



Enhancing Student Interest in Indonesian Language Learning Using Wordwall Application: A Study on Grade VII Students at SMP Negeri 4 Palu

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ABSTRACT

This study aims to increase the learning interest of seventh-grade Durian students at SMP Negeri 4 Palu in Indonesian language subjects through the Wordwall application. Using the classroom action research (CAR) method with two cycles, the research subjects consisted of 32 students. The results showed an increase in learning. This study aims to increase the learning interest of seventh-grade Durian students at SMP Negeri 4 Palu in Indonesian language subjects through the Wordwall application. Using the classroom action research (CAR) method with two cycles, the research subjects consisted of 32 students. The results showed an increase in learning.

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INTRODUCTION

Education is a basic need for every individual as a support in carrying out daily life. In line with the opinion (Rini 2013:3) which says that education is a process of changing attitudes and behaviors through teaching and practice so that it is an effort to mature humans. Indonesia itself has established many schools that provide many facilities to students to utilize existing technology as an effort to develop their potential. (Launin et al., 2022).

According to (Muhsana Elcintami Lanos, 2022), learning in the future really needs innovative learning so that the learning process is fun to achieve learning goals. Indonesian is one of the subjects that must be carried out at every level from elementary school to college. Indonesian learning not only aims to improve language skills, but also to develop thinking, communicating, and expressing skills. This lesson has a purpose for students, namely to improve the ability to communicate using good and correct Indonesian. In the elements of learning achievement, Indonesian has four language skills, including listening skills, speaking skills, reading skills, and writing skills. (Yessi Fitriani, 2023). The world of education for educators seeks to increase the success of the language learning process through the



achievement of language competence. Therefore, Indonesian learning occupies a very important role in educational goals (Putri Wulan Dhari H. A., 2022)

Games are one of the methods and strategies that can be done to make learning interesting and fun. The game method is a way of presenting subject matter through various forms of game activities to create a fun, serious but relaxed atmosphere so that students will learn happily (Saefudin, Sutikno in Hayatin Nupus and Permatasari 2019). Nikiforidou (2018) in Setiawan, Andri et al said that digital educational games aim to acquire knowledge, foster habits and foster understanding that is packaged in a digital environment. Putri, F.M (2020, 18) stated that Wordwall is a web application that aims to be a learning resource, media, and assessment tool that can be used to create interactive quiz-based games. (Widowati et al., 2022). This web application is suitable for designing and reviewing a learning assessment. Word Wall is one of the alternative choices from various kinds of interactive learning media that can make the learning process fun and not boring for students and teachers. Because, this Word Wall application emphasizes learning styles that involve the role of learning activities of students through competitive participation with their peers in the learning they are or have been learning. (Widowati et al., 2022).

Word Wall is an application presented in the form of a game that aims to involve students in answering quizzes, discussions, and surveys. Students involved in this game do not need a new account because it can be accessed directly through a web browser, namely www.wordwall.net and can download the application on the playstore that is already available on smartphones and can also access from the link provided. Widowati et al., 2022).

Based on the results of observation and presentation in grade VII Durian SMP Negeri 4 Palu, the learning activities carried out by teachers only use package books, lecture methods and assignments, this causes learning to be less interesting and varied so that it has an impact on the decrease in the level of concentration and interest in learning of students in understanding the learning material.

Based on the problems that have been described, the researcher is interested in conducting research to increase students' interest in learning news text material in grade VII Durian SMP Negeri 4 Palu. The research has been conducted by (Wulan Purnamasari, 2023) entitled "The application of using Kahoot learning media to increase the interest in learning of Class XI Mipa 4 students". This study aims to determine the use of Kahoot in students' learning interests. Based on the analysis of research data, the use of technology using Kahoot learning media can support a more enjoyable learning process. Based on the results of the study, it can be seen from the results that in cycle 1 it was 78.12% and cycle 2 was 82.17% with an increased category which shows that students' interest in learning using Kahoot meets the completeness in the Biology subject. Therefore, the researcher is interested in conducting a classroom action research with the title "Increasing Students' Learning Interest in Indonesian Language Subjects Using the Wordwall Application in Class VII Durian SMP Negeri 4 Palu".

