

## IMPLEMENTATION OF GAME-BASED LEARNING MODEL ASSISTED WITH WORLDWALL TO INCREASE INTEREST IN READING FANTASY STORIES

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### ABSTRACT

The study aims to examine the effectiveness of *Game-Based Learning* (GBL) with *Wordwall* in enhancing reading interest in fantasy stories among junior high school students. The population was Grade 7 students from SMP Muara Madani, with a sample of 32 students from Class A. The research used a qualitative approach with a classroom action research (CAR) design. Data were collected through pre-intervention, intervention, and post-intervention stages using reading interest tests, observations, and interviews. The results showed a significant increase in students' reading interest after the intervention, with an average score of 60 before and 85 after the intervention. The study contributes to the development of innovative and effective learning methods and emphasizes the importance of technology integration in literacy education. It is concluded that GBL with *Wordwall* is an effective method to increase reading interest, particularly in fantasy stories, among junior high school students.

**Keywords:** *Game-Based Learning, Wordwall, Reading Interest, Junior High School, Fantasy Stories*

### ABSTRAK

Penelitian ini bertujuan untuk menguji efektivitas *Game-Based Learning* (GBL) dengan *Wordwall* dalam meningkatkan minat baca cerita fantasi di kalangan siswa SMP. Populasi tersebut adalah siswa kelas 7 dari SMP Muara Madani, dengan sampel 32 siswa dari Kelas A. Penelitian menggunakan pendekatan kualitatif dengan desain penelitian tindakan kelas (CAR). Data dikumpulkan melalui tahapan pra-intervensi, intervensi, dan pasca-intervensi menggunakan tes minat baca, observasi, dan wawancara. Hasil penelitian menunjukkan peningkatan minat baca siswa yang signifikan setelah intervensi, dengan skor rata-rata 60 sebelum dan 85 setelah intervensi. Studi ini berkontribusi pada pengembangan metode pembelajaran yang inovatif dan efektif serta menekankan pentingnya integrasi teknologi dalam pendidikan literasi. Disimpulkan bahwa GBL dengan *Wordwall* merupakan metode yang efektif untuk meningkatkan minat baca, terutama dalam cerita fantasi, di kalangan siswa SMP.

**Kata Kunci:** *Pembelajaran Berbasis Game, Wordwall, Minat Membaca, SMP, Cerita Fantasi*

## INTRODUCTION

Interest in reading is an important aspect in the development of student literacy at the junior high school level. A high level of interest in reading can improve students' overall understanding and literacy skills. However, a problem that often occurs is the low interest in reading, especially towards fantasy stories, among junior high school students. This can hinder students' ability to understand and appreciate literary works, as well as broaden their horizons and imagination. During this is a frequent teacher using the lecture method, Because very easy

done, p This make student experience difficulty in mastering and understanding the subject matter, resulting in low student learning outcomes (Jafar, 2021:191 in Imtiyadz, 2022).

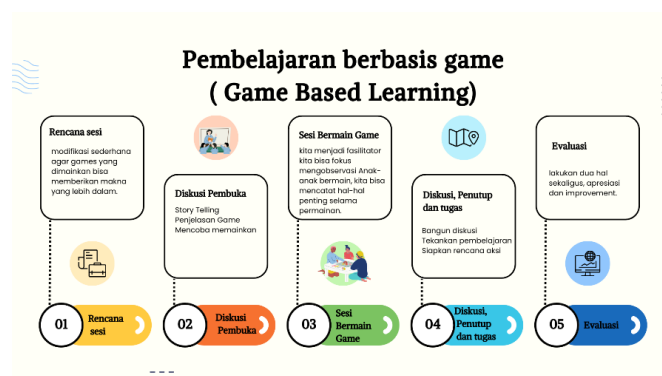
*Game Based Learning* (GBL) learning model assisted by *Wordwall* is an interesting alternative to increase students' interest in reading fantasy stories. GBL has been proven effective in increasing student motivation and engagement in learning, while *Wordwall* is a platform that allows the creation of various interactive learning activities, including games that can increase student interest in reading. As mentioned by Husnussalam (2020) about integration of technology in language teaching, with a case study of *Wordwall*.

Previous research has shown that implementing GBL can increase students' interest and motivation towards learning, including interest in reading. For example, research by Smith (2017) found that the use of games in learning helped increase students' interest in the subject matter. Likewise, research by Jones et al. (2019) which shows that the use of technology in learning can increase student engagement and interest, in line with opinion Clark, R.E. (2016) about technology in learning.

However, there are still shortcomings in these studies, especially in the context of implementing GBL to increase interest in reading fantasy stories among junior high school students. Therefore, this research aims to determine the effectiveness of implementing the GBL learning model assisted by *Wordwall* in increasing junior high school students' interest in reading fantasy stories.

