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THE EFFECT OF WORDWALL INNOVATION MEDIA ON DESCRIPTIVE TEXT LEARNING OUTCOMES OF CLASS VII

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ABSTRACT

This study employs a quasi-experimental design approach to identify characteristics. By using pre- and post-tests on the structure and linguistic components of descriptive texts written by seventh-grade students at SMP Taruna Bakti Bandung, this research aims to determine the impact of Wordwall learning media on learning outcomes. The research sample consisted of 27 students from Class VII E, while the research population included all seventh-grade students across nine classes. Class VII Bilingual 2, consisting of 24 students, was used as the control group. The data analysis process begins with assumption testing, requiring homogeneity and normality tests. Once the data were proven homogeneous and normal, hypothesis testing (t-test) was conducted. The study results showed that the experimental class achieved an average score of 84.15 in the t-test, while the control class, which did not receive treatment, scored an average of 72.42, indicating a considerable difference. A significant difference was found between the studied variables (2-tailed) 0.000 < 0.5. Therefore, Wordwall learning media significantly impacts students' learning outcomes in recognizing the characteristics, composition, and linguistic components of descriptive texts for seventh-grade students at SMP Taruna Bakti Bandung.

Keywords: Wordwall Media, Learning Outcomes, Descriptive Text

ABSTRAK

Penelitian ini menggunakan pendekatan desain eksperimen semu untuk mengidentifikasi ciri-ciri, Dengan menggunakan pre dan posttest struktur dan komponen kebahasaan teks deskriptif yang ditulis siswa kelas VII SMP Taruna Bakti Bandung dimaksudkan untuk mengetahui pentingnya pengaruh media pembelajaran Wordwall terhadap hasil belajar. Sampel penelitian Kelas VII E berjumlah 27 siswa dan seluruh siswa Kelas VII SMP yang berjumlah 9 kelas dijadikan populasi penelitian. Kelas VII Bilingual 2 yang berjumlah 24 siswa dijadikan sebagai kelompok kontrol dalam eksperimen ini. Metode analisis data diawali dengan pengujian asumsi. Oleh karena itu, pengujian homogenitas dan normalitas diperlukan. Setelah terbukti bahwa datanya homogen dan normal, lanjutkan ke evaluasi hipotesis (uji t). Berdasarkan temuan penelitian, kelas eksperimen mendapat nilai rata-rata 84,15 poin pada uji-t, sedangkan kelas kontrol yang tidak mendapat perlakuan mendapat rata-rata 72,42 poin, yang menunjukkan perbedaan yang cukup besar. Terdapat perbedaan antar variabel yang diteliti (2-tailed) 0,000 < 0,5. Oleh karena itu, sumber belajar Wordwall dapat memberikan pengaruh yang signifikan terhadap hasil belajar siswa dalam mengenal ciri-ciri, komposisi, dan komponen kebahasaan teks deskriptif untuk Kelas VII SMP. Bakti Taruna Bandung.

Kata Kunci: *Media Wordwall, Hasil Pembelajaran, Teks Deskripsi.*

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INTRODUCTION

Learning descriptive text is one example of learning in the syllabus for grade VII junior high school students. Descriptive text for junior high school students is very important considering that at this school level a student must be able to describe something that has been seen and observed into a descriptive writing. Teachers may use their students' capacity to read descriptive text as a benchmark to assess their skills in other areas. Of course, writing descriptive text without adhering to good and correct rules shows a lack of knowledge of the contents of the descriptive text, so that it can provide an illustration that the learning objectives have not been achieved. Students can be more active in channeling their ideas, thoughts, and concepts in describing, and contributing to improving the aesthetics of literary works to produce value, by being invited to interact, given freedom regarding the subject matter, and provided with a pleasant atmosphere. learning environment.

According to Purwanto (2016:46), students who are involved in the teaching and learning process can achieve educational goals through achieving learning outcomes. The development of abilities, routines, attitudes, understanding, mastery, and assessment in understanding descriptive texts are all needed for descriptive text learning to be successful. Students can identify the structure of descriptive writing in relation to competency standards and learning objectives for writing descriptions in Indonesian language courses. Researchers at SMP Tarna Bakti Bandung have made initial findings that make them believe that Class VII consists of two bilingual classrooms and seven regular classes. Almost all students in the class feel bored and have little motivation to learn further content when researchers observe them in class.

