when learning English. The researcher used the material in the English book and found some sources from internet.

Data Analysis

The stages explained by Alodwan & Almosa (2018) will be the basis for developing and designing materials. (1) Analysis, this stage included analysis of the learners' problem, technology that could be used for this class. Since the material was intended for four grade elementary students, at this stage the material was adjusted to the topic to be studied. Based on the initial analysis, the material on daily activity and time was chosen. (2) Design, this stage focused on choosing the material, designing assessments for topics, selecting course formats. At this stage, materials in the form of units/chapters, which are placed in Wordwall application. The materials were delivered through Wordwall application integrated with mobile phones and the internet. This research only used two phases that were analysis and design phases.

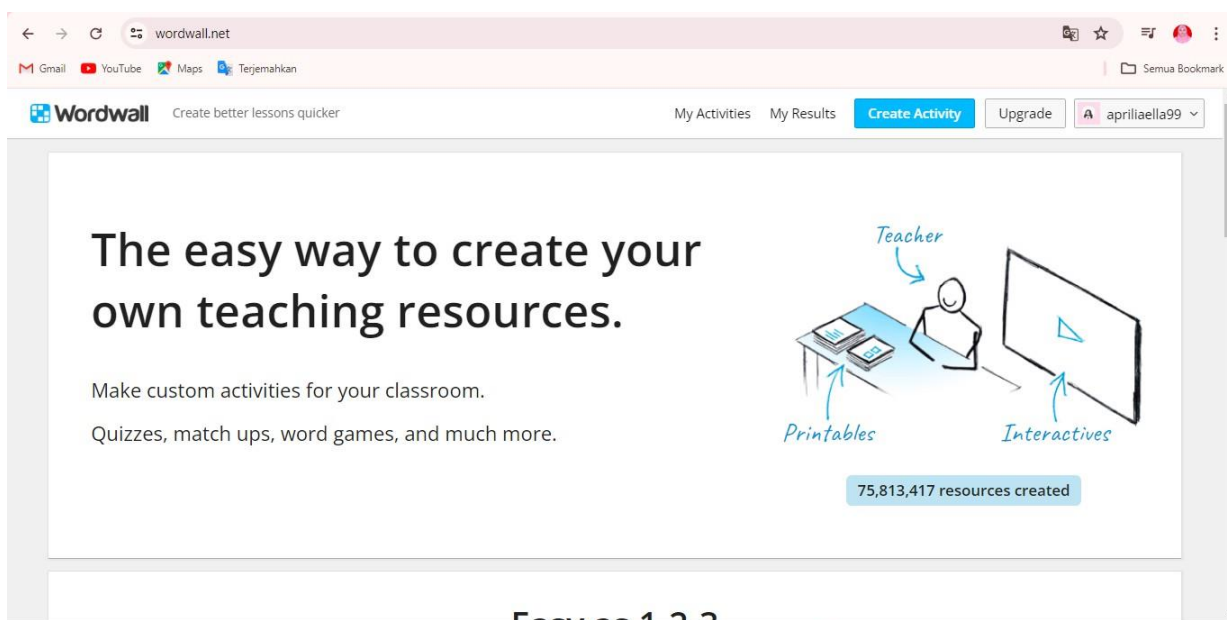
FINDING

Analysis Step

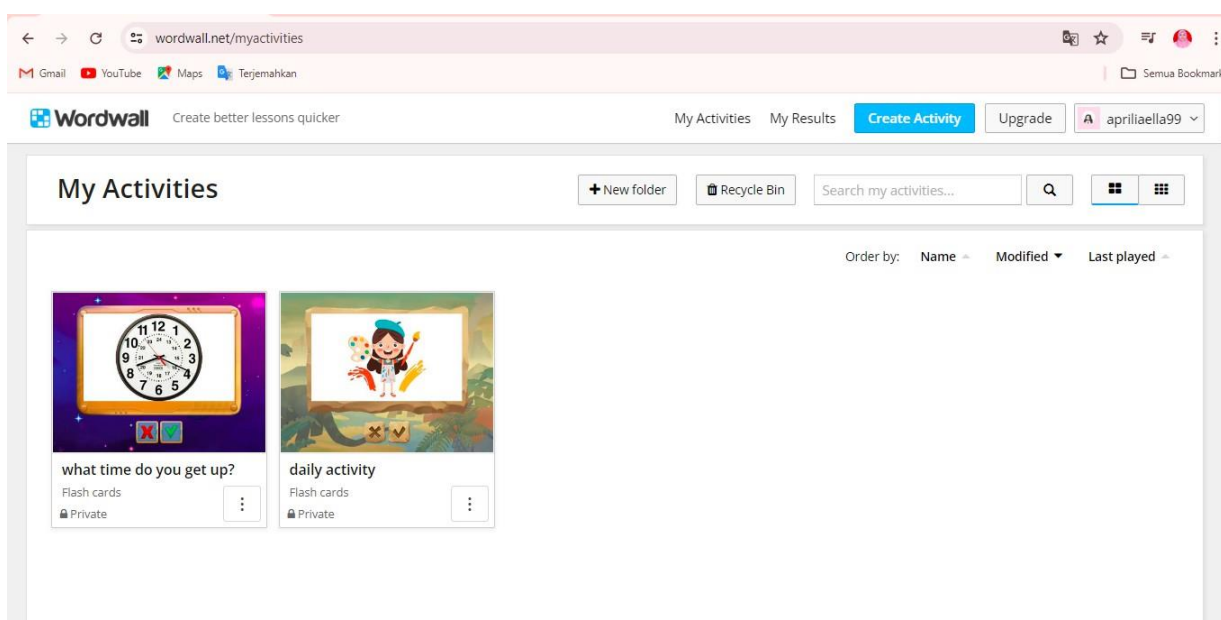
Analysis phase in this step conducted initial research to get the data on the learners' problem, analysis what technology that could be used in the fourth grade. Based on the observation in the English learning process, the researcher found the phenomena that the learners were struggling to understand the reading text. Some of the students said about their difficulties that they did not know much about the unfamiliar vocabularies and that was become their