USING WORDWALL.NET TO IMPROVE STUDENTS' VOCABULARY SKILLS OF FOURTH GRADERS: KAMPUS MENGAJAR 6

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Abstract
Kampus Mengajar is one of the programs initiated by Kementrian Pendidikan, Kebudayaan, Riset, dan Teknologi in the form of *"Merdeka Belajar - Kampus Merdeka." Kampus Mengajar* aims to assist school administration and improving literacy, numeracy skills, and technological adaptation. *Kampus Mengajar 6* program in this study took place at SDN Adikarto 1 Muntilan. This study aimed to improve the vocabulary skills of fourth-grade students using Wordwall.Net and monitor the increase in vocabulary mastery of each student. The reason for conducting this study is that almost all students need help understanding new vocabulary and lack interest in learning English. Therefore, the researcher used Wordwall.Net to achieve the desired goals of both the *Kampus Mengajar* and this research. This study used the class action research method and data processing using qualitative descriptive techniques. The results were obtained in the pre-cycle with an average of 54.41, while in the post-cycle with an average of 65.33. There was an increase of 10.92, as well as an increase in each student's grade in the first and second cycles.

Keywords: *Kampus Mengajar 6*, vocabulary, Wordwall.Net

Introduction

The times demand changes and reforms in all aspects of society and require them to adapt and develop abilities and skills to deal with these changes and reforms. One of the developing aspects of life is education. The educational aspect must include various learning innovations to face and respond to increasingly complex challenges. In carrying out learning innovations, it is necessary to integrate technology, data, and communication across disciplines to achieve the desired goals (Kristiawan, 2014). Education has a crucial role in individual self-development, such as knowledge and skills, character and value formation, and the development of creativity and innovation that can provide for human needs in an increasingly advanced and developing life. So, education plays an essential role in preparing future generations by forming a generation that excels in knowledge and skills in various fields.

To face challenges and renewal in the aspect of education, Kementerian Pendidikan, Kebudayaan, Riset dan Teknologi created a program called "*Merdeka*

Belajar - Kampus Merdeka" or MBKM which has several program branches and in the implementation of all programs is supported by the Lembaga Pengelola Dana Pendidikan (LPDP). The objectives of the program are (1) Expect that the competence of graduates will increase, both soft skills and hard skills, (2) so that graduates are better prepared for the demands of the times and prepare graduates as superior, moral, and ethical future leaders (Suhartoyo et al., 2020).

Kampus Mengajar is one of the MBKM programs that began in 2020 and aims to (1) Provide opportunities for students throughout Indonesia and from various educational backgrounds to help schools with teaching and learning aspects, technology adaptation, and administrative aspects (Tohir, 2020), (2) Provide opportunities for students to learn and develop themselves outside of lecture classes and with this program being able to add insight and experience for students to be more developed both in soft skills and hard skills (Anwar, 2021), and (3) Empower students in helping the teaching stages in schools in their area (Pradana, 2022). The targets of this program have specific criteria, namely schools located in 3T (Disadvantaged, Outermost, and Frontier) areas, low levels of literacy and numeracy, and lack of access to technology.

The researcher got the *Kampus Mengajar* 6 target school at SDN Adikarto 1 Muntilan for the 2022-2023 school year. At the beginning of the placement, the researcher observed all classes during English language learning. Furthermore, the researcher chose the fourth–grade class of twelve children as the research subject. The reasons are (1) almost all students do not look enthusiastic when learning begins, (2) some of them do not pay attention to the teacher when explaining, (3) learning resources only come from textbooks and learning media that are not varied, (4) they feel English is a complex subject (this is known when researcher conduct interviews with several students), (5) students have difficulty in learning new vocabulary. The low mastery of students' vocabulary can be caused by the student's lack of interest and concentration due to the teacher's limited and less varied learning methods or media (Zulaini et al., 2023). Therefore, to overcome these problems, the researchers renewed and combined the learning media during the teaching and learning process. Wordwall.Net is a solution to problems in the fourth grade of SDN Adikarto 1 Muntilan. This aligns with the objectives of the *Kampus Mengajar*, namely helping with technology adaptation and increasing student literacy.

