

THE EFFECTIVENESS OF WORDWALL.NET ON STUDENTS' SPEAKING ABILITY IN DESCRIPTIVE TEXT

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Abstract

The aims of this research are (1) to know how the effectiveness of using *wordwall.net* as media toward students' speaking ability and (2) to identify differences between students who are taught using *wordwall.net* and those who are not.

This research used an Experimental Research with quantitative method. The research was distributed in two classes, X TKJ 1 as an experimental group and X TKJ 3 as a control group with 35 students in each class. The experimental group was taught to use *wordwall.net* as a medium in teaching speaking while the control group was taught without any media. After eight meetings of treatment, students were given a post-test similar to the pre-test to assess the effect of the media on students' speaking ability before and after treatment.

The researcher used paired T-test to determine if the test result were statistically significant or not. The results of the test showed that the experimental group had improved their speaking ability more than the control group. It can be concluded that *wordwall.net* is effective in increasing students speaking skills. Therefore, the result of the Independent sample T-test showed that the sig (2-tailed) value was 0.000 which is less than 0.05. Then the researcher concluded that there is a significant difference in speaking skills between the experimental group and the control group. It also can be seen in statistics that the mean post-test score of the experimental class was 78.14 and the score of the post-test of the control class was 71.43.

Keywords: Speaking Ability, wordwall.net, Descriptive Text.

1. INTRODUCTION

Language is a tool of communication in daily life. The main function of language is to interact with others and language always used every day. People across the world use language and it serves as an important tool of communication. Sending a message from the writer or speaker to the reader or listener is the goal of communication.

English for communication purposes has four ability in teaching and learning English. The ability are listening, speaking, reading, and writing. Speaking is one of the most important English skills that students need to develop since it enables verbal communication with others and self-expression. Students should use and apply their English-speaking skills if they want to master speaking. Speaking is an important skill that needs to be mastered by students. By speaking, we can convey something while learning process. It also helps us to communicate our thoughts and feeling with teacher or other students. According to Lyons (1968:413) (in Nilufar Kadamovna 2021), speaking helps students acquire fluency in the language and improve their abilities. Speaking skills receive less importance in the classroom, and improving pronunciation promotes listening.

Speaking is divided into several components. According to Brown (2004), the components of speaking are pronunciation, grammar, vocabulary, fluency and comprehension. It is very important to master the components of speaking so people be able to speak fluently. In addition, it is necessary for people to generate ideas through communication.

Descriptive text is described what a people, place, or thing is like. In this case, the researcher applied descriptive text for the research. As a previously explained, descriptive text is learnt by the first-year students of high school. The students learnt, speaking in descriptive, which mean they have to describe something orally. Ariati (2018), in her study, state that speaking in a descriptive manner, also known as descriptive speech, requires the capacity to visualize the subject that is being described. In other words, it includes narrating about an object event or phenomena in such a way that the audience can clearly see it in their minds.

The researcher focused on students' speaking abilities in this research because, based on observation and teachers' assessment at SMKN 2 Adiwarna, it was found that there were some difficulties in speaking English. Based on the problems that have been described above, it is important to have creative media that is presented in learning English. Shiddiq (2021), in Fahmi Yahya study, stated that the creative media must adapt to Generation Z, who often prefers enjoyable, useful, and creative things in a variety of activities, including studying.

wordwall.net website is one of digital media that can attract students' interest in learning English. This is because there are various features on the *wordwall.net* that allow students to learn while playing, and learning can be carried out in fun way. According to Rahman (2023), *wordwall.net* website-based application may be used to create learning media such as quizzes, matchmaking, pairing, anagrams, word randomization, word search, grouping, etc.

The objectives of this research are to know the effectiveness of using wordwall.net as media on students' speaking ability and to identify the difference between students who are taught using wordwall.net and those are not. The researchers chose a sample of students in tenth grade of SMK Negeri 2 Adiwarna.

