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Developing Student Worksheets Based on Wordwall for Teaching Family Member Vocabulary to Second Grade Elementary Students

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Abstract

This study focused on developing a Wordwall-based student worksheet to support family member vocabulary learning among second-grade elementary students. The study employed a Research and Development (R&D) approach consisting of need analysis, design, development, implementation, and revision. The developed worksheet integrated picture, vocabulary exercise, and Wordwall activities to provide interactive vocabulary practice. The participants were second-grade elementary school students. Data were collaected through a teacher interview, an expert validation sheet, and observation field notes. The teacher interview was used to identify students' learning needs and the existing learning conditions, while the expert validation sheet was used to evaluate the feasibility of the developed woksheet. Observation field notes wereused to document obstacle encountered during implementation. The findings showed that the developed worksheet met the expected feasibility criteria based on the validation results. The observation also revealed several obstacles, including difficulties in understanding instructions, completing worksheet activities, and completing Wordwall tasks. Some students required additional teacher guidance and learning time. These findings indicate that the developed Wordwall-based student worksheet can serve as an interactive supplementary learning material for teaching family member vocabulary to second-grade elementary school students.

Keywords: Student worksheet; Wordwall; Family member; Vocabulary learning; Young learners

INTRODUCTION

Vocabulary is a key part of learning English because it helps learners understand and use the language effectively. For young learners in particular, having good vocabulary knowledge is very important because it serves as the basis for developing other language skills. Vocabulary is seen as a fundamental element that should be taught from an early stage of education, as students need to master enough words before they are able to develop other language skills, including reading, writing, and listening (Suryani et al., 2022). Furthermore, digital storytelling has been reported as an alternative medium for supporting young learners' English vocabulary development and engaging them in vocabulary learning (Maya et al., 2022). In addition, the use of songs and games has been shown to improve young learners' English vocabulary achievement. These findings show that vocabulary learning in elementary school needs enough attention, and should be supported by learning activities that give young learners a good chance to recognize, understand, and practice new words.

In line with this need, the characteristics of young learners also need to be thought about when planning vocabulary activities for English lessons. Children at this age usually learn better through activities that are hands-on, visual, and fun, because this makes it easier for them to connect new words with things and situations they already know. Flashcard have been found to

be effective in supporting English vocabulary learning for elementary school students, especially in helping them build their vocabulary skills (Mariana & Nuryanti, 2022). Flashcards have also been reported as an appropriate medium for introducing English vocabulary to elementary school students, particularly because they can support vocabulary comprehension and memorization while maintaining students' enthusiasm for learning (Wahyuningsih & Izzah, 2023). Similarly, the use of flashcards has been found to support English vocabulary learning and create a more interactive learning environment among elementary school students in Indonesia (Saputri & Prasetyarini, 2024). Because of this, vocabulary materials for elementary learners should include visual and interactive elements that fit their developmental characteristics and can attract their interest.

Besides having the right learning activities, students also need structured learning materials to help guide them in practicing vocabulary. Student worksheets can offer organized tasks, clear instructions, and exercises that are connected to the learning objectives. The development of English student worksheets has demonstrated that worksheets can be designed as structured learning materials to support students' learning activities (Mahsunah & Shobah, 2022). E-student worksheets in the form of picture stories have also been developed for primary schools and were found to be feasible based on validation from material, media, and design experts (Pulungan et al., 2022). In addition, the use of vocabulary worksheets in English learning has been implemented with second-grade elementary school students to support vocabulary practice through classroom activities (Rahmania, 2024).These findings show that student worksheets can be used as structured learning materials and can include visual and contextual activities to meet the learning objectives of elementary learners.

The development of student worksheets can be complemented by digital technology to provide more interactive opportunities for vocabulary practice. Wordwall is one digital platform that offers game-based activities that can be adapted for vocabulary learning. The use of Wordwall has been found to improve young learners' vocabulary achievement and motivation in English learning (Pradini & Adnyayanti, 2022). Wordwall has also been implemented as an interactive medium for vocabulary learning among primary school students. Activities such as matching games and picture-word association have been shown to contribute to improved vocabulary achievement (Komaris Saumi et al., 2025). Furthermore, Wordwall has been reported to create a dynamic and visually stimulating learning environment that can increase student engagement and support vocabulary retention (Arsyad, 2024). This indicates that Wordwall can offer engaging and interactive vocabulary practice, and can work well alongside structured learning materials such as student worksheets.