RESEARCH METHODS

This class action research is included in the form of collaborative PTK. This action research involves PPG students as implementers, teachers as observers and field supervisors as supervisors in the research.

The subject of this research is a student of class VII Durian Junior High School 4 Palu. The researcher chose the research in class VII DURIAN with 32 students with 17 males and 15 females. The research was conducted in an even semester. In the news text material. In this class action research, 2 cycles are composed. The procedures used in this study are the Robyn McTaggart and Stephen Kemmis models, namely planning, implementation, observation, and reflection.

The data collection techniques used in this study include observation, questionnaires, and documentation. Students were given a questionnaire as a method of data collection, where the researcher provided questions answered by the respondents (Ketut Sepdyana Kartini, 2020). In this study, the researcher compiled a questionnaire for 32 students consisting of 10 questions. The purpose of this questionnaire is to find out the students' responses to the Wordwall application that has been developed. Observations are carried out to observe various actions taken by groups or individuals, with the aim of increasing students' interest in learning. Meanwhile, documentation is a method of data collection that includes written information or recordings generated during the learning process.

RESULTS AND DISCUSSION

Based on the results of the research that has been carried out, there is an increase in the interest in learning of students in grade VII Durian Junior High School Negeri 4 Palu using the Wordwall application in Indonesian subjects. Before carrying out class action research, the researcher first made observations to find out the situation of the learning environment in grade VII Durian. Furthermore, during the learning process, students will be divided into several groups so that the researcher can observe students by analyzing their needs with worksheets that have been prepared. Students who get a score above 80 are classified as proficient, students with scores above 75 are classified as moderate, and students below 70 are classified as low. From the results of the observation of interest in learning actions that have been carried out to 32 students in class VII Durian, it was found that 5 students were classified as complete and 15 students were classified as incomplete.

1. Pre-Cycle (pre-test)

From the test results, 10 students out of 32 students can have scores above KKM and 22 students do not have scores above KKM. The average score of students is 65%. From this data, it can be concluded that the interest in learning the first cycle of action in news text material is relatively low. Based on the learning situation, it is used with teaching with lecture and assignment methods so that solutions are needed to improve students' learning skills based on observation and analysis of their needs.

2. Cycle I

- a. Planning In the planning stage of the first cycle, teachers create teaching modules with the Problem Based Learning (PBL) learning model, create learning media in the form of Powerpoints and prepare LKPD.
- b. Implementation At the stage of implementing the first cycle, teachers carry out the learning process in accordance with the teaching modules that have been designed. The learning stage consists of three steps, namely 1) Initial activities, 2) Core activities, and 3) Closing activities.

- 1) The initial activities consist of saying greetings, praying, checking the attendance of students, conditioning the class, doing ice breaking, asking questions at the beginning of learning related to the material being studied and events in the environment around them to provide stimulus in providing reference by conveying learning objectives.
- 2) The core activity consists of 5 phases, namely 1) student orientation is given an explanation of the material through Powerpoint and the teacher provides questions related to the problems given. Students will provide responses related to the problems given. Furthermore, the teacher confirmed the problem. 2) Organizing students. At this stage, students form groups that have been divided according to their abilities. After that, students will discuss to work on the LKPD and solve the problem. 3) Guiding In this phase, the teacher will provide guidance with each group. Teachers will observe the advanced group, medium group, and low group. 4) Develop and present the work. In the section.

This group representative presented and delivered the results while other students responded to the results of the discussion answers. 5) Analyze and evaluate. The teacher leads the participants to evaluate the answers and draw learning conclusions. Teachers also gave appreciation and responses from each group.