1.1 Speaking Skill

Speaking is one of the English language's fundamental skills and one of two types of productive oral skills. Sadullaevna & Safarovna (2020) stated that speaking is a crucial skill for students to learn because one may measure students' ability in speaking by seeing how they generate the target language or English. Students need to speak in the class to improve their language skills. Nunan (in Dian 2013) states that speaking is divided into two types: monologue and dialogue. Monologue is an activity that has to be completed when a speaker utilises spoken language over an extended period of time, such as during a speech, lecture, reading, news broadcast, and the like. When two or more speakers may participate in exchanges that foster interpersonal (social) relationships and those whose objective is to transfer quantities or information (transactional), dialogue is taking place (Brown 2001:251).

According to Brown (2004), speaking is a complicated skill because at least the learners should master some components of speaking such as grammar, vocabulary, pronunciation, and fluency. The researcher used these speaking components to assess students on the speaking test. It aims to determine the speaking ability possessed by students.

1.2 Descriptive Text

A descriptive text is one that focuses on describing a certain person, location, or item (Gerot et al., 1994). The descriptive text by the researcher is written in the simple present tense. To describe something, someone, or a location is the primary goal of descriptive writing. There are two generic structure in descriptive text such as identification and description. Language focus on descriptive text are nouns, simple present tense, adjectives, and pronoun.

1.3 Web-based Learning

According to McKimm (in Alpatikah 2022), Web-Based Learning is a learning process design that uses the internet as a learning tool in classes, such as email, video conferencing, and live lecture video streaming. The web is a digital technology system that offers internet-based information. It consists of several website that provide information on different topics.

According to MDN Contributors, a website is a collection of online pages that are organized and typically linked to one another. On the contrary, web-based learning is useful not only for online learning but also for offline learning. Web-based is used for the whole components of education in online learning, such as course content, evaluation, and exercise, however in offline learning, web-based is used to reproduce the online resources to support the face-to-face course (McKimm et al:871). Moreover, there are two fundamental contextual differences when it comes to the relative efficacy of web-based learning, such as (Khalifa & Lam, 2002:350) Distributed Passive Learning (DPL) and Distributed Interactive Learning (DIL). From the explanation above, the researcher used Distributed Interactive Learning (DIL).

1.4 *wordwall.net* Website

wordwall.net website is a website that presents several games by using internet. This website can be access in computer, laptop, smartphone, and interactive whiteboard. The teacher can use this web as an interactive way to build fun learning in the classroom. In the homepage of this website, presents a simple step how to make an activity and a list of templates that ready used. The teacher will be suggested to sign up when they became a new user and create a new account. There are 33 games on the *wordwall.net*. Based on the interpretation above, the researcher used *wordwall.net* for the assessment in teaching speaking descriptive text. This is because the website is quite interactive, and the researcher hopes that students more interested in the ongoing teaching process.

2. RESEARCH METHODOLOGY

This research was conducted at SMK Negeri 2 Adiwerna, with a population in the research are 2 classes, namely X TKJ 1 and X TKJ 3. Each class have 35 students. In this research, the researchers used purposive sampling. The instrument used to collect the data in this research was a speaking test that consist of pre-test, treatment, and post-test. The researchers applied speaking test at the beginning and last meeting. Students must describe one of the four picture orally in front of the class.

This research was conducted from May to June 2023. The first meeting was dedicated to applying the pre-test for experimental class and control class. In the second meeting until seventh meeting, the researchers were giving students in experimental class treatment through *wordwall.net*. The students were asked to play some games such as interactive Quiz, Random Wheels, and Balloon-Pop. In the last meeting, the researchers gave post-test to the students for assess the students' ability in speaking descriptive text.