Although previous studies have demonstrated the usefulness of student worksheets and the potential of Wordwall for vocabulary learning, limited attention has been given to integrating Wordwall activities into student worksheets specifically designed for young elementary learners. Wordwall-based vocabulary learning media have been developed for fourth-grade elementary students and were found to support vocabulary acquisition while making learning more engaging and motivating (Wedananta et al., 2024). Previous research has also demonstrated that student worksheets can be developed as structured learning materials to support elementary students' learning activities (Pratiwi et al., 2023). In addition, electronic student worksheets have been developed using the ADDIE model for elementary school students, showing that the worksheets can be developed as innovative learning materials that are appropriate for classroom use (Rimayanti et al., 2023). However, these studies have not specifically focused on developing student worksheets based on Wordwall for teaching family

member vocabulary to second-grade elementary students. Therefore, this study aims to develop Student Worksheets Based on Wordwall for Teaching Family Member Vocabulary to Second Grade Elementary Students. The developed worksheets are expected to combine structured vocabulary activities with interactive Wordwall practice and provide learning materials that are appropriate, engaging, and meaningful for young learners.

METHOD

This study was conducted using the Research and Development (R&D) methodology. R&D is a research approach used to create specific products and test their effectiveness (Nurajizah et al., 2025). The development process follows the ADDIE model, which consists os five stages:

1. Analysis
   The researcher examined students' learning needs by looking at the existing conditions of English language teaching and gathering information through interviews with teachers and classroom observations. This stage aimed to identify the challages students faced in learning vocabulary related to family members, the instructional materials used at the time, and the students' general characteristics and learning requirements.
2. Design
   Drawing on the findings form the needs analysis, the research designed and developed a Wordwall-based student worksheet. The content was aligned with the intended learning objectives, with particular emphasis on vocabulary related to family members. The worksheet incorporated instructional material, illustrations, vocabulary exercises, and interactive Wordwall features such as Open the Box, Find the Match, and Match Up.
3. Development
   The researcher constructed the student worksheet by combining vocabulary content related to family members with Wordwall-based activities. Once developed, the worksheet underwent expert validation to evaluate its content and media quality. Feedback and suggestions provided by the validators and supervisor were the incoporeated to refine the worksheet prior to its use in the classroom.
4. Implementation
   The finalized Wordwall-based worksheet was trialed with second-grade elementary school students. Throughout the trial, students worked through the worksheet and engaged in the accompanying Wordwall activities. The researcher monitored the learning session to observe how students responded and to detect any difficulties that arose while the worksheet was being used.
5. Evaluation
   The researcher assessed the worksheet using insight gathered from both expert validation and classroom observation. This assessment centered on how well the content and media met the established criteria, along with any obstacles that surfaced throughout the development and trial stages. The resulting findings guided the revisions needed to enhance the final version of the Wordwall-based student worksheet.

This study was conducted with second-grade elementary students as the target users of the developed worksheets and an English teacher who provided information during the needs analysis. The participants were chosen in accordance with the purpose of the development, which was to provide suitable and interactive learning materials for teaching basic vocabulary on family members to young learners.

Data were collected using three instruments: a teacher interview guide, an expert validation sheet, and observation field notes. The interview with the teacher was conducted to identify the students' learning needs, the difficulties they faced, the learning materials currently in use, and the teacher's expectations for vocabulary learning materials. The expert validation sheet was used to evaluate the suitability and quality of the developed student worksheets in terms of learning objective, material selection, and the use of exercise and assessment test. Observation field notes were used to document the obstacles encountered during the development and implementation of the Wordwall-based student worksheets, including difficulties related to the learning activities, use of the worksheets, Wordwall activities, and students' participation.

