WORDWALL AS A LEARNING MEDIA TO INCREASE STUDENTS' READING INTEREST

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The implementation of Gamification within the teaching and learning process has increased significantly in 21st-century learning. The involvement of Gamification has been proven to increase students' learning interest in the EFL context, especially in improving students' basic skills, speaking, reading, writing, and listening. Wordwall is one of the gamification platforms that can create a more joyful learning situation to improve students' interest, especially in reading skills. The integration of Wordwall within the teaching and learning process is believed to increase students' reading interest since it has various features that can create new learning material innovation. This paper aims to discover the characteristics of Wordwall and its benefits as a learning media to increase students reading interest. Besides it being proven beneficial, the integration of Wordwall as the learning media also acquired positive responses from the students*.*

Keywords: Gamification; Reading interest; Teaching strategy; Wordwall

1. INTRODUCTION

In the 21st century, technology is advancing rapidly, as evidenced by humans' widespread use of technology in everyday life. Education is not exempt from the ramifications of technological advancements. Technology has played an essential role in education and significantly impacted. Hauer, (2017) explains that learning activities would not be possible without technology. The presence of technology in the world of education creates new opportunities for digital transformation. Yet, on the other hand, it can also be a double-edged sword for education stakeholders. New learning environments and English learning needs are being met in 21st-century education by integrating ICT (Information, Communication, and Technology) elements. ICT integration is considered to be successful in terms of learning, teaching, and assessment. This is supported by the statement of Koc (2005) in Adeline & Irwansyah, (2022) which states that students can communicate, work collaboratively and share their knowledge anytime and anywhere through ICT. Besides, ICT also improves students' imaginative abilities, motivates students, and triggers their enthusiasm for learning.

Integrating ICT within the learning process is a challenge for educators to deliver learning activities using digital media without reducing the effectiveness of learning outcomes. Besides learning media, the way of providing the material also significantly affect the efficacy of the achievement of learning methods. One method of delivering learning that is popular today is the gamification method. Gamification is the application of game-design elements and game principles in non-game contexts (Putra et al., 2021). It can also be defined as a set of activities and processes to solve problems using or applying game elements' characteristics (Mee et al., 2020). Many pieces of research on Gamification have been carried out, as evidenced by many publications in various reputable international journals. The results of the studies conclude that Gamification positively affects learning activities. Gamification within the teaching and learning process is believed to increase students' interest in learning and indirectly can also improve students' speaking, writing, reading, and listening skills in learning the English Language. The gamification method is applied to make the teaching and learning process more fun to increase students' understanding of the material.

There are various applications developed based on the principle of Gamification. Digital media or applications designed for evaluating learning media in the form of quizzes. Wordwall is one of the gamification platforms that present evaluations in the form of quizzes and various other game features. This platform allows you to quickly and easily create

interactive activities for your students. It also provides users with a wide selection of different activities, making learning much more enjoyable (Haq et al., 2021). Wordwall can help the teacher create interactive learning media to improve students' writing, reading, and speaking skills. Besides, also essential factors such as grammar, pronunciation, and vocabulary. Due to the lack of students' interest in reading, this platform can be the solution. In learning English, students are expected to be able to understand reading in the context of English. Reading in the English language as a second language (ESL) has gotten much attention as researchers and teachers of second languages have looked for the best ways to help language learners improve their reading skills. Horwitz, (2008); Krashen, (2007); Nation, (2008); Singhal, (2001) in Albiladi, (2018) stated that reading is the key to learning and improving other language skills, such as speaking, writing, and building a vocabulary, for English language learners. In other words, teaching language learners how to speak and write well goes hand in hand with teaching them how to read.

Many students struggle to comprehend reading passages that remind them English is not their first language (Albiladi, 2018). When it comes to reading, it is difficult for them to extract both the specifics and the general information they acquire from the text. Obtaining factual data from the provided reading materials is a primary goal. Sari et al., (2020) explained that even after experiencing the learning process with the maximum time allocation, students can still not spell words, determine general information, selective information, and detailed information contained in the reading text, and interpret the vocabulary in the sentence. Dhillon et al., (2020) added that the students' lack of vocabulary is the source of their difficulty in comprehending the texts they read. When students come across unfamiliar words, they will either directly inquire about the meaning from other students in their immediate vicinity or they will immediately look the word up in their dictionaries to find out what it means. These conditions arise as a result of the teaching approach utilized by the teacher, which places a greater emphasis on the product than the process. According to Rofikasari et al., (2016), students' poor reading comprehension skills are a lack of innovative reading comprehension instruction and uninteresting reading materials. There is potential for improvement in the students' reading comprehension through various instructional approaches. One of the strategies that could be suitable for reading class is implementing Wordwall. This platform can help teachers create a more enjoyable learning environment for their students, improving their ability to comprehend what they read.