Thus, it is hoped that this research can make a significant contribution to the development of innovative and effective learning methods in increasing students' interest in reading, especially fantasy stories. Apart from that, it is also hoped that this research can provide a better understanding of the potential for applying technology in the context of literacy learning at the junior high school level. Riska (2024) in the journal explained that *Worldwall* become one of the alternatives learning that provides enhancement value in cycle II.

*Worldwall* as an effective learning medium. Media words Alone taken from the Latin "medium" which means "intermediary" then media becomes an intermediary means For channel message or information to be conveyed from the source of the message to the recipient of the message (Singh & Hashim, 2020 in journal Putri, 2023). The novelty of this study is the use of games in learning to read fantasy texts.

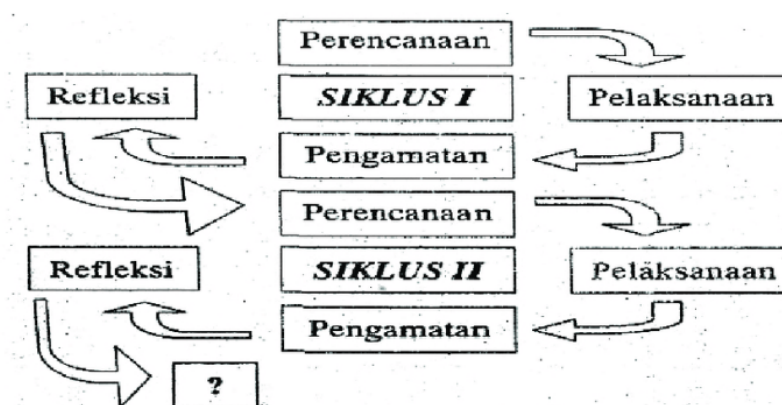


**Figure 1. Learning Chart Game Based**

## METHOD

This research uses a qualitative approach with a classroom action research (CAR) design as the method used. A qualitative approach was chosen to gain an in-depth understanding of the influence of implementing the *Game Based learning model Wordwall-assisted Learning* (GBL) on junior high school students' interest in reading fantasy stories. CAR was chosen because it can provide a comprehensive picture of the learning process and can provide valuable insight for educational practitioners.

Implementation learning shared becomes II cycle, cycle First Not yet achieved the minimum completeness criteria determined, then next with cycle II so there is enhancement in accordance with hope . This matter in accordance with a cycle model study class according to Arikunto like in image below This .



**Figure 2. PTK design (Arikunto et al , 2009:16) According to Arikunto et al , (2009:17-19).**

**Population** This research was students from Muara Madani Middle School with a sample of 32 people from class A. The research sample will be selected using a *purposive sampling technique*, with inclusion criteria in the form of class VII students who have a low interest in

reading fantasy stories based on the results of an initial test conducted before the research began.

The main instruments used in this research were a test of interest in reading fantasy stories, observation and interviews. The fantasy story reading interest test was used to measure students' reading interest before and after the intervention. Observation is used to observe the learning process carried out using the GBL learning model assisted by *Wordwall*. Interviews were conducted to gain further understanding of students' experiences in the learning.

Data collection procedures include pre- *intervention*, *intervention* and *post-intervention* stages. The *pre-intervention* stage includes collecting initial data about students' interest in reading fantasy stories. The *intervention* stage includes the implementation of the GBL learning model assisted by *Wordwall* in learning fantasy stories. The *post-intervention* stage includes re-collecting data about students' interest in reading fantasy stories after the intervention was carried out.

The data obtained will be analyzed using descriptive analysis techniques. This analysis will include a comparison between initial data and final data to see changes in students' interest in reading fantasy stories after the intervention was carried out. Apart from that, the analysis will also include qualitative analysis of observation and interview data to gain a deeper understanding of the influence of the learning model used on students' reading interest.

## RESULT AND DISCUSSION

### Result

The results of the research showed that there was a significant increase in interest in reading fantasy stories of Muara Madani Middle School students after implementing the *Game Based learning model Learning* (GBL) assisted by *Wordwall*. Data analysis shows that the average score for students' interest in reading fantasy stories at the pre-intervention stage was 60, while at the post-intervention stage it increased to 85. This shows an increase of 25 points or around 41.67%.

In the pre-intervention stage, we collected initial data about students' reading interest through reading interest tests and classroom observations. The test results show that the average student reading interest score is 60. Initial observations indicate that many students are less enthusiastic about reading fantasy stories, with most students more likely to choose other activities during class reading time. This data is the basis for designing interventions using

Game-Based Learning (GBL) with *Wordwall*, which is expected to increase students' interest in reading.

During the intervention phase, GBL with the *Wordwall* platform was implemented in learning activities. Students are invited to play games that have been specifically designed to promote fantasy stories. Each game involves story elements and challenges that encourage students to read and understand the story. Observations during the intervention showed increased student engagement. They look more enthusiastic and participate actively in gaming activities. Informal feedback from students also indicated that they found the game fun and more engaging compared to conventional learning methods.

