

Improving Learning Achievement Using the Game-Assisted Method 'Wordwall' in Writing Advertisement Texts 'Pariwara'

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SUBJECT

Education

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Abstract

This study aimed to describe the implementation of Javanese language learning activities and determine the improvement of learning achievement in writing advertisement texts with the Wordwall media-assisted game method. The primary problem for students is the limited Javanese vocabulary, which causes low learning achievement. The research method used in this study is classroom action research (CAR), which details two cycles. Techniques for collecting data include observation, assessment, and documentation techniques. The study's results showed a significant increase in students' writing skills. In cycle one, around 38.24% of students achieved a score of ≥ 75 ; in the second cycle, it increased to 70.59%. Wordwall learning media has proven effective, reducing the incomplete percentage from 61.76% in cycle one to 29.41% in the second cycle. This study concluded that the Wordwall media-assisted game method could be an alternative in dealing with problems in Javanese language subjects, significantly improving writing skills in advertisement/advertisement texts. This research also contributes to developing innovative Javanese language learning methods to improve writing skills by integrating Wordwall to address learners' interests and Javanese vocabulary limitations.

1. Introduction

As time goes by, various efforts will be made to improve the quality of education in Indonesia. Situations like this can encourage the progress of students' intelligence and potential. Of course, this requires serious attention, especially the role of teachers in creating fun and quality learning. This statement is in accordance with research by Susiani and Abadiyah (2021:294), revealing that teachers are indeed

the key to improving the quality of education in Indonesia. Teachers are expected to be able to innovate and are required to ensure that learning remains relevant and practical.

Based on reality, education and society are two primary components that cannot be separated from everyday life. Both are important in all activities (Abdugani et al., 2021, p. 14). Education functions as a foundation for building quality and competitive individuals. Through this educational role, it is hoped that individuals can develop their mindset and potential independently through knowledge. Within the scope of language learning, especially Javanese language subjects, there are four language competencies that students must master, namely writing, reading, speaking, and listening (Melinda & Muzaki, 2023, p. 1). The four language skills are interconnected and inseparable. For example, writing skills are always continuous with reading skills. Both play an important role in the world of education. The reason is that these two skills are helpful not only in the academic world but also in the world of work and community life and are the primary keys to communicating verbally and non-verbally (Abdalrahman, 2021, p. 5).

Writing is a skill that students must learn. In fact, through writing activities, students not only form their identity but can also develop their mindset and ideas. On the other hand, the writing process also introduces and understands the rules of grammar. In addition, it trains effectiveness when carrying out work, learning, and trying to make individuals comply with applicable rules so that they can train disciplined individuals in science (Alqasham & Al-Ahdal, 2021, p. 1142). Therefore, in education, writing skills provide space for students to be creative and develop critical imagination to convey ideas and information.

Based on initial observations, students at the school that was the object of the study, namely SMA Negeri 15 Semarang, experienced various obstacles in writing advertisement/commercial texts for Javanese language subjects. The main problem that caused this was the low mastery of Javanese vocabulary. Of course, this dramatically affects students' ability to construct Javanese sentences, the most critical element in writing advertisement/commercial texts. In addition to these problems, there is a tendency for the sentence structure created by students to still adhere to the Indonesian language structure, so it cannot meet the standards of effectiveness. On the other hand, students' attitudes towards Javanese language subjects also show a lack of interest.

These problems are caused mainly by less attractive methods and limited learning media. In reality, students feel that this Javanese language subject is irrelevant to their lives, so by following this learning, they are merely fulfilling their obligations. As a result, students feel pressure when writing this advertisement/advertisement text, and the results of their sentence sequences could be better. The teacher still minimalises interactive media that can increase their Javanese vocabulary. The advertisement/advertisement text is material in the Javanese language curriculum phase F in Central Java Province. This phenomenon requires an emphasis on writing skills at the high school level to re-stimulate knowledge and experience and absorb new information that produces creative ideas (Putra et al., 2021, p. 374). The primary purpose of writing skills in the advertisement/advertisement text material is to construct compelling and persuasive sentences according to Javanese language rules.