The data collected were analyzed through both qualitative and quantitative approaches. Data from the teacher interview and observation field notes were analyzed descriptively to identify the students' learning needs, the development process, and obstacles encountered during the development and implementation of the Wordwall-based student worksheet. Meanwhile, data obtained from the expert validation sheet were analyzed quantitatively to determine the feasibility of the developed student worksheet based on the assessment scores provided by the validators.

$$Percentage = \frac{\text{Obtained Score}}{\text{Maximum Score}} x\ 100\%$$

The validation sheet utilized a four point likert scale: 4 = 81- 100% (very valid), 3 = 61-80% (valid), 2 = 41-60% (less valid), and 1 = 21-40% (invalid). This scale is consistent with recent educational research using for point likert scales for expert validation of learning materials (Vina et al., 2024). The validation results are used to determine the suitability of the developed materials and serve as a basis for revisions prior to classroom implementation.

RESULTS AND DISCUSSION

Results

1. How was the process of developing a Wordwall-based student worksheet for teaching family member vocabulary to second-grade elementary students?

Based on an interview with the teacher at an elementary school in Karawang, the results showed that students still experienced difficulties in learning and remembering English vocabulary, particularly vocabulary related to family members. The teacher explained that vocabulary learning was mainly conducted through memorization and repetition. The learning activities tended to be less varied, which sometimes made students easily bored and less enthusiastic about learning English.

Regarding the learning materials, the teacher stated that the learning process mainly relied on the school-probvided teaching module. The teacher had not yet used a student worksheet specifically designed to provide interactive vocabulary practice. Therefore, students had limited opportunities to practice vocabulary through engaging activities. The teacher also expressed a need for learning materials that were simple, attractive, and appropriate for second-grade students. Based on the findings, developing a Wordwall-based student worksheet was considered relevant to providing more varied and interactive vocabulary learning activities for the students.

2. How feasible is the Wordwall-based student worksheet developed to teach family member vocabulary to second-grade elementary school students?

Media validation was performed by three validators: two expert validators specializing in English language teaching and instructional media, and one supervising teacher. The validation focused on three main aspects: learning objectives (four indicators), material selection (six indicators), and the use of exercise and assessment tests (three indicators). The validation results are presented in the following table.

Table 1. Media Expert Validation Results

No	Assessment Indicator	Item Numbers	Score Obtained
1.	Learning objectives	1 – 4	31
2.	Material selection	5 – 10	46
3.	The use of exercise and assessment test	11 – 13	23
Total Items			100
Maximun Total			104
Average			96,1%
Criterion			Very valid

Based on the assessment results, a score of 100 out of a maximum score of 104 was obtained, with an average percentage of 96,1%. This value falls into the "Very Valid" category. This percentage indicates that the media met the suitability criteria according to established indicators.

Table 2. Supervising Teacher Validation results

No	Assessment Indicator	Item Numbers	Score Obtained
1.	Learning objectives	1 – 4	16
2.	Material selection	5 – 10	24
3.	The use of exercise and assessment test	11 – 13	11
Total Items			51
Maximun Total			52
Average			98%
Criterion			Very valid

Based on the assessment results, a score of 51 out of a maximum score of 52 was obtained, with an average percentage of 98%. This value falls into the "Very Valid" category. This percentage indicates that the media met the suitability criteria according to established indicators.

3. What obstacles were encountered during the development of the Wordwall-based student worksheet for teaching family member vocabulary to second-grade elementary students?

The observation field notes revealed several obstacles encountered during the implementation of the Wordwall-based student worksheet. First, some students had difficulty understanding the instructions provided in the worksheet and required additional explanations from the teacher. Second, some students needed guidance when completing the worksheet activities, particularly when matching pictures with the appropriate vocabulary related to family members. Third, some students struggled to complete the Wordwall activities and therefore required support from the teacher. In addition, the learning activities took longer than initially planned, as several students needed extra help along the way.

Based on the observation results and the teacher's feedback, the worksheet still needed improvement, particularly in the instructions. The teacher noted that not all students could immediately understand the instructions provided in the worksheet and the Wordwall activities. Therefore, the instructions needed to be made simpler, clearer, and more appropriate for second-grade students' level of understanding. This feedback was taken into consideration in revising the worksheet so that the learning activities could be understood and followed more easily by the students.