Since Wordwall platform possesses many exciting character traits, a study that examines its practices concerning its conceptual frameworks should be conducted. Thus, this library-based paper examines a list of previous studies on the topic of Wordwall to increase reading interest. The study also aims to determine how Wordwall platform can improve students' reading interest. Wordwall usage and successes in the classroom are explored in this paper by connecting theories and practices from previous studies. Finally, it concludes with a brief comment based on the various findings and discussions related to Wordwall integration theories and practices.

2. RESEARCH METHOD

This study used library research by using George (2008) model to carry out a conceptual review of the definition, characteristics, implementation, strengths, and weaknesses of Wordwall platform. The procedure will be explained in the form of a diagram. Detailed in the chart below is the integration of George's model of library research into the current study's research procedure, which was adapted from George's model by Ariantini et al. (2021). As depicted in the diagram, the research phase begins with identifying the topic to be investigated, which was the Wordwall platform as a learning medium to increase students' reading interest. The second step involved formulating the research questions, including how Wordwall Plattform and its characteristics are described, the principles that guide its implementation, and its advantages and disadvantages. The third step involved developing a research strategy, including browsing and skimming for relevant data related to the research questions and reading articles, books, and websites.
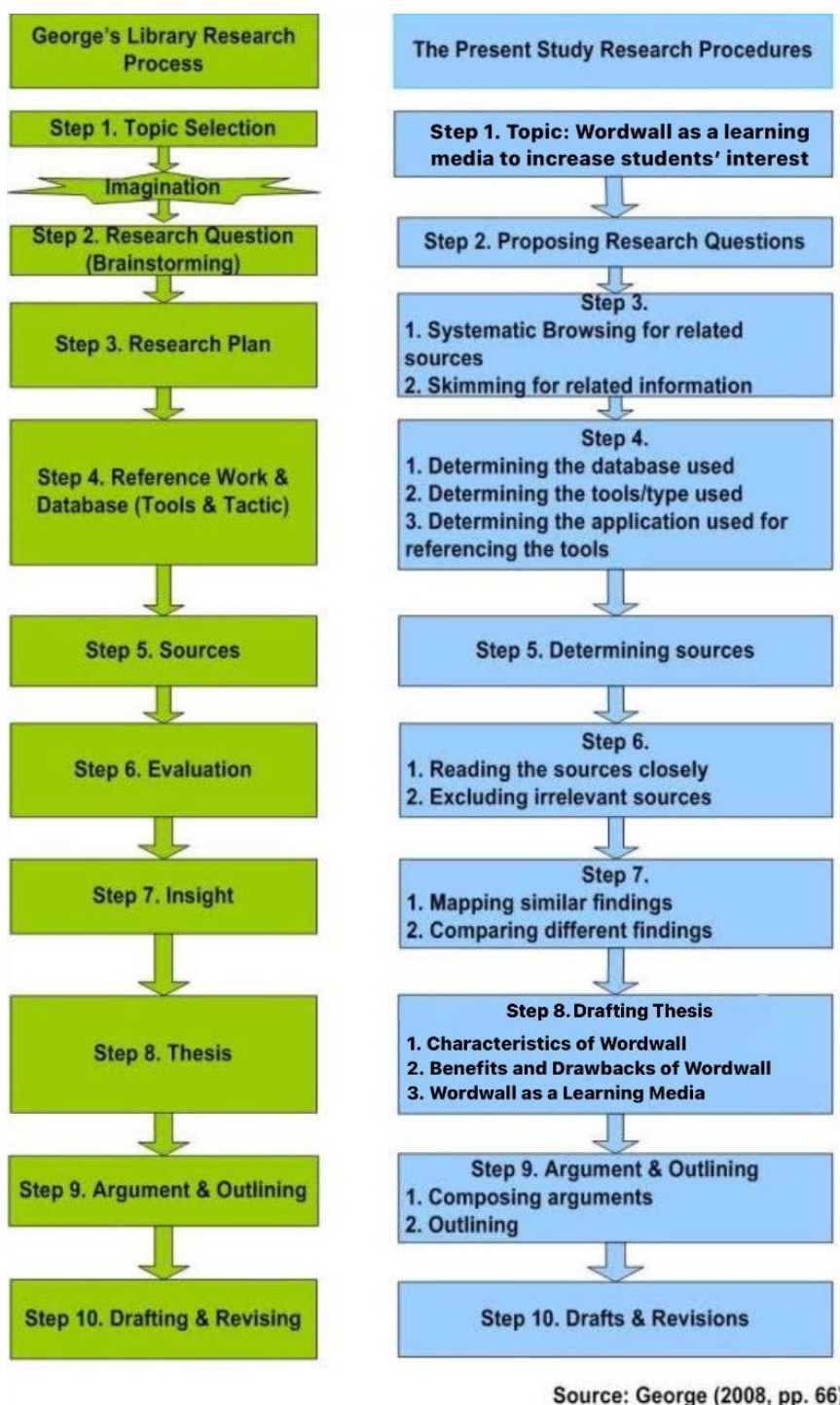
Figure 1. George's Library Research process