Initial observation activities and diagnostic assessment results show that students do have limitations in terms of language. This can impact low learning achievement if they do not get the right solution when writing advertising/advertisement texts. The most important thing in learning is the learning model and method supported by the suitable media. The accuracy of a teacher in choosing a learning model and method certainly has a significant impact on students' success and learning achievement. This will determine the quality of the learning process (Parnayathi, 2020, p. 474). Therefore, there needs to be an exciting and effective learning method to improve student learning achievement. On the other hand, the learning method dramatically influences the development of writing skills. However, this method can only stand alone with supporting elements like suitable learning media.

Learning media is a means to create conditions for students to absorb various cognitive, affective, and psychomotor aspects (Siregar et al., 2022, p. 71). Learning media makes it easier for teachers to help develop students' critical thinking skills in delivering teaching materials (Darmayanti, 2023, p. 38). One of the relevant learning methods to improve the language aspect is the game model, while Wordwall assists the learning media. Wordwall is a game creation platform that aims to train student responses. This platform can be accessed for free and has an assessment feature that can help teachers create their learning designs (Larasati et al., 2023, p. 406). Wordwall is a solution for interactive learning because students play in addition to learning activities. This situation makes learning more accessible and fosters students' interest in learning.

The problem of writing advertising/advertisement texts does not only occur in SMA Negeri 15 Semarang but based on previous research conducted by Bella et al. (2021); Rofifah and Rahayu (2021) also found the same problems related to obstacles in writing advertising/advertisement texts. Both studies only show that media can support problems in advertising/advertisement text material, so a comprehensive approach is needed to overcome these difficulties. In addition, Apriliana and Efendi's (2022) research also experienced similar difficulties in writing advertising texts. Their writing shows that the CapCut application, which functions as a learning medium, can improve advertising text writing skills. However, it needs to include what is behind the writing problem, and there is no special handling of the root of the problem. Marwadi and Sodik's study (2022) examined the use of the Canva application in learning advertising text material. Positive results were shown in composing sentences that pay attention to their structure and linguistic elements.

Based on previous research, the use of varied learning media can certainly support difficulties in learning. However, research using technology-assisted media such as Wordwall in learning Javanese language advertising/advertisement text material still needs to be done. In addition, previous research did not reveal the root of the problem, such as how the difficulty of composing sentences in writing can occur. Until now, it has only been limited to the media used, so the results have shown increased motivation and willingness to learn in students. Therefore, this study attempts to fill the gap in previous research to determine the increased learning achievement in writing advertising/advertisement texts with the Wordwall media-assisted game method for class XI students of SMA Negeri 15 Semarang.

The purpose of this study is to describe Javanese language learning activities in advertising/commercial text materials. Second, this study is expected to improve the quality of education, especially the skills of writing advertising/commercial texts with interactive media and fun methods. Therefore, the results of this study can later be used as a reference for teachers in developing practical and fun learning, as well as improving the quality of education in Indonesia as a whole.

2. Research methods

This research is included in the Classroom Action Research (CAR) category, which aims to solve existing learning problems. The object of this research is class XI B-3 of SMA Negeri 15 Semarang in the 2023/2024 academic year. CAR encourages teachers to reflect and develop professionalism, especially in teaching (Talimbung, 2023, p. 57). This research is divided into two cycles, each consisting of two meetings with 34 students, 22 female and 12 male students. The data collection technique uses observation, assessment, and documentation techniques. In addition, observation sheets and advertising writing skills tests are also used as instruments. Data analysis is carried out by calculating the success rate using the following formula:

$$P = \frac{F}{N} \times 100$$

P = Success rate

F = Score obtained by students

N = Maximum score

From the formula, it will be considered successful if students' learning achievement increases with a post-test score ≥ 75 . The stages of the research follow the steps of action research according to Coast, namely Plan, Act, Observe, and Reflect, focusing on using Wordwall media to improve writing skills for advertising/advertisement texts. The flow can be seen in the picture below:

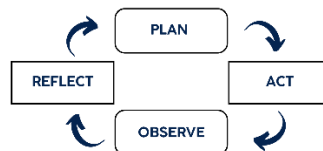


Figure 1. Stages of Classroom Action Research. Source: Sugiyono (2021)