obstacle in understanding the reading text. Another learner's problem was they were easily getting bored when their teacher asked them to read the text. They said that they need something interesting and attractive to do in the classroom. Actually, using monotonous learning media such as textbook make them feel bores, there was no fun and challenging things for them. Whereas the design of their English book was colourful and many kinds of practices. But they still need something attractive, challenging, fun learning media. Therefore, the researcher tried to observe what application that was appropriate with this learning and the situation of this classroom. The researcher decided to develop material by using Wordwall application to make the learning material more fun and make them feel enjoy learning in classroom. It can be seen also from the improvement of the score of the fourth grade after using this wordwall application.

Design Step

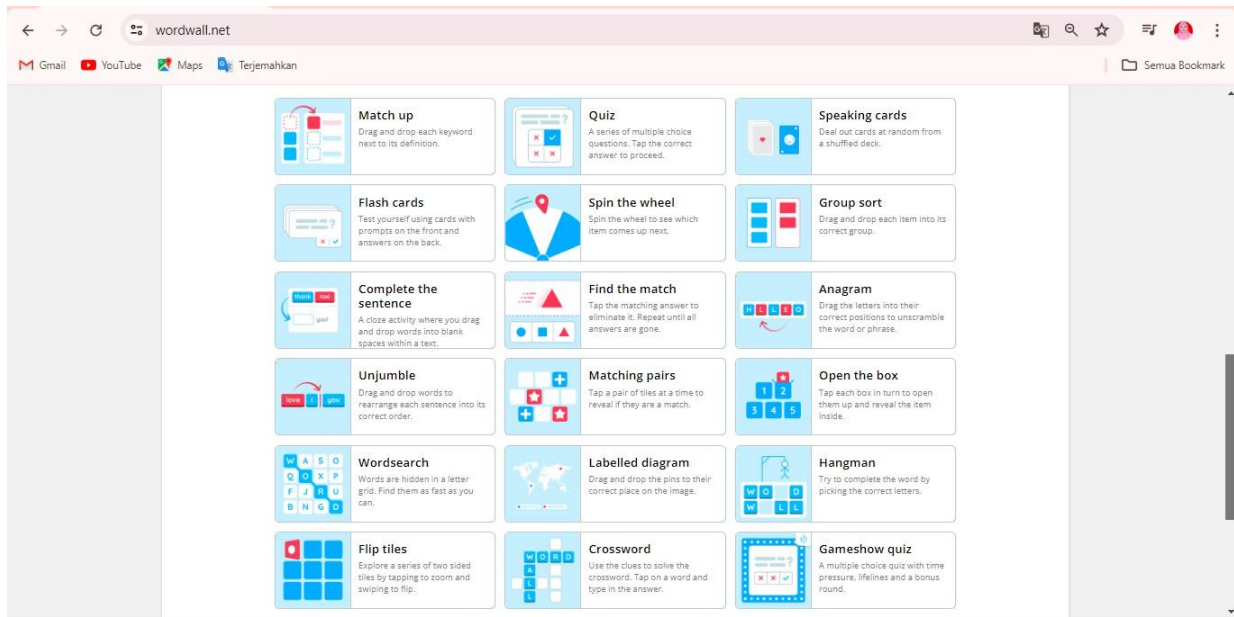
At this design step that was designing the material. The researcher focused on the designing assessment for the topic, selecting course format. The material was daily activity and time. Using Wordwall application in developing English material was interesting. Learners can access on the website <https://wordwall.net/>. To create the material the first step to do for teachers, we need to register to get an account. If you already have an account, we continue by logging in to the site. Here is the home of Wordwall application.