A total of three decisions were made in the fourth step. First and foremost, the databases that would be used for selecting data sources were identified, namely Google Scholar. The second point to mention is the references that were used as data sources. Third, there is the application that was used to retrieve the articles, which is Google Scholar. The criteria for the source referred to in this study were determined in the fifth process step. The concept of wordwall platform as learning media in this research was primarily derived from.

The arguments were then supported with previous studies published in research articles in international journals and other qualified sources to support the arguments of the

present study. The findings were then compared to the results of the current study. The keyword "The implementation of Wordwall as learning media", "The advantages and disadvantages of Wordwall platform" and "Wordwall characteristics" were used to identify the articles in the database. Following these formulation phases, 20 supporting sources were developed to answer the research questions.

The supporting sources were then critically examined in the sixth step to obtain new insights. In the sixth step, the arguments about the Wordwall platform as a learning media are summarized, and further, its benefits and drawbacks are identified. Step eight of the process then included the formulation of hypotheses to address the research questions. An outline of the theses' elaborated arguments was developed in the ninth step. It was related to the definition of the Wordwall platform, the principles of designing the Wordwall platform as a learning media, and the advantages and disadvantages of implementing it Wordwall within the teaching and learning process. Afterward, the outline was transformed into the first draft of a research report, which is now available in this article.

3.　FINDINGS AND DISCUSSION

Characteristics of Wordwall

Wordwall learning media displays a collection of words arranged methodically to give the appearance of the terms required to compose sentences (Arsini et al., 2022). Wordwall has been used for quite some time. When students engage in face-to-face instruction that uses wordwall media, the words displayed on the wordwall will be simple for them to read and remember (Monita & Sihombing, 2015). It is the same as when used in traditional classes; the only difference is that modern versions of Wordwall use more advanced technology. Wordwall is a new way for teachers to use media to help students learn. Researchers pay progressively more attention to the use of technological media in education. Wordwall is an educationally entertaining website that offers a variety of vocabulary-building games, which can be played interactively or individually (Çil, 2021; Hasram et al., 2021; Le, 2021). These games include picture matching, information matching, quizzes, wheel of fortune, puzzles, and other similar activities. The games that teachers play on this website are either ones that they make themselves using pre-made templates and to which they add their content (words and images), or else there are games that they use other teachers made that. Wordwall was initially conceived of as a piece of computer software; however, in 2016, the website counterpart to the software was created, and ever since then, the website has seen significantly more usage than the software itself.

The Wordwall platform, in particular, features both interactive and printable activities. The term "interactive" refers to content anyone can view using a web-enabled device, such as a personal computer, tablet, smartphone, or interactive whiteboard. Aside from being able to be played independently by students, the game can also be led by the teacher, with students taking turns presenting in front of the class (Haq et al., 2021). Wordwall, on the other hand, can be printed out, and users who register for an account on wordwall.net are given the ability to download a PDF file of the game. In conclusion, the application is user-friendly, making it easy for people to explore their creative side. It benefits teachers who want to get their students interested in learning.

Benefits and Drawbacks of Wordwall

To encourage students to become more involved in their online education, Wordwall can be created to help them become more active participants (Rahmawati & Wijayanti, 2022). Students' abilities and progress can be tracked through this media or game. Using this media, students can improve their reading and writing skills while having fun. However, this media has both benefits and drawbacks in teaching reading. The benefits of using this application include that it is simple to access, offers basic options at no cost, and comes with several templates (Rahmi & Angraina, 2021). Teachers allow delivering the materials or assessments they make in the form of a game through WhatsApp, Google Classroom, or another platform. This platform is user-friendly and easy to use, and all steps are well explained. The games that have been made can also be printed out in PDF format, which will