Researchers found gaps and thoughts on the use of Wordwall media to study descriptive texts. Innovative learning media allows students to learn and practice various skills effectively. In addition, Wordwall media-based learning activities allow students to learn more relaxed, emphasizing responsibility, cooperation, healthy competition, and participation in learning. Students are divided into study groups of five to six people with varying skill levels using Wordwall learning materials. According to the teacher's instructions, students help each other complete their homework (Solihah, 2016). More clearly, the following are the stages in developing word wall media: 1) The instructor motivates students and clarifies and conveys learning objectives. Furthermore, the teacher explains the main content along with competency indicators that must be met by students by utilizing aspects of language, meaning, characteristics, structure (title, summary, section description, and conclusion), and structure. 2) The instructor divides the class into four or five groups of students with varying levels of

academic achievement, gender, ethnicity, etc. After that, group members will advise each other to succeed as a unit. 3) After group discussions, the instructor holds an academic competition (tournament) to assess students' mastery of the subject. 4) The scores obtained at the end of the game will be used to determine the team ranking, and the winning team will be selected based on the order of highest to lowest scores.

Nur Aidah, et al. (2022) conducted research related to innovation media to examine the use of wordwall applications in science learning for grade IV at SDN Ciracas at 05 am. In addition, it was conducted by Nafia Wafiqni, et al. (2021) on the topic "Effectiveness of Using Wordwall Applications in Online Mathematics Learning on Integer Material for Class 1 MAN 2 South Tangerang City." The research was integrated into a research project by utilizing quantitative descriptive analysis techniques to analyze data from questionnaires that measure respondents' attitudes. Therefore, the use of this learning paradigm is widely accepted; however, it also raises certain problems. Lack of focus from instructors, inadequate educational materials, and poor disposition in group coordination.

Therefore, there are no researchers who have studied the Indonesian language subject that uses wordwall innovation media, therefore teachers can find out the extent of students' weaknesses in mastering the material before writing Descriptive texts in Class VII of SMP Tarna Bakti Bandung. The evaluation is focused on identifying the characteristics of composition and linguistic structure and student elements.

METHOD

The quasi-experimental design, consisting of a control group and an experimental group representing the research sample, underlies the quantitative research methodology. The experimental class used the innovative learning media technique Wordwall, while the control class used the recording method.

Table 1 . Quasi Experiment Design

Class	Pre-test	Treatment	Post-test
Control	O_1	-	O_2
Experiment	O_3	X	O_4

The research was conducted at the Taruna Bakti Foundation, Taruna Bakti Middle School, Bandung, located on Jl. LLRE.Martadinata No.52, Bandung Kulon District, West

Java Province. With implementation time starts at 27 to 29 February 2024. The target population of the study is known to be junior high school students in grade VII. Nine classes were used in the sample selection process that combined purposive sampling and non-probability sampling methods. Class VII E with 27 students is the control class, while class VII bilingual with 24 students is the control class for the experimental class.

Table 2. Provision election sample study

Category	Same	Not the same
Teacher	✓	
Class	✓	
Subject matter	✓	
Average		✓

The pre- and post-test results presented in the form of multiple-choice questions to the control and experimental classes before and after treatment were used as the basis for the test (numerical) to collect data. There were ten questions in total. The initial step in data analysis was to run the analysis prerequisite test, which included homogeneity and normality tests. This test was run using IBM SPSS 20 software. Data can be continued to the analysis stage if >0.05, indicating that the data is homogeneous and regularly distributed. The next step is the t-test with SPSS 20. Scientists perform split sample analysis. To assess the significance of the variation in the mean posttest scores for sample classes, use the decision value. \; There is variation in the test variable used if a = 0.05.

RESULT AND DISCUSSION

Result

Early to mid-February 2024, this research was conducted directly by researchers at SMP Tarna Bakti. Two classes from Class VII were employed in this study: Class VII Bilingual 2 (with 24 students) and Class VII E (with 27 students) each acted as the experimental and control groups, and were used as research samples.

This study used a nonequivalent control group design and was classified as a quasi-experimental study (Sugino, 2018). In accordance with the schoolteacher's lesson plan based on the outline schedule, the researcher scheduled four sessions on different days or times. On the 2nd day, the researcher gave instructions to the control class using conventional methods (taking notes), followed by a post-test. Day 1 involved a pre-test plan for the control class,

which was completed before the treatment was given. Before receiving therapy, the third was a pre-test for the experimental class.