Several previous studies have used Wordwall.Net to improve students' vocabulary. Majid and Akhsan (2023) conducted the first completed research. The study aimed to increase vocabulary because the media was fun. In conducting research, researchers used Class Action Research. Moreover, the results obtained after conducting two cycles increased students' vocabulary mastery by 17% after pre-cycle and 21% after cycle 2. Widyaningsih et al. (2023) completed the second research, which aims to know how using the media improves students' vocabulary skills. The method used was experiment research. The results obtained after applying the media to students increased by 65%, and the media affected students' vocabulary proficiency. The third research study was completed by Fatimah (2020). The purpose of the research conducted by the researcher is to find out to what extent the media can improve student vocabulary in junior high schools. Researchers used class action research. The results obtained were an increase in students' vocabulary mastery by 82.5%.

The difference between this study and the three previous studies is that it aims to improve students' vocabulary skills by using Wordwall.Net and monitoring each student's increase in vocabulary mastery.

Wordwall.Net

Today's education uses technology, which impacts modern learning (Hameed, 2020) and makes the learning process more interactive (Alkamel & Chouthaiwale, 2018). Using technology in learning English can liven up the class with various fun and challenging games (Shabrina & Taufiq, 2023). Therefore, researchers use technology-based learning media, namely Wordwall.Net. According to Nadhiroh (2010), Wordwall.Net is one of the exciting and easy-to-use learning media that teachers can design to teach vocabulary and can be the best media to make learning methods more fun (Novalia, 2019). According to Çil (2021), Wordwall.Net is a website in which there are many choices of games that can be played with groups or individually, such as matching quiz pictures, puzzles, and others or using variations of themes and using favorite words (Bandjarjani & Efrata, 2024) and to train vocabulary skills. Wordwall.Net is a collection of several words displayed in a particular place that can become vocabulary for students (Sipayung, 2018). Wordwall.net is a website used as an interactive learning media for students, and using this media will foster student learning motivation. Furthermore, students can remember vocabulary easily without pressure.

Vocabulary

Vocabulary is one of the essential language components to be learned and mastered by students who want to learn a language (Syafrizal, 2018). As shown by Atmaja and Sonia (2020), vocabulary is one of the most critical aspects of learning English and is crucial in learning a foreign language (Sari & Aminatun, 2021). Vocabulary is vital in all four language skills: reading, writing, speaking, and listening (Arndt & Woore, 2018). Good vocabulary mastery allows effective communication, comprehension, and language expression. According to Sanjaya et al. (2022), by understanding and learning vocabulary, meaning, and how to pronounce it, students will be able to understand and use the language in listening, speaking, reading, and writing. Students with a good vocabulary will be able to use it well in oral and written form. Therefore, vocabulary mastery is an essential component in achieving fluency in English. By gaining an extensive vocabulary, students can more easily understand the spoken language of native speakers (Aprianoto & Haerazi, 2019) and effectively communicate their thoughts and feelings in writing and orally (Chonnia & Izzah, 2022).

Method

The method used in this research is class action research. Class action research is practical research conducted by a teacher in a classroom that aims to improve and increase learning in the classroom by taking specific actions. According to Mahendra (2020), class action research is research that is carried out systematically by teachers and researcher from the beginning of planning to assessment in the form of teaching and learning activities to improve and improve the quality of learning in their classrooms to improve the quality of education or teaching methods that have been done before (Lestari, 2024).