3. Result and Discussion

This Classroom Action Research (CAR) illustrates the initial condition of class XI B-3 students of SMA Negeri 15 Semarang. Their understanding of language still needs to be improved, so they only have a few choices of Javanese vocabulary to use in writing advertisements/advertisements. The pre-test results that have been carried out have yet to reach the criteria for achieving learning objectives (KKTP). Another thing in the learning activity is using something other than media that supports student creativity. As a result, students need clarification about what vocabulary to use to create the sentence structure in Javanese. Therefore, in learning Javanese, the material for advertisement/advertisement texts is inserted into the

game method with the help of Wordwall media to improve the language aspect of class XI B-3 students of SMA Negeri 15 Semarang.

This Classroom Action Research (CAR) uses the stages proposed by Coast, with the following details.

3.1 Stages of Classroom Action Research (CAR)

The initial stage in conducting this classroom action research is to identify problems in the classroom, one of which is through a diagnostic assessment, the results of which show low language aspects. Of course, this will impact the writing skills of class XI B-3 students of SMA Negeri 15 Semarang.

Planning

At this planning stage, the researcher plans learning activities to improve the language aspects of class XI B-3 so that later, they can improve their vocabulary mastery to write advertising/advertisement texts. The steps that have been taken at this stage are determining the material to be taught by adjusting the independent curriculum and the characteristics of students; compiling teaching modules for each cycle, which integrates the word wall-assisted game learning method; creating student worksheets (LKPD) along with their assessment instruments.

LKPD is made to make it easier to find out the development of vocabulary in students; d) preparing learning media, namely in the form of quizzes presented on the word wall; e) preparing a camera to support documentation of activities in the learning process in the classroom.

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Action

This stage is often called the implementation of the Action. Researchers at this stage only need to do what has been planned in the planning stage. Implementation in cycles one and two is carried out according to the following stages: conducting a pre-test to determine the initial competency of students before receiving the material taught by the teacher; Carrying out learning activities based on the teaching module that has been created; Providing an evaluation in the form of a post-test to determine how much the learning outcomes of writing advertising/advertisement texts have improved; reflecting on learning in each research action in order to improve the next cycle; Continue to the next cycle if the KKTP still has results that need to be followed.

Observation

Researchers carried out an Observation to determine the improvement in learning outcomes of writing advertising/advertisement texts in class XI B-3 students of SMA Negeri 15 Semarang. Researchers observe and record events during the research action process. This observation activity is carried out on students' enthusiasm while in class. The results of the observations will be used as material for reflection and evaluation during the research.

Reflection (Reflecting)

In this reflection stage, an evaluation of the learning outcomes that have been carried out in class XI B-3 of SMA Negeri 15 Semarang is carried out. The researcher compares the results of the pre-test and post-test, then analyzes the success and obstacles found and identifies factors that influence the learning outcomes of these students. The reflection results will later be used to improve the teaching module in the next cycle.

The stages passed in this classroom action research (PTK) can improve the learning outcomes of writing advertising/advertisement texts for class XI B-3 students of SMA Negeri 15 Semarang. The data obtained in this classroom action research includes the value of student learning outcomes before and after using word wall media in the Javanese language subject on the material of writing advertising texts 'Pariwara'.

Table 1. List of Cycle I Values

Cycle 1 values	Number of students
40-50	11
60-70	10
80-100	13
Total	34

Table 2. List of Cycle II Values

Cycle 2 values	Number of students
60-69	5
70-89	7
90-100	22
Total	34

Table 3. Recapitulation of Cycle I and II Data

Description	Cycle 1	Cycle 2
Number of students	34	34
KKTP	75	75
Students get ≤ 75	21	10
Students get ≥ 75	13	24
Percentage of Completion (≥ 75)	38.24 %	70.59 %
Percentage of incomplete (≤ 75)	61.76 %	29.41 %

Based on the results of the recapitulation of cycle one and two values, there was a significant increase in the achievement of learning objectives. In cycle I, the calculation only reached 38.24% of students who achieved a score of ≥ 75 , while in cycle II, the percentage increased to 70.59%. Conversely, the percentage of students

who did not complete (scored ≤ 75) decreased from 61.76% in cycle I to 29.41% in cycle II. This shows that the word wall learning media successfully improved student learning outcomes.