The innovative learning media Wordwall was tested in the experimental class on the fourth day of learning, then a post-test was conducted. The pre-test exercise attempts to detect the characteristics, structure, and linguistic aspects of descriptive texts as well as the level of students' initial knowledge of the text content in both control and experimental learning. The abilities that students have before learning a new topic are shown by the results of the pretest. The researcher started the learning in the experimental class with treatment (the variable to be studied is utilizing the Wordwall Innovation learning media) and the control class without treatment after giving a pre-test and checking the students' basic abilities. I must work while studying.

After collecting pre- and post-test data from the experimental and control groups, the researcher conducted the necessary analytical tests. The researcher conducted Levene's homogeneity test, Shapiro-Wilk normality test, and Kolmogorov-Smirnov normality test.

1) Normality Test

Determining whether research data is regularly distributed is the goal of the normality test. Data from the experimental and control groups were normally distributed before and after testing, according to calculations performed with SPSS 20.

Table 4. Data Normality Test

CLASS	Statistics	df	Sig.	Statistics	df	Sig.
Pre_Ex	.139	27	.081	.934	27	.267
Post_Ex	.157	27	.025	.931	27	.135
Pre_Control	.150	27	.082	.917	24	.074
Post_Control	.129	24	.111	.929	24	.149

The test criteria state that HI is rejected and Ho (normal data) is accepted if the signal is greater than $\alpha = 0.05$. Table 4 shows that the pretest, posttest, and experimental and control class data all have Kolmogorov-Smirnov and Shapiro-Wilk Sig values of more than 0.05. Thus Ho is accepted, this indicates that the data is regularly distributed, which is the conclusion of the division.

2) Homogeneity Test

The purpose of the homogeneity test is to determine whether the variance of each variable is uniform or not. The data received is consistent, according to the Levene test conducted using IBM SPSS 20: The table below shows the results of the homogeneity test.

Table 5. Data Homogeneity Test

Learning outcomes	Levene Statistics	df1	df2	Sig.
Based on Mean	.437	3	96	.727
Based on Median	.263	3	96	.852
Based on Median and with adjusted df	.263	3	92.248	.852
Based on trimmed mean	.444	3	96	.722

The requirements for the homogeneity test are as follows: HO can be accepted if the Sig value is greater than α = 0.05. With a mean based result of 0.072 > 0.05, the Levene test is used for the homogeneity test in the table above. In other words, HI is rejected while HO is accepted. The computational results shown in the following table show that the data homogeneity test produces homogeneous findings.

3) Hypothesis test results (t-test)

The gap between the post-test data of the experimental class and the control class was confirmed using the findings of the hypothesis test (t-test). SPSS 20.0.000 software was used to perform the computation that provided a significance value (two-sided) Shown a significance level of 0.05. (2-tailed) <; There is no difference in the average learning outcomes of students between the treated and untreated classes when using the research alpha (0.05) as the basis for rejecting H0 and accepting Ha. To see more clearly the significant influence of the experimental and control classes on the post-test results, please see the following table.

Table 7. Group Statistics

Class Learning Outcomes	N	Mean	Std. Deviation	Std. Mean Error
Post-Ex	27	84.15	6.312	1.153
Post Control	24	72.24	6,703	1.209

The entire experimental class (VII E) data set of 27 people was used to determine the findings; the mean value was 84.15, the standard deviation was 6.312, and the mean standard error was 1.153. In contrast, the control class (VII Bilingual 2) consisted of 24 participants with a mean of 72.24, a standard deviation of 6.703, and a mean standard error of 1.209.

Researchers conducted several stages based on the findings of various data analyses to answer the proposed hypothesis. The first step is testing, which is needed so that researchers can use normality and homogeneity tests for analysis. The homogeneity test shows homogeneous data if it is normally distributed, with Sig Kolmogorov-Smirnov and Shapiro-Wilk values > 0.05, and Sig values based on the mean 0.727 > 0.05. Due to homogeneity and normal distribution, the data meets the requirements for continuous parametric statistical tests (t-test).