This research used the Kemmis and Mc Taggart model (1992) in Bro (2020), which consists of two cycles carried out through four phases: planning, implementing, observing, and reflecting. The phases of the cycle can be described as follows:
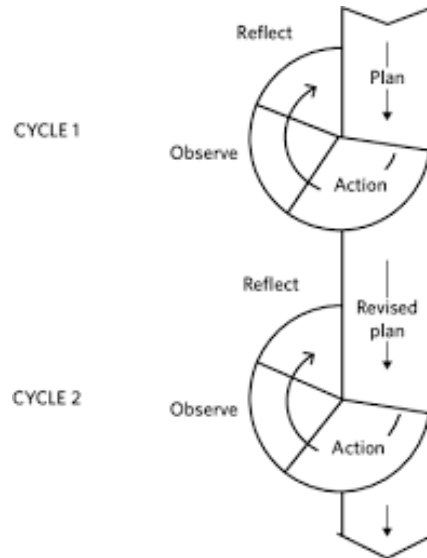

Figure 1. Kemmis and Mc Taggart (1992) cycle

Figure 1 shows that classroom action research uses repeated phases in each cycle. Each cycle consists of one meeting. They are starting from planning, implementation, observation, and reflection. The results of the first cycle will be used for improvement in the second cycle or until the problem in the classroom can be resolved. The subjects of this study were fourth-grade students of SDN Adikarto 1 Muntilan, totaling thirteen students consisting of five female students and seven male students. This study was conducted to improve fourth-grade students' vocabulary using Wordwall.Net.

In data processing, this research applied descriptive qualitative techniques. This technique uses qualitative data that is spread in descriptive form, which is usually used to analyze a social phenomenon or event. According to Moleong (2010), the qualitative method is a research procedure that produces descriptive data in the form of written or spoken words from people and behaviors that can be observed. Meanwhile, Kurniasari (2022) states that descriptive qualitative is a technique used for collecting, managing, analyzing, and presenting data that is described descriptively. The results obtained are presented in the form of a diagram.

Findings and Discussion

This section of findings and discussion will answer and discuss the research question, namely, whether the use of Wordwall.Net can improve the vocabulary skills of fourth-grade students at SDN Adikarto 1 Muntilan. Based on the research model used, the Kemmis and McTaggart Action Research Model, there are two cycles, each with four phases (planning, implementation, observation, and reflection).

Cycle 1

The first cycle was conducted on October 30, 2023, at 13.00 UTC+7. The four phases are detailed here.

Planning

This phase is used to prepare materials for students according to their needs. Learning plans are made for both learning methods and teaching media on the topic of numbers and their types, and success criteria are set.

Implementation

The initial activity was that the researcher conducted a test for twelve fourth-grade students of SDN Adikarto 1 Muntilan. The test consisted of 15 questions and consisted of two parts. Part A matches, and part B fills in the missing letters and writes the meaning in Indonesian. Then, after completion, followed by several activities, namely the first activity, the researcher focuses on providing material to students about numbers and types of numbers by watching the video that has been prepared. The second activity is that the researcher explains the video shown, such as how to spell letters, pronounce words, and their translation in Indonesian. In the third activity, the researcher invites students to learn vocabulary using Wordwall.Net and explains how to do it. The following are the test results on the pre-cycle that has been done:
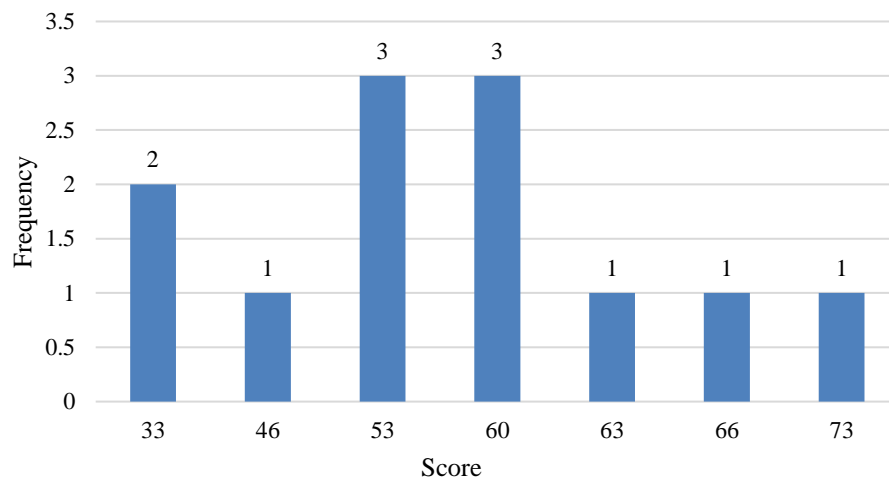

Figure 1. Pre-cycle test results

In this pre-cycle test, six students scored below the minimum of 60. Three students scored 33, one student scored 46, three students scored 53, three students scored 60, one student scored 63, one student scored 66, and one student scored 73. At the end of the lesson, the researcher reiterated the material learned and provided feedback to students.

