The Use of the Wordwall Website to Improve Learning Outcomes on Preposition Material for Grade 4A Students at SD N 2 Kawan

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Abstrak

Penelitian ini bertujuan untuk mengetahui efektivitas penggunaan media interaktif Wordwall dalam meningkatkan hasil belajar siswa kelas IV A SD Negeri 2 Kawan pada materi preposisi dalam bahasa Inggris. Penelitian ini menggunakan pendekatan Penelitian Tindakan Kelas (PTK) model Kemmis & McTaggart yang dilaksanakan dalam dua siklus, masing-masing terdiri dari tahap perencanaan, pelaksanaan, observasi, dan refleksi. Subjek penelitian adalah 25 siswa, dan data dikumpulkan melalui pre-test, post-test, observasi, dan dokumentasi. Hasil pre-test menunjukkan bahwa hanya 36% siswa yang mencapai Kriteria Ketuntasan Tujuan Pembelajaran (KKTP), dengan skor rata-rata 66,6. Setelah penerapan media Wordwall, persentase ketuntasan meningkat menjadi 72% pada siklus I dan 84% pada siklus II, dengan skor rata-rata 80,2. Hasil ini menunjukkan bahwa penggunaan Wordwall efektif dalam meningkatkan pemahaman dan keterlibatan siswa terhadap materi preposisi. Media ini juga menciptakan suasana belajar yang menyenangkan dan mendukung pembelajaran aktif, partisipatif, dan berpusat pada siswa berdasarkan Kurikulum Mandiri.

Kata kunci : *Hasil Pembelajaran, Preposisi, Wordwall*

Abstract

This study aims to determine the effectiveness of the use of interactive media Wordwall in improving the learning outcomes of grade IV A students of SD Negeri 2 Kawan on preposition material in English. This study uses the Kemmis & McTaggart model Class Action Research (CAR) approach which is carried out in two cycles, each consisting of planning, implementation, observation, and reflection stages. The subjects of the study were 25 students, and data were collected through pre-test, post-test, observation, and documentation. The pre-test results showed that only 36% of students achieved the *Kriteria Ketuntasan Tujuan Pembelajaran (KKTP)*, with an average score of 66.6. After the implementation of Wordwall media, the percentage of completeness increased to 72% in cycle I and 84% in cycle II, with an average score of 80.2. These results show that the use of Wordwall is effective in improving students' understanding and engagement with preposition material. This media also creates a fun learning atmosphere and supports active, participatory, and student-centered learning based on the Independent Curriculum.

Keywords : *Learning Outcomes, Preposition, Wordwall*

INTRODUCTION

English proficiency at the elementary school level is a crucial foundation in developing students' ability to communicate globally. One of the fundamental aspects taught is the use of prepositions, which play a significant role in grammatical structure. Understanding prepositions is an essential component of English language learning, especially for young learners at the elementary level. However, based on previous observations at SD Negeri 2 Bangli, it was found that Grade 4 students' mastery of preposition material was still lacking. Many students struggled to understand the function and use of prepositions in simple sentences, leading to errors in sentence construction and in answering questions related to prepositions.

This issue was also evident from the results of a pretest previously conducted, which showed that out of 25 students, only 9 had met the *Kriteria Ketercapaian Tujuan Pembelajaran (KKTP)* of 75, while the rest had not reached the required standard in mastering prepositions. The average score of all students, calculated using the formula $\bar{x} = (\sum x)/n = 1665/25$, was 66.6, indicating that the overall average score was below the *Kriteria Ketercapaian Tujuan Pembelajaran (KKTP)*. This suggests that the learning outcomes of Grade 4A students at SD N 2 Kawan in the prepositions material still need improvement.

This highlights the need for a more engaging, interactive, and effective learning approach to help students better understand the concept of prepositions. During the teaching process, conventional methods such as lectures and the use of textbooks tend to be less effective in capturing students' attention, resulting in suboptimal absorption of the material. The lack of interactive learning media is also one of the inhibiting factors in improving students' interest and understanding of the subject matter.