help students who are having trouble with the network. Students can find it easier to understand what they are learning online with Wordwall, and it's easy to find out how well they are learning (Mahyudi, 2022). Besides, the Wordwall platform is also a convenient tool for teachers who are short of time or not very confident with technology. Additionally, any materials you have created can be shared with the Wordwall community.
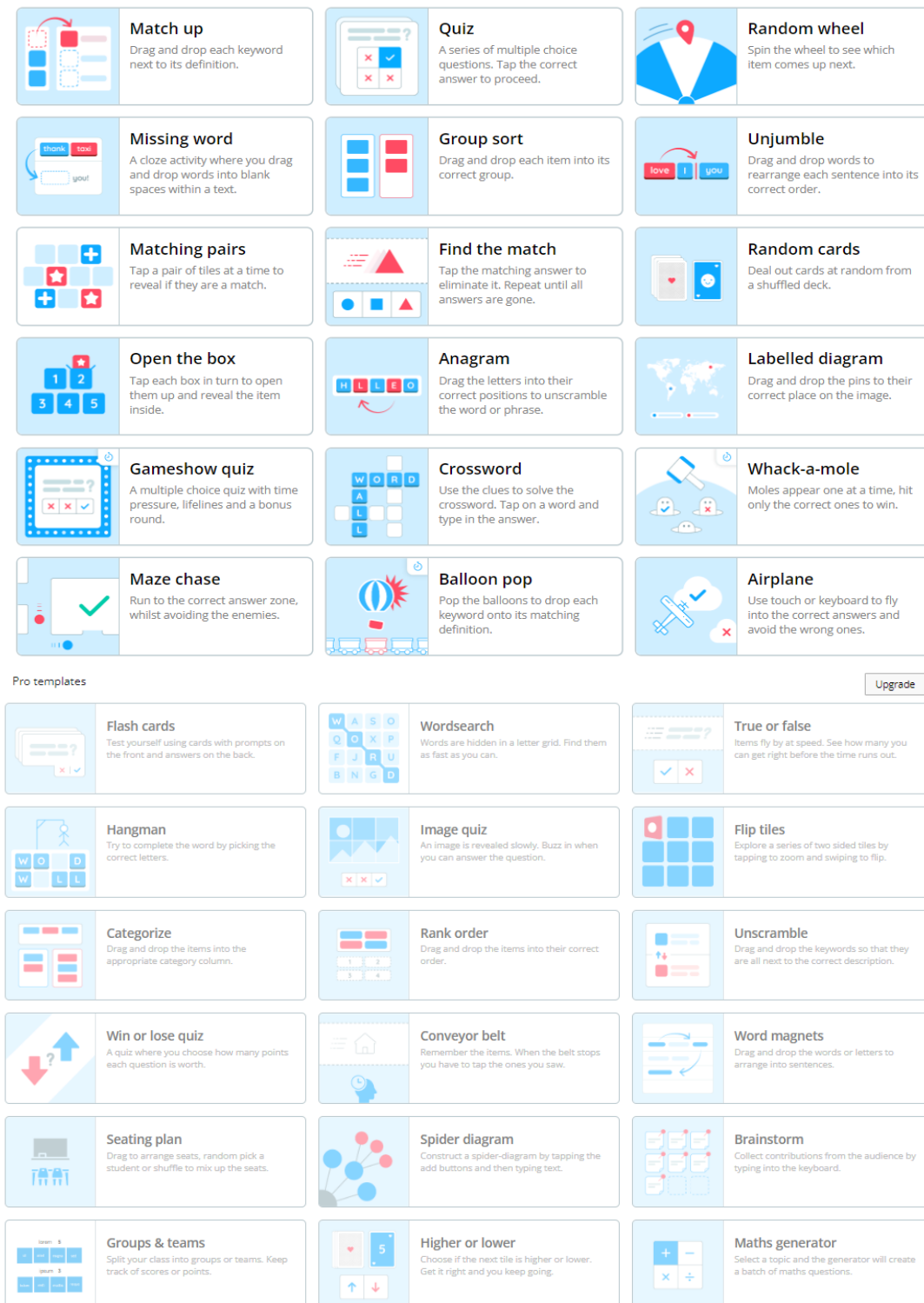

Figure 2. Wordwall Template Display

Although this game is a lot of fun and able to create joyful learning for students, this platform also has several drawbacks to be looked at. Wordwall serves a wide range of templates, yet only six are free to be used. To use the other templates, the teacher must upgrade their account to the premium one and conduct the payment for the premium account. Additionally, if the teacher uses this media in free charge mode, they only have five times to make their own game. The other drawback is that, in creating the game, we are not able to upload video or audio; thus, learning using Wordwall is not necessary for teaching listening or improving students' listening skills because there is no audio to be listened to (P. M. Sari & Yarza, 2021).