Observation

The observation results show that the learning plan, such as the teaching methods and media used, has not been maximized. This is evidenced by the test results on the pre-cycle not yet included in the desired success criteria. Six students

passed the assessment criteria, and six students did not pass the assessment criteria. This was because the class was not conducive. After all, the learning began at 13.00 UTC+7, which is the last hour before going home from school. Not only that, the students could not concentrate, it was difficult to receive learning materials, and it was difficult to understand instructions from researcher when learning was carried out. The students looked tired and felt lazy. Given the material "numbers," this material is quite difficult if you do not pay attention well.

Reflection

Based on the observation, the thing that needs to be changed is the time the learning starts. In the second cycle, learning will be carried out in the morning and before break time, so that students can fully concentrate and easily receive and understand the instructions given by the researcher. The provision of material will start from basic numbers before entering the types of numbers.

Based on the results and analysis in cycle 1, the use of Wordwall.Net for students has not shown that it can improve students' vocabulary skills. Therefore, cycle 2 is needed to prove it. However, before cycle 2, the researcher will change the learning strategy, such as moving the lesson time, which originally started at 13.00 UTC+7, to 07.00 UTC+7 to overcome previous problems, such as an unfavorable class that caused students to not be able to concentrate properly and students who find it difficult to understand the material provided. For cycle 2, students will be given basic number material before the types of numbers. This is done so that students find it easier to understand the material.

Cycle 2

The second cycle was held on November 6, 2023, at 07.00 UTC+7. Previously, the researcher had consulted with the English teacher at school so that the subject would start at 07.00 UTC+7. The following are the details of the stages in the second cycle.

Planning

The researcher made improvements to the learning design, which included learning strategies, learning methods, and teaching media that were better organized than cycle 1. Pictures containing numbers were also added as the teaching media.

Implementation

The learning activity, which was attended by twelve fourth-grade students of SDN Adikarto 1 Muntilan, began with the researcher asking all students to say numbers from one to ten. After finishing, the researcher took pictures containing numbers and asked students to mention them in English. Then, the researcher repeated the vocabulary spoken by students. This is followed by the researcher writing the numbers tens and hundreds on the board and asking students to imitate the spelling of the vocabulary "numbers" spoken by the researcher and pronounce the vocabulary correctly based on the numbers on the board. Then, the researcher ensures students understand basic numbers before continuing with the types of numbers. In the next activity, the researcher explained the material based on the topic, and to make it more interesting, the researcher again used Wordwall.Net as a learning medium. Before the lesson ended, the researcher asked the students to take

a test (post-cycle), which contained 15 questions and was divided into two parts. Part A matches, and part B fills in the missing letters and writes the meaning in Indonesian. The following are the results of the post-cycle test that has been carried out:
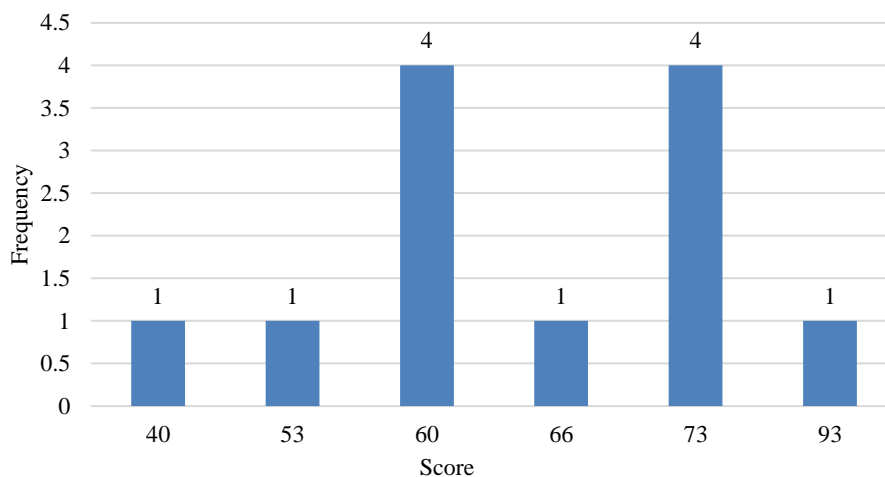