In this context, the use of technology such as the Wordwall website becomes an innovative solution worth implementing. Wordwall is a digital learning platform that allows teachers to create interactive activities such as games, quizzes, and practice exercises that can be easily accessed by students. This medium is designed to create a more enjoyable learning experience, thereby increasing student engagement in the learning process (Rahman, 2021).

Previous research has shown that technology-based learning can enhance students' learning motivation and accelerate material comprehension (Susanti, 2020). Wordwall utilizes a game-based learning approach, which is effective in increasing students' attention and creating an active and interactive learning atmosphere (Putra, 2022). Furthermore, this medium enables students to understand abstract concepts such as prepositions through visual approaches and practical activities, in line with the visual-based learning theory presented by Sari (2019).

In addition, the use of Wordwall offers the advantage of providing immediate feedback to students, helping them identify and correct their mistakes promptly (Kurniawan, 2020). This aligns with the findings of Widodo (2020), which show that the use of technology in learning can improve learning outcomes by up to 75% compared to conventional methods. On the other hand, Rahmat (2021) noted that technology-based learning media also encourage student participation in discussions, thereby helping to deepen their conceptual understanding. By using Wordwall, students can learn through various engaging activity formats such as matching games, word searches, or fill-in-the-blank exercises, which are specifically designed to help them grasp the concept of prepositions. This approach also supports active student engagement, as emphasized by constructivist theory, which highlights the importance of interaction in the learning process (Nugraha, 2018). Another study by Utami (2021) showed that Wordwall is effective in improving learning outcomes as it combines entertainment and education within a single platform.

Therefore, this study aims to explore the effectiveness of using the Wordwall website in improving learning outcomes in the preposition material among Grade 4A students at SD N 2 Kawan. Through this approach, it is hoped that a solution can be found that not only enhances students' understanding of the material but also improves the overall quality of English language learning.

METHOD

This study employed a Classroom Action Research (CAR) design, specifically using the Kemmis and McTaggart model, which is composed of four cyclical steps: planning, action, observation, and reflection. The study was conducted in two cycles, with each cycle consisting of two class meetings. This design was selected because it allows for continuous improvement of the teaching strategy and provides the researcher with the opportunity to evaluate, revise, and reapply instructional methods based on classroom findings.

The CAR design was particularly suited to the aim of improving students' mastery of prepositions through the use of interactive media, in this case, Wordwall. Each stage in the cycle was systematically planned and executed, beginning with the identification of the learning problem, followed by the implementation of a digital-based teaching strategy, observation of the learning

process, and reflection on the outcomes. The iterative nature of CAR made it ideal for testing and refining the effectiveness of Wordwall as a learning medium.

The subjects of this research were 25 students from class 4A at SD Negeri 2 Kawan, consisting of 10 male students and 15 female students. The class was selected purposively, based on preliminary observations conducted during the researcher's community service (*KKN*) period, which revealed that students had difficulties mastering prepositions in English. The class showed a lack of understanding in applying prepositions in simple sentence structures and exhibited low engagement in traditional learning settings.

Given the goal of improving learning outcomes through action-based intervention, purposive sampling was appropriate and allowed the researcher to focus on a specific classroom context. The relatively small number of students provided a manageable setting for in-depth observation and individualized feedback throughout the learning cycles.

Data were collected using three primary techniques: observation, testing, and documentation. These methods were selected to provide a comprehensive understanding of both the learning process and the outcomes achieved.

- Observation was conducted throughout each cycle to monitor student behavior, participation, and the implementation of the learning activities. Observations were recorded using structured checklists and field notes, allowing the researcher to capture qualitative data on student engagement, responsiveness, and classroom dynamics.
- Testing included a pre-test administered before the implementation of Wordwall and two post-tests conducted at the end of each cycle. These tests were designed to evaluate student comprehension of prepositions based on the curriculum's learning achievement criteria (*KKTP*). The test items were aligned with instructional content and evaluated students' ability to use prepositions accurately in context.
- Documentation served as a supplementary data source, including photographs of classroom activities, screenshots of students' Wordwall results, and other teaching artifacts. These materials supported the observational data and provided visual evidence of the learning process.