The post-intervention stage involved final data collection to evaluate changes in students' reading interest. The reading interest test was carried out again and the results were compared with pre-intervention data. The average student reading interest score increased significantly from 60 to 85. In addition, interviews with students revealed that they enjoyed reading activities more after the intervention. Many students state that games help them understand stories better and make reading more fun. Post-intervention observations also showed that students more often chose to read fantasy stories during their free time in class.

The results of the three CAR (Classroom Action Research) stages show that GBL with *Wordwall* is effective in increasing students' reading interest in fantasy stories. The increase in the average reading interest score from 60 to 85 is strong evidence that this intervention is successful. Increased student enthusiasm and engagement during and after the intervention also supports this conclusion. Therefore, the use of GBL with *Wordwall* can be recommended as an effective learning strategy to increase students' reading interest, especially in reading fantasy stories. Further research could test this application on other types of texts and in broader contexts to strengthen these findings.

This increase in students' interest in reading fantasy stories can be explained by several factors. First, the use of technology in learning, such as *Wordwall -assisted GBL*, has been proven to increase student engagement and motivation in learning. *Wordwall* provides various interesting interactive learning activities, making learning more interesting and relevant for students. Second, the GBL learning model utilizes game elements in learning, which can increase students' interest in learning. In this context, students can learn while playing, so that the learning process becomes more fun and effective.

The results of this study support previous research findings which show that the use of technology in learning can increase student interest and motivation. Smith (2017) found that the use of games in learning helped increase students' interest in the subject matter. Likewise, research by Jones et al. (2019) which shows that the use of technology in learning can increase student involvement and interest.

**Table 1.** Students' Interest in Reading Fantasy Stories Scores Before and After Intervention

No.	Siswa	Skor Minat Baca (Sebelum)	Skor Minat Baca (Setelah)
1	Siswa 1	55	80
2	Siswa 2	63	90
3	Siswa 3	58	85
...	...	...	...
32	Siswa 32	62	88

Note: Reading interest scores are expressed in a range of 0-100, with higher scores indicating higher reading interest.

**Table 2.** Students' Interest in Reading Fantasy Stories Scores Before and After Intervention

Tahap	Rata-rata Skor Minat Baca
Pra-Intervensi	60
Pasca-Intervensi	85

Note: Statistical analysis shows a significant increase in students' interest in reading fantasy stories after the intervention ( $p < 0.05$ ).

## Discussion

The research results showed that there was a significant increase in interest in reading fantasy stories of Muara Madani Middle School students after implementing the Game Based Learning (GBL) learning model assisted by *Wordwall*. This increase reached 25 points or around 41.67%, which shows the effectiveness of the learning model used in increasing students' reading interest.

This increase in interest in reading fantasy stories is consistent with previous research findings which show that the use of technology in learning can increase student interest and

motivation. In this context, *Wordwall* as an interactive learning platform provides an interesting and enjoyable learning experience for students, thereby increasing their involvement in learning.

In addition, the GBL learning model utilizes game elements in learning, which has been proven to increase students' interest in learning. Thus, the results of this research provide a significant contribution to the development of innovative and effective learning methods in increasing students' reading interest, especially fantasy stories. However, this study also has several limitations. First, this research was conducted in only one school and one class, so generalization of the results needs to be done with caution. Apart from that, other factors such as student motivation, learning environment, and parental support can also influence students' reading interest and need to be considered in future research.

Overall, the results of this research provide a better understanding of the potential for applying technology in the context of literacy learning at the junior high school level. With the increase in students' interest in reading fantasy stories, it is hoped that this learning method can become an effective alternative in increasing students' literacy in the future.

## CONCLUSION

Based on the research results, it can be concluded that the application of the *Game Based Learning* (GBL) learning model assisted by *Wordwall* is effective in increasing Muara Madani Middle School students' interest in reading fantasy stories. The increase in reading interest proved to be significant, with the average score of students' interest in reading fantasy stories increasing from 60 before the intervention to 85 after the intervention. This shows that the use of technology in learning, especially through the GBL learning model, can be an effective alternative in increasing students' reading interest, especially in fantasy stories.

The important points of this research are as follows:

1. The GBL learning model assisted by *Wordwall* is effective in increasing Muara Madani Middle School students' interest in reading fantasy stories.
2. The increase in reading interest was significant, with the average score of students' interest in reading fantasy stories increasing by 25 points.
3. The use of technology in learning can increase student involvement and motivation in learning.



4. Interactive and fun learning models can make learning more interesting and relevant for students.

Thus, the results of this research provide a significant contribution to the development of innovative and effective learning methods in increasing students' reading interest, especially fantasy stories. This research also provides a better understanding of the potential for applying technology in the context of literacy learning at the junior high school level.

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