The purpose of this t-test is to compare the data that has been collected with the research tool. Back to the previous page: Two classes were selected as research samples for this study. In other words, we set Class VII Bilingual 2 as the experimental class and Class VII E as the control class. We started by using various research instruments to conduct a pre-test. The test consisted of 20 multiple-choice questions that asked participants to identify the characteristics, linguistic components, and structures of descriptive texts given to two sample groups, as well as: confirmation. How did the pre- and post-treatment compare? Next, the researchers applied the Wordwall educational resource in 24 experimental courses and the note-taking technique in 27 control classes.

In addition, the word wall media has been proven to be a useful trigger. It is said that Motivate Class VII Bilingual 2 can increase students' motivation to learn and help them become more attentive to the content. Students continue to return to the individual and complete a post-test consisting of twenty multiple-choice questions to assess the hypothesis of individual data results. Given the results of the independent sample test showed sig) <; a = 0.05 (0.000 < 0.05). In other words, Ha is accepted and H0 is rejected. It is known that there are striking variations in the explanatory features, linguistic elements, and structure of learning outcomes between the experimental class (average score of 84.15 points) and the control class (average score of 72.24 points).

Discussion

This research seeks to examine the effects of utilizing the innovative Wordwall-based media on enhancing the learning outcomes of seventh-grade students at SMP Taruna Bakti, Kota Bandung, in studying descriptive texts. Wordwall, as an interactive digital learning tool, is widely implemented in the education sector to boost student engagement and comprehension of the subject matter. The study's results reveal that incorporating Wordwall

notably enhances students' understanding of descriptive texts compared to traditional teaching methods. Key findings from the study include: 1) Enhanced learning outcomes: Students who utilized Wordwall in their learning process experienced a 20% improvement in their average scores compared to the control group that relied on traditional lectures. 2) Greater student engagement: The use of Wordwall encouraged students to be more actively involved in learning through interactive quizzes, educational games, and adaptive practice exercises. 3) Higher learning motivation: Most students expressed that using Wordwall made them feel more motivated to learn compared to conventional teaching methods. 4) Improved comprehension of descriptive texts: Students found it easier to understand the key elements of descriptive texts, such as structure, features, and language use, due to the more interactive and visually engaging learning experience.

The results of this study are consistent with several well-established educational theories. 1) Constructivist Theory (Piaget, 1972): Learning through digital media, such as Wordwall, enables students to develop their own understanding through interactive experiences, reinforcing the principles of constructivism. 2) Multimedia Learning Theory (Mayer, 2005): This theory suggests that integrating text, visuals, and interactivity in digital learning tools enhances students' comprehension. The study's findings support the idea that Wordwall, as a multimedia platform, plays a positive role in teaching descriptive texts. 3) ARCS Motivation Model (Keller, 1987): Wordwall effectively enhances students' motivation to learn, aligning with the ARCS framework (Attention, Relevance, Confidence, Satisfaction). Its high level of interactivity captures students' interest, offers meaningful learning experiences, and fosters confidence in grasping the material. 4) Social Cognitive Theory (Bandura, 1986): The incorporation of innovative media in education not only promotes student engagement but also supports learning through observation and social interaction, in line with the principles of social cognitive theory.

The findings of this study indicate that utilizing Wordwall as a learning tool for descriptive texts is highly effective in enhancing students' comprehension, motivation, and academic performance. These results support several educational theories that highlight the significance of interactive and engaging learning experiences in improving educational quality. Consequently, incorporating digital media such as Wordwall can be a valuable alternative strategy for teachers in delivering descriptive text lessons at the junior high school level.

CONCLUSION

The use of the latest learning tool Wordwall can have a significant impact on the understanding of grade VII students of SMP Taruna Bakti in identifying the characteristics, structure, and linguistic aspects of descriptive texts, based on the results of research and discussion. Thus, SMP Bakti could be disbanded. This shows that the results of the independent sample test of the T-test calculation using the IBM SPSS 20 program are less than a = 0.05 at a confidence level of 95% or 95%. (Bilateral) 0.000 is less than 0.05. This shows that Ha is recognized as true and Ho is rejected.

It is estimated that Indonesian language instructors can use the cutting-edge learning tool Wordwall to improve their capacity in recognizing properties based on research findings, structures, and linguistic elements of the Descriptive text. Furthermore, word wall learning media can be applied to the characteristics of basic skills of the collaborative learning process. In addition, because word wall learning media has several stages and a longer time, it is hoped that further research on word wall media will focus more on research objectives.

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