The instruments used for testing and observation were carefully developed based on the indicators set out in the Kurikulum Merdeka and had been validated by subject experts. Rubrics were applied to score test responses, ensuring consistency and objectivity in assessment.

The research used a mixed-method approach combining quantitative and qualitative data analysis. Quantitative data derived from the pre- and post-tests were analyzed to determine the mean score of the class and the percentage of students who met the learning criteria (KKTP ≥ 75). The formula used for calculating the average and percentage completion was clearly explained, allowing for accurate comparisons between cycles.

Meanwhile, qualitative data from observations and documentation were analyzed descriptively. The researcher looked for patterns in student participation, engagement with the Wordwall platform, and behavioral changes across the two cycles. This qualitative insight helped explain the numerical changes observed in the test scores and provided a deeper understanding of how the intervention influenced student learning.

In summary, the data analysis process was systematic, well-documented, and aligned with the research objectives. It effectively captured both the cognitive outcomes (improvement in test scores) and affective changes (increased motivation and participation) among students.

RESULTS AND DISCUSSION

This study aimed to improve student learning outcomes on English prepositions through the use of the Wordwall website in a fourth-grade classroom at SD Negeri 2 Kawan. The research was conducted in two cycles of Classroom Action Research (CAR), each involving the stages of planning, implementation, observation, and reflection. If you want to display a table, use the following format. Title of a table should be put above the table, as seen on Table 1, while title of image, picture, or chart should be put below the picture.

Results

Table 1. Pre-test, post test I, and post test II results

No	Evaluation Stages	Number of Students Completed (≥75)	Incomplete (<75)	Completion Percentage
1	Pre-Test	9 students	16 students	36%
2	Post-Test I	18 students	7 students	72%
3	Post-Test II	21 students	4 students	84%

The data collected through pre-tests, post-tests, observations, and documentation revealed a positive impact of Wordwall on student performance and engagement. The results of the pre-test showed that the average score of grade IVA students of SD Negeri 2 Kawan only reached 66.6, which was below the threshold of Kriteria Ketercapaian Tujuan Pembelajaran (KKTP) of 75. Of the total 25 students, only 9 students (36%) managed to meet the KKTP, while the other 16 students (64%) were still below the standards of completeness.

After the implementation of the first learning cycle using Wordwall activities such as quizzes and matching games, student performance improved notably. the implementation of actions in cycle I showed positive results. The application of Wordwall media has proven to be able to create a more interesting and interactive learning atmosphere. Most students seemed enthusiastic about taking the interactive quizzes that were shown through the projector, and there was an increase in active participation compared to the learning situation before the action was taken. Students who previously tended to be passive began to dare to try to answer questions in front of the class, and were actively involved in group discussions. In terms of learning outcomes, the post-test given after the implementation of the action showed a significant increase compared to the pre-test. The average grade point average increased to 75,6, with 18 out of 25 students (72%) achieving or exceeding *Kriteria Ketercapaian Tujuan Pembelajaran (KKTP)* of 75. These results show that the learning approach using Wordwall has succeeded in encouraging students' understanding of the material taught, even though the target of research success, which is 80% of students complete, has not been fully achieved.

Refinements were made in cycle II, including differentiated activities and more varied Wordwall games like Open the Box and Group Sort. As a result, the use of adjusted Wordwall learning media has succeeded in significantly increasing the achievement of student learning outcomes. Of the 25 students who took the post-test, as many as 21 students (84%) managed to obtain a score above *Kriteria Ketercapaian Tujuan Pembelajaran (KKTP)*, which was ≥75. This improvement shows that the indicator of research success, which is ≥80% of students achieve complete grades, has been successfully achieved in this cycle. This result is a positive development compared to the achievement in the first cycle, where only 72% of students achieved complete learning.