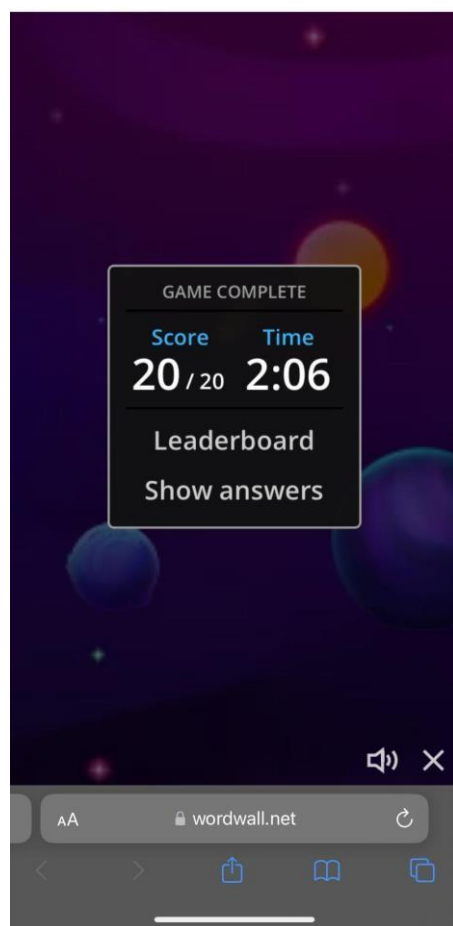
On this homepage we will have my activities and create activity. In my activities we can see what media we have created. In create activity we can create new media by choosing the template to be used and completing it with creative tasks. Below is the example of my activity that I have already created.



In this media, the researcher has already created with the material daily activity and time. The researcher used flashcard template, but it can edit into many themes and templates. Here is the choice of templates. We can choose as interesting as possible that is appropriate for our students' need. Below are the templates in the wordwall application.