3.2 Discussion of Each Cycle

In cycle, I, the implementation of this research was coloured by initial efforts to overcome the problem of low advertising/advertisement text writing skills in class XI B-3 students of SMA Negeri 15 Semarang. Based on initial observations, the main problem identified was the lack of Javanese vocabulary, which hindered students' ability to write. To overcome this problem, a game-based learning method with the help of Wordwall media. The stages in this cycle include problem identification, planning, action, observation, and reflection.

At the problem identification stage, it was found that students needed help in composing sentences for advertising/advertisement texts due to a lack of vocabulary for Javanese vocabulary. The initial step as a researcher was to plan learning activities that integrated Wordwall media to help improve students' vocabulary mastery. The teaching module focused on exciting game activities expected to stimulate students' interest and learning motivation.

The implementation of actions in cycle I must involve several vital activities, including a pre-test to measure students' initial understanding, delivery of material through a game method assisted by Wordwall media, and ending with a post-test to evaluate improvements in learning achievement. Based on the results of the cycle I post-test, there was an increase, but it was still relatively low; only 38.24% of students were able to achieve a score of ≥ 75 ; this indicates that the majority of students have not fully achieved the Learning Objective Achievement Criteria (KKTP).

Observations during the implementation of the action showed enthusiasm from students. However, there were difficulties focused on the need for more understanding and use of new vocabulary in writing advertising/advertisement texts. Reflection at the end of cycle one indicated the need for re-planning with the approach and materials used to improve writing skills in students more effectively. Entering cycle two, the results of reflection from cycle I were used to improve the learning approach and strategy. The main focus in this cycle was to deepen the use of Wordwall media and adjust learning methods to be more efficient in improving the writing skills of class XI B-3 students of SMA Negeri 15 Semarang. More mature planning was carried out by enriching the combination of basic language materials in advertising/advertisement texts and more interactive activities, as well as providing more practice using examples of Javanese song vocabulary.

The implementation of the action in cycle II began again by delivering material related to the linguistic aspects of the advertisement/commercial text. The learning process was carried out more intensively using Wordwall media, which has more varied features. The researcher also provided more opportunities for students to practice writing one sentence and receive direct feedback from teachers and peers who helped them understand and correct their mistakes.

The post-test results in cycle II showed a significant increase compared to cycle I. As many as 70.59% of students scored ≥ 75 , indicating increased understanding and mastery of Javanese vocabulary. The percentage of students who did not achieve the KKTP decreased drastically from 61.76% in cycle I to 29.41% in

cycle II. This indicates that the Wordwall-assisted game learning method significantly improved students' writing skills.

Observations in cycle II showed that students were more active and enthusiastic in participating in learning. They seemed more confident using new vocabulary and creatively composing advertisement/commercial texts. Reflection at the end of the cycle shows that combining the Wordwall media-assisted game method with a contextual approach and intensive practice can effectively improve students' learning achievement. Using Wordwall media in Javanese language learning has improved advertising/advertisement text writing skills. The Classroom Action Research (CAR) analysis results show that game-based learning improves technical writing skills, Javanese vocabulary, motivation, and student participation in the learning process. Therefore, this learning method and media can be an innovative solution to overcoming Javanese language learning students' challenges.

4. Conclusion

Based on the Classroom Action Research (CAR) results, the use of game methods and learning media, assisted by Wordwall, significantly influences student learning achievement. Media such as Wordwall has succeeded in improving the skills of writing advertising/advertisement texts for class XI B-3 students at SMA Negeri 15 Semarang. The increase was with the percentage of students who achieved KKTP increasing from 38.24% in cycle I to 70.59% in cycle II.

Although this study showed positive results, there were several limitations, including focusing on one class. Therefore, for further research, it is recommended that other classes be added to ensure that using this method and learning media in Javanese language subjects is genuinely compelling. In addition, this study can be used as a reference or alternative to learning Javanese, especially as a material for writing advertising/advertisement texts. This will certainly greatly assist in achieving the Pancasila Student Profile, especially in terms of student creativity. This learning activity will have enormous benefits for teachers and students, so it is hoped that it can be carried out sustainably in Javanese and other subjects.

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