Discussion

This study aims to improve the learning outcomes of grade IVA students of SD Negeri 2 Kawan on prepositions material in English through the use of interactive learning media based on Wordwall. Based on the results of data analysis from the two action cycles, the results were obtained that the use of Wordwall media was able to make a real contribution to improving student learning outcomes.
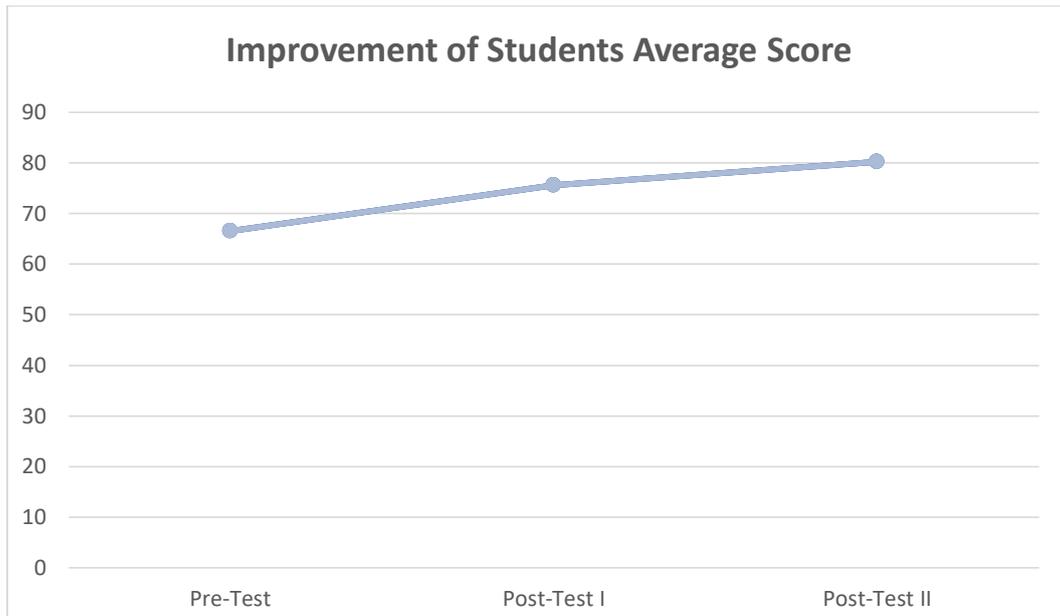
Picture 1. Graph of Students' Average Score Improvement

Based on the graph above, it can be seen that there is progress in improving learning completeness and average scores at each stage of evaluation. During the pre-test, only 9 students (36%) managed to achieve a score above the KKTP (≥75), indicating that most students did not understand the prepositions material well.

After learning actions using Wordwall media were carried out in the first cycle, the number of students who completed increased to 18 people (72%). This shows the positive influence of interactive media on students' engagement and understanding in English learning.

In cycle II, after making improvements based on previous reflections, the completeness of students increased again to 21 people (84%). This achievement has exceeded the established research success indicators, which is at least 80% of students achieve completeness. This shows that the use of Wordwall has proven to be effective in improving overall student learning outcomes.

CONCLUSION

This study concludes that the integration of the Wordwall website into English language instruction significantly improves student learning outcomes on preposition material among Grade 4A students at SD Negeri 2 Kawan. The use of Wordwall through interactive games, quizzes, and visual tasks fostered higher engagement, deeper understanding, and more active participation in the classroom.

The findings demonstrate a clear progression in student achievement, from a low mastery level in the pre-test (36%) to a substantial increase in the first post-test (72%), and ultimately exceeding the research success indicator in the second post-test (84%). These improvements highlight the effectiveness of Wordwall not only in enhancing students' grammatical competence but also in promoting a more enjoyable and student-centered learning environment.

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