- 3) The closing activity of learning is a reflection of learning by making conclusions, delivering material for the next meeting, and ending with a prayer.

c. Observation

This observation stage is used to record all student activities during the learning process. After the learning ended at each meeting, the researcher held a discussion as material for reflection. Based on the results, it can be explained that during the first cycle of the learning process, an average score of 65% was obtained with the category of incomplete. However, 10 students have completed their studies and of the 22 students have not completed their studies. These results show that classically students have not completed their studies. This is because students are still not adjusting to the new learning and teachers do not approach students in learning activities.

d. Reflection

In the implementation of teaching and learning activities, information was obtained from the following observations:

1. Students are less enthusiastic during learning because they do not seem to pay attention during learning.
2. The atmosphere of passive learning is so that during the learning process, students' interest in learning decreases.

3. Cycle II

a. Planning

In the planning stage of the first cycle, teachers create teaching modules with the Problem Based Learning (PBL) learning model, create learning media in the form of Powerpoint with the addition of the Wordwall Application and prepare LKPD and student questionnaire sheets.

b. Implementation

At the stage of implementing the first cycle, teachers carry out the learning process in accordance with the teaching modules that have been designed. The learning stage consists of three steps, namely 1) Initial activities, 2) Core activities, and 3) Closing activities.

- 1) The initial activities consist of saying greetings, praying, checking the presence of students, conditioning the class, doing ice breaking, asking questions at the beginning of the lesson related to the material studied and events in the environment around them to provide stimulus in providing reference by conveying learning objectives.
- 2) The core activity consists of 5 phases, namely 1) student orientation is given an explanation of the material through Powerpoint and the teacher gives questions-questions related to the problems given. Students will provide responses related to the problems given. Furthermore, the teacher confirmed the problem. 2) Organizing students. At this stage, students form groups that have been divided according to their abilities. After that, students will discuss to work on the LKPD and solve the problem. 3) Guiding In this phase, the teacher will provide guidance with each group. Teachers will observe the advanced group, medium group, and low group. 4) Develop and present the work. In this section, the group representative presented and delivered the results while other students responded to the results of the discussion answers. After finishing, the teacher gives instructions to invite students to play quizzes through the Wordwall application as a learning evaluation. 5) Analyze and evaluate. The teacher leads the participants to evaluate the answers and draw learning conclusions. The teacher also gave appreciation and responses from each group.
- 3) The closing activity of learning is a reflection of learning that has been made by making conclusions, delivering material for the next meeting, and ending with prayer.

c. Observation

In the observation stage of cycle II, it is carried out with steps taken by teachers during the learning process. With student activities and recording progress and obstacles found during the learning process. The learning process is focused on improving the reflection that has been carried out in cycle I. Providing guidance to students is more responsible for the tasks given so that they can solve problems properly. Providing motivation to students causes them to be more enthusiastic in learning and more confident when it comes to percentages. Based on the learning outcomes of students and observations on the learning process, there was an increase in students in cycle I and cycle II. There are 32 students who have managed to experience an average increase of 87% in accordance with the screening criteria. Therefore, this study can be said to be successful because at this stage the students have obtained above-average scores, and the researcher has stopped the cycle because at this stage the desired results have been achieved.

d. Reflection

At this stage, what has been done during the teaching and learning process will be examined. From the data that has been obtained, it can be described as follows:

1. Based on the observation data, it is known that students are active during the learning process.
2. The shortcomings in the previous cycle have been improved and improved so that they have become better.

3. The results of students' learning interest in the second cycle achieved an increase in accordance with the percentage criteria.

Recapitulation of Student Response Test Results

CYCLE		
Students' learning interests	Cycle I	Cycle II
	65%	87%

Based on the results of the recapitulation above, the results obtained in the first cycle with an average of 65% of the category are quite good. Meanwhile, cycle II with an average of 87% with a very good category. Therefore, it can be concluded that the Wordwall application in Indonesian subjects in grade VII of SMP Negeri 4 Palu is classified as a learning application.