Wordwall as a Learning Media

The current educational system makes greater use of technology, which affects becoming a more modern learning system Hameed, (2020) in (Arsini et al., 2022). The use of technology in education, as supported and claimed by Alkamel & Chouthaiwale, (2018) makes the learning process more dynamic, interactive, and interesting for each learner. Students' interest in learning can be stimulated through interactive teaching strategies in the classroom. Yet, the teachers typically use the traditional teaching methods, in which they answer the students directly, which aims to make learning easier. The challenges teachers face in the modern era are essentially the same as in the past. These challenges center on utilizing instructional strategies that cater to the students' requirements while remaining relevant. Along with the instructor, the students find it challenging to comprehend and acquire information in reading text.

Teachers must use learning media to convey information to students. The advancement of technology also creates opportunities for teachers and students to gain knowledge with more advanced and valuable media. One of them is the use of educational applications to assist in learning. Wordwall is one of the applications that teachers use to teach. Teachers have traditionally used this media by pasting words on the wall and pinning the meaning of the words used (Le, 2021). According to Hasram et al., (2021), the Wordwall platform is a game platform that is ideal for training students' vocabulary. Besides, this platform can also be used to increase students reading and writing by choosing the proper activity according to the teachers' needs (Bueno et al., 2022).

Sample of Material

This article included a sample of material that can be used to help students improve their reading skills. When students are required to read and answer questions, it is common for them to become extremely bored. Teachers can use this game to help students learn by answering questions related to the text given by the teacher. Because there are so many types of Wordwall games, the authors chose one and gave some instructions on how to use it to teach reading skills. Listed below are the steps involved in "Maze Chase" as the game chosen:

- The teacher delivers the text to the students; in this example teacher share a narrative text with the students, reads the text together as well as discusses it

The Legend of Toba Lake

Once upon time, there was a handsome man. His name was Batara Guru Sahala. He liked fishing. One day, he caught a fish. He was surprised to find out that the fish could talk. The fish begged him to set it free. Batara Guru could not bear it. He made the fish free. As soon as it was free, the fish changed into a very beautiful woman. She attracted Batara Guru so much. He felt in love with that fish-woman. The woman wanted to marry with him and said that Batara Guru had to keep the secret which she had been a fish. Batara Guru agreed and promised that he would never tell anybody about it. They were married happily. They had two daughters. One day Batara Guru got very angry with his daughter. He could not control his mad. He shouted angrily and got the word of fish to his daughters. The daughters were crying. They found their mother and told her about it. The mother was very annoyed. Batara Guru broke his promise. The mother was shouting angrily. Then the earth began to shake. Volcanoes started to erupt. The earth formed a very big hole. People believed that the big hole became a lake. Then this lake is known as Toba Lake.

Figure 3. Narrative text about legend story

- The teacher prepared several questions related to the narrative text in the form of a Maze Chase game on Wordwall.net
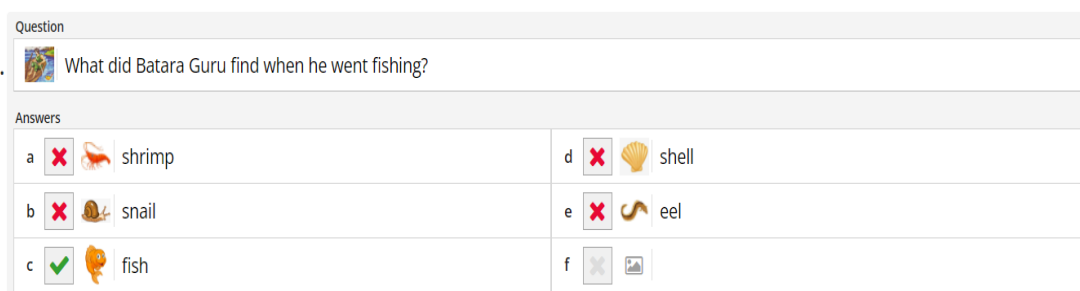

Figure 4. Example of Maze Chase question

- Students are asked to answer the questions related to the text they have read.

Figure 5. Maze Chase game appearance on students' device

4. CONCLUSION AND SUGGESTIONS

Students can improve their reading skills with the help of ICT tools like Wordwall. Wordwall platform can be used to increase students reading interest by choosing the appropriate learning activities for the students. This media or games can track the progress and proficiency of students. As a result, students benefit from the application. Students will have more fun learning online if they use this app. The teacher also easier to check students' work, and they do not need to check it individually. This platform can be one teaching innovation that can assist teachers in creating joyful learning for the students.

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