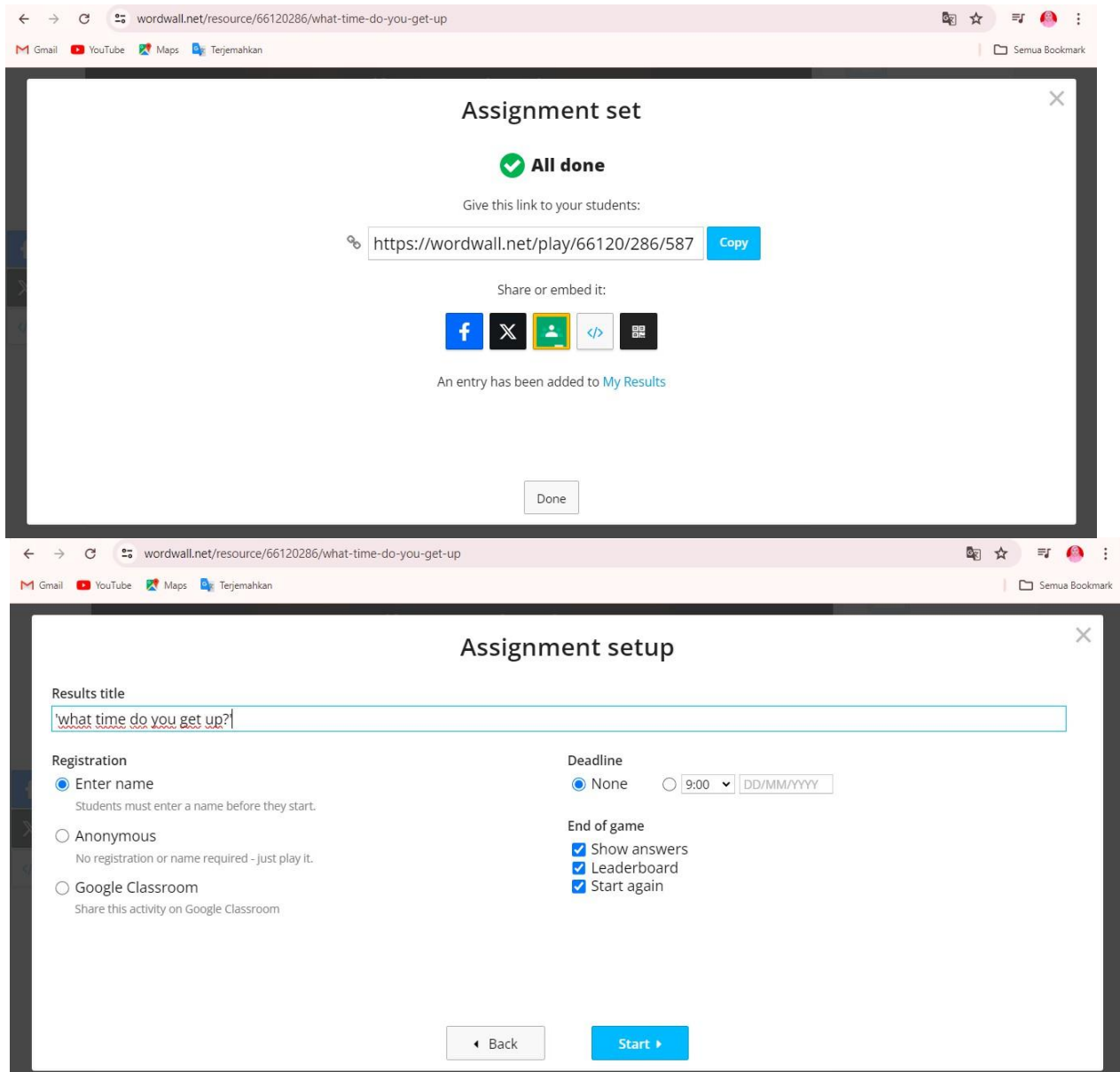


The students will get score at the end of finishing the task. There is also leaderboard to make students feel compete each other and motivate them to learn more. It can be seen from the picture below that there is score and time. The students can show answer if there is wrong answer. Below is the students' screen. They play the game in their mobile phone.