Figure 2. Post–cycle test results

Based on the post-cycle results, two students scored below the assessment criteria or below the score of 60. Four students scored 60, one student scored 66, four students scored 73, and one student scored 93. At the end of the lesson, the researcher gave feedback to students during two learning activities using Wordwall.Net.

Observation

The observation results showed that the lesson plan made was maximized. This was evidenced by the results of the post-cycle test, which showed that ten students had reached the assessment criteria. In this cycle 2, the class became conducive, and the students followed the learning with concentration and could follow instructions well. The students were more enthusiastic when learning by using Wordwall.Net. They seemed to ask more questions about learning and using Wordwall.Net. The change of class time to the morning made it more successful. The change of learning strategy by teaching the basic number material to the students before moving on to more in-depth material made it easier for them to understand the vocabulary.

Reflection

The observation results in cycle two have overcome problems, such as providing more in-depth material by adding pictures according to the topic, maximizing Wordwall.Net during learning, and changing the time from the afternoon to the morning in cycle 2.

Based on the results and analysis in cycle 2, using Wordwall.Net for fourth-grade students of SDN Adikarto 1 Muntilan successfully improved students' vocabulary skills. Thus, this cycle has reached the success criteria and should not be revised but stopped.

Overall findings

The test results in cycles 1 and 2 show that the use of Wordwall.Net was beneficial for each student because it increased their vocabulary skills.
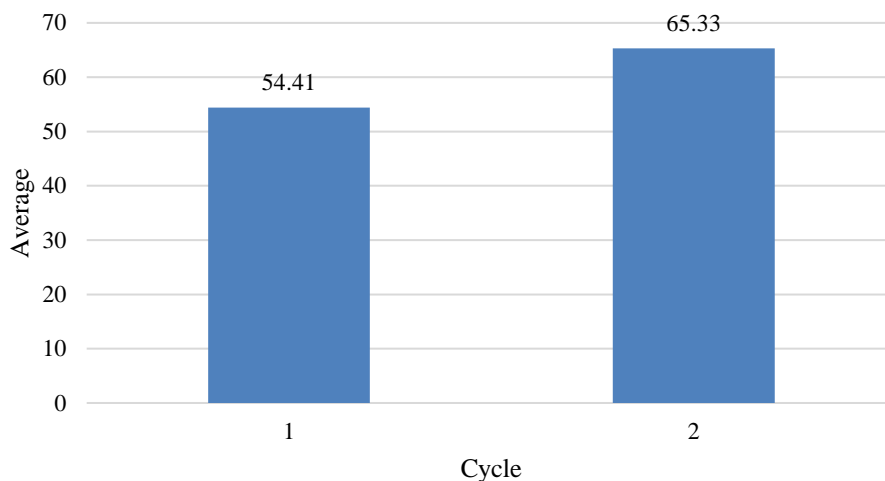

Figure 3. Average each cycle

In Figure 3, it can be seen that the averages in each cycle were carried out previously. The first cycle had an average of 54.41, while the second cycle had an average of 65.33.

Conclusion

Wordwall.Net is a web-based application that can be used for interactive learning in the classroom. Based on the research results in the fourth grade of SDN Adikarto 1 Muntilan, the average pre-cycle was 54.41 on a scale of 100. In comparison, the average result in the post-cycle was 65.33 on a scale of 100. So, there was an increase of 10.92 on a scale of 100, and each student experienced increased student vocabulary skills. It can be concluded that using Wordwall.Net can improve the vocabulary skills of fourth-grade students at SDN Adikarto 1 Muntilan.

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