The researchers used statistical method as a technique to analyse the data, because this research aimed to know how the effectiveness of using *wordwall.net* as media toward students' speaking ability in descriptive text and to identify difference between students who are taught using *wordwall.net* and those are not. The researchers analyse the data after obtaining the pre-test and post test score. The researcher used speaking test for pre-test and post-test as an instrument of this research. The objectives are to evaluate students speaking abilities following *wordwall.net* treatment. Through *wordwall.net*, it also compares conventional learning to web-based learning.

3. RESULT AND DISCUSSION

3.1 Result

The findings of this research are students' abilities in learning activities utilising *wordwall.net* media were enhanced, and there are significance difference between students' who are taught by *wordwall.net* and thos who are not.

Descriptive Analysis

Table 1. Descriptive Analysis

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
pre-test experimental	35	40	80	60.86	10.253
post-test experimental	35	55	95	78.14	9.933
pre-test control	35	45	80	60.86	8.616
post-test control	35	50	90	71.43	8.186
Valid N (listwise)	35				

We may infer from the data above that there were 35 total samples (N) in the experimental group. At the pre-test, the lowest score was 40 and the highest was 80. In the experimental group, the pre-test mean score was 60.86. After the treatment was given in this class the experimental groups' post-test score ranged from 55 to 95 with the mean of post-test was 78.14. There are 35 samples (N) in the control group. It had a pre-test minimum score of 45 and a maximum score of 80 and the average score was 60.86. After the learning process, the control group took post-tests, with a minimum score of 50 and a maximum score of 90. The mean of the post-test in the control group was 71.43. As we can see from the experimental class that the score of post-test was higher than pre-test.

Paired Sample Test

Table 2. Paired Sample Test

		Paired Samples Test							
		Paired Differences			95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper			
Pair 1	pre-test - post-test experimental	-17.28571	11.52637	1.94831	-21.24516	-13.32627	-8.872	34	.000
Pair 2	pre-test - post-test control	-10.57143	4.50023	.76068	-12.11731	-9.02554	-13.897	34	.000

Based on the result of Pair 1, the sig. (2-tailed) value is $0.000 < 0.05$. It can be concluded that there is significant difference between the mean of pre-test and mean of post-test in experimental class. The researcher concluded that students' speaking ability got improved after being taught by *wordwall.net*.

Independent Sample Test

Table 3. Independent Sample Test

Independent Samples Test									
		Levene's Test for Equality of Variances		t-test for Equality of Means					
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference Lower Upper
Speaking Test	Equal variances assumed	.007	.933	-7.164	68	.000	-17.28571	2.41295	-22.10068 -12.47075
	Equal variances not assumed			-7.164	67.932	.000	-17.28571	2.41295	-22.10077 -12.47066

The researcher concluded from the data that research hypothesis (Ha) is approved and hypothesis (H0) is rejected. This is so because the Sig(2-tailed) data ranges from $0.000 < 0.05$. In other words, there is a significant difference score for students who were taught by *wordwall.net* and those who were not in teaching speaking at SMKN 2 Adiwerna.

3.2 Discussion

The learning outcomes of the experimental group obtained at SMKN 2 Adiwerna with treatment using *wordwall.net* were higher than the control group. During the implementation of the treatment, students are given several games that can be considered as a media in implementing web-based learning. The activities on website that the researcher gave to students were quiz, balloon-pop, and random wheels.

In the first game called Quiz, students were asked to solve several questions. Students worked together in the class. One by one they were asked to come forward in front of the class to answer questions from the Quiz. Students must read the questions from the Quiz and answer correctly together. They might discuss their answers with their classmates using English only. This can improve students' ability to speak, especially in English. Suryani (2013) states that giving Quiz has an influence on students' English speaking abilities because Quiz is a type of presenting English subject matter that tries to make students more joyful, interested and active in utilising English in speaking.

The second one is Train Balloon-Pop game. In this game, the students were divided into 7 groups to playing Train Balloon-Pop in *wordwall.net*. The material of this game is descriptive people by appearance. Following Train Balloon-Pop, students must construct a simple sentence using vocabulary from the