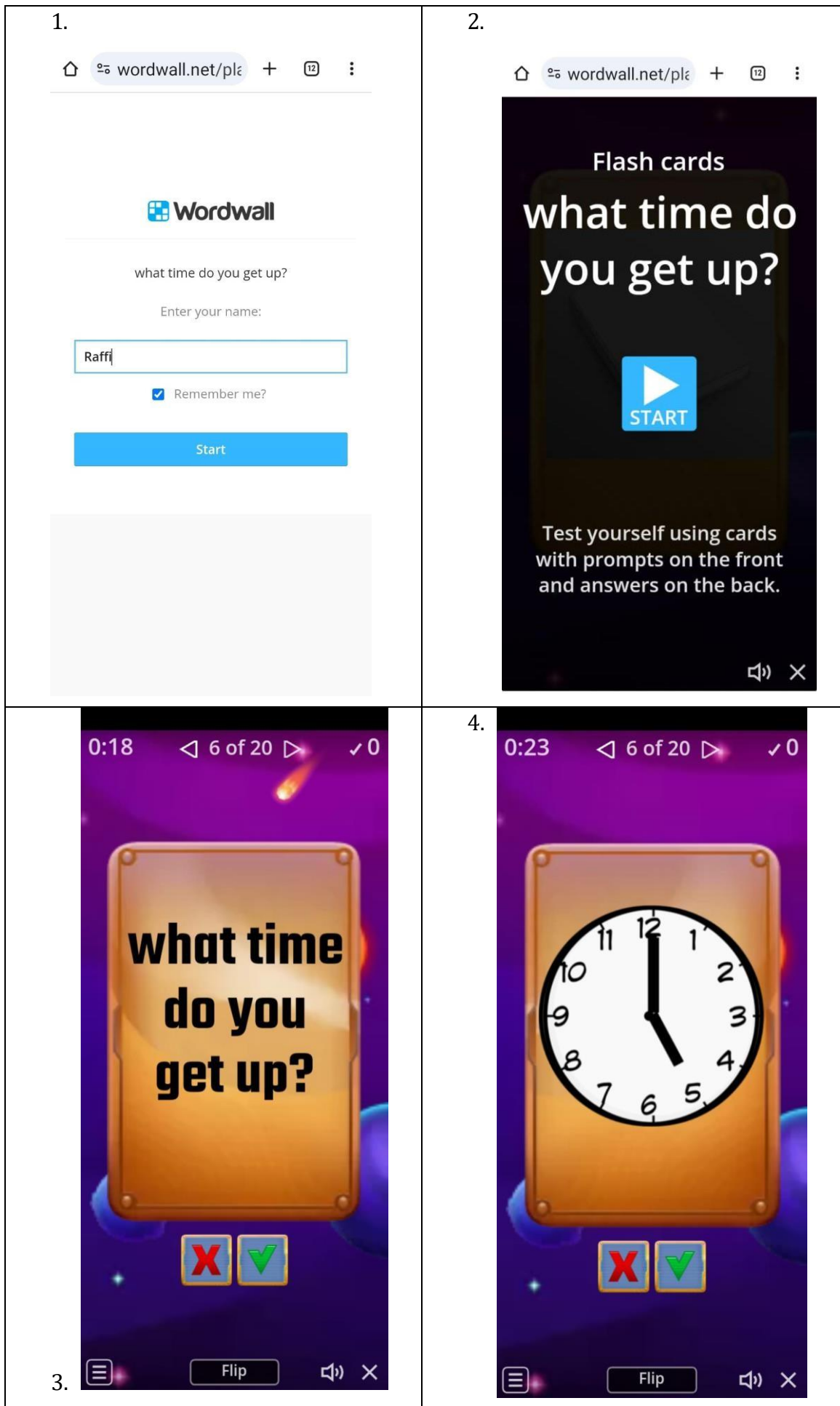


Teachers can share the link through google classroom, scan barcode, twitter, Facebook. They can make this activity become assignment, they can adjust the setting as they want, such as deadline, leaderboard and show answer. Click start and copy the link then click

done.



The students can play it in their mobile phones. The application is simple and easy to play. The students only click the link from their teacher, enter their name, then click start. The game is ready to play. Here are the steps of how the students play the Wordwall application. So, teachers used template flashcard. In one side there was a question and other side there was a picture of clock. Students tried to read the question first then tried to understand what the question meant. After that, the teacher flip the flashcard and they can see the picture of clock, then they tried to answer. In this step, teachers want to make them try to understand first the question then tried to answer the question in complete sentences, for example, I get up at five o'clock. Below is the step to do for students.



CONCLUSION AND SUGGESTION CONCLUSION

Wordwall application contributes a lot to English learning media, we can use it to

learn English to improve our English skills such as reading skills. This media is interesting to be used effectively and efficiently in supporting English learning. It can be concluded that the developing of English material using Wordwall application can be an alternative to improve the fourth-grade elementary students' reading skills. As a result, students also get benefit from this application. Students will be happier in learning if they use this application. Teachers also find it easier to check students' work, and do not need to check it one by one. This platform can be one of the teaching innovations that can help teachers create fun learning for students.

SUGGESTION

For students, this product offers something new in learning English especially reading skills. By using this model, their reading skill can be improved. This is also intended for readers, the results of this study can motivate them to develop it into other methods so that students satisfied to the learning result with good quality of reading skills. Finally, it may be useful for other researchers assuming that this may be an inspiration to develop the material further in other ways and further researcher can use the Wordwall application in premium way in order to have all templates and there is no limitation activities that they want to create. The limitation of this research is only uses 2 phases that are analysis and design phase. I hope that other researchers can continue to development, implementation and evaluation phases.

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