Discussion

The findings of this study indicate that the development of the Wordwall-based student worksheet was based on the actual needs and learning conditions of second-grade students. The teacher interview reveald that students experienced difficulteies in learning and retaining English vocabulary, particularly vocabulary related to family members. Vocabulary learning was mainly conducted through memorization and repetition, and the learning activities used were considered less varied, which occasionally caused students to feel bored and less motivated. This finding is consistent with previous research indicating that vocabulary acticities lacking variety and engagement can make it difficult for elementary students to maintain their interest in learning English (Zamzam, 2024). Accordingly, the needs analysis indicated that more varied and engaging learning activities were required to support students' vocabulary learning.

The interview also revealed that the learning process mainly relied on the school-provided teaching module, while students had limited opportunities to practice vocabulary through interactive activities. Previous research has found that Wordwall-based digital media can support elementary students' vocabulary learning by providing interactive activities that can be designed according to students' need and learning objectives (Wedananta et al., 2024). In the present study, this consideration was applied by integrating Wordwall activities into the student worksheet, thereby giving students additional opportunities to practice family member vocabulary through interactive exercises.

The validation results showed that the developed worksheet obtained a score of 100 out of 104, or 96,1%, from the expert validators, and 51 out of 52, 98%, from the supervising teacher. Both results were categorized as "Very Valid". These results indicate that the worksheet was considered appropriate in terms of its learning objectives, material selection, exercise, and assessment activities. The importance of expert validation in ensuring the appropriateness and quality of developed learning materials has also been demonstrated in previous research on instructuional material development (Jia et al., 2024). Therefore, the worksheet met the expected criteria prior to classroom implementation.

The integration of Wordwall into the worksheet was further supported by previous research showing that digital games can enhance English vocabulary learning among elementary school students by allowing them to participate actively through game-like activities (Idrus & Asmid, 2024). Such interactive activities are particularly relevant for young learners, as vocabulary learning can become less engaging when limited to repetitive exercises, whereas engaging activities can support students' participation and interest in learning English (Muabidah & Setiawan, 2024). Accordingly, the worksheet in this study incorporated pictures, vocabulary exercises, and Wordwall activities to provide a more varied and interactive means of practicing

family member vocabulary, helping students maintain attention and participate more actively throughout the learning process.

The observation field notes revealed several obstacles during implementation. Some students experienced difficulty understanding the instructions and required additional explanation from the teacher, while others needed guidance when completing the worksheet activities, particularly when matching pictures with the appropriate family member vocabulary, as well as when completing the Wordwall tasks. Thes findings are consistent with previous research indicating that the implementation of digital learning activities for young learners often still requires teacher guidance and instructional support (Urnila et al., 2024), and that the effectiveness of such activities depends on the design of the learning tasks and their suitability for learners' characteristics and proficiency levels (Jia et al., 2024). These obstacles therefore suggest that the Wordwall tasks within the worksheet needed simpler instructions and task formats appropriate for second-grade students.

Overall, the findings indicate that the Wordwall-based student worksheet was developed based on identified classroom needs, received very valid evaluations, and provided more varied vocabulary learning activities for second-grade students. Previous research has similarly found that Wordwall can be effectively integrated into primary-level vocabulary instruction through interactive, game-based activities (Maulya, 2025). The developed worksheet therefore serves as an alternative learning material that combines structured worksheet activities with interactive Wordwall practice, while still accounting for the need for clear instructions and adequate teacher support.

CONCLUSION

This study developed a Wordwall-based student worksheet to teach family member vocabulary to second-grade elementary school students through an R&D approach involving needs analysis, design, development, implementation, and revision. The needs analysis showed that students struggled with vocabulary retention due to repetitive, memorization-based learning, while validation results confirmed that the worksheet combining pictures, vocabulary exercises, and Wordwall activities met the expected feasibility criteria. During implementation, some students faced difficulties understanding instructions and completing the activities, requiring additional teacher guidance; these findings informed revisions to simplify the instructions. Overall, the worksheet offers an interactive learning material that supports family member vocabulary teaching for second-grade students.

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