Discussion

The classroom action research that has been carried out by the researcher is the learning interest of students using the Wordwall application in Indonesian subjects in grade VII Durian SMP Negeri 4 Palu. The purpose of this research is the implementation of learning media using the Wordwall application to determine the validity of the media that has been developed. This study uses the Robyn McTaggart and Stephen Kemmis model, which consists of stages: 1) Planning stage, 2) Implementation stage, 3) Observation stage, 4) Reflection stage.

Third, analyzing the data on the results of the research per cycle. Fourth, interpret the results of data analysis and determine improvement steps for the next cycle. Then in the observation stage, the researcher made observations on the learning process in grade VII Durian, this observation was carried out to find out obstacles or problems in the learning process, the use of media in learning activities and the analysis of student characteristics that can increase learning interest. The observations made by the researcher resulted in the conclusion that the learning process in the classroom mostly uses books as a learning resource and the lack of use of learning media due to the limited time of teachers to make them and the implementation of learning is only 90 minutes per meeting in one week. This is done to attract students' interest in learning and also focus their attention on the learning process. It can be concluded that fun and concrete learning media is needed. So the researcher decided to use this Wordwall application to be adjusted to the ease of use in the learning process because of the availability of

School facilities (projectors) and make the best use of the duration of time with careful learning planning. The reflection stage, the researcher's activities are carried out at the end of each meeting during cycle I and Cycle II. This is the final stage of the learning process in detail. With what happens in the classroom, both in the form of student activities and teacher performance. The results of the reflection of each meeting per cycle are used as a follow-up plan for the next learning. Based on the results of the research that has been conducted, it can be concluded that

The students' learning interest in using the Wordwall application in Indonesian subjects that has been developed has been proven to be valid and practical in its use. The increase in

interest in learning from the pre-cycle, in the first cycle with a percentage of 65% and the second cycle with a percentage of 87% has classically been achieved with the very good category.

CONCLUSION

Classroom action research increases students' interest in learning using the Wordwall application in Indonesian subjects in grade VII Durian SMP Negeri 4 Palu using the Robyn McTaggart and Stephen Kemmis model, which consists of stages: 1) Planning stage, 2) Implementation stage, 3) Observation stage, 4) Reflection stage.

This result has been proven by the interest of students in learning from the pre-cycle, cycle I with an average of 65% and cycle II of 87%. In cycle II, students' interest in learning classically has been achieved and has experienced a very good increase. Activities carried out by students provide a learning experience and increase student participation in activities. This research has the advantage of being able to facilitate the learning process of students according to their learning needs. Students can practice critical thinking, discussion, and communication so that they can improve learning outcomes for students.

SUGGESTION

Advice for Teachers

- 1) It is expected that teachers will take part in training on the creation and use of learning media, especially those that utilize modern technology such as Wordwall applications, to increase teaching effectiveness.
- 2) Teachers are advised to implement more varied and innovative learning methods, such as game-based learning, to engage students and create a fun learning atmosphere.
- 3) A more personalized approach is needed in interacting with students. This can create better relationships and increase students' motivation to learn.
- 4) Teachers should evaluate and reflect after each learning session to identify the strengths and weaknesses in the teaching methods used, as well as adapt more effective teaching strategies.

Advice for Students

- 1) Students are expected to more actively participate in learning activities, including group discussions and the use of interactive media such as Wordwall, in order to improve their understanding of the material.
- 2) Students are advised to develop a positive attitude towards learning, including realizing the importance of learning Indonesian for daily life and the future.
- 3) Students can enhance the learning experience by working together and discussing with classmates, which can help in understanding the material better.
- 4) Students are encouraged to take advantage of a variety of available resources, including technology and learning apps, to support their learning process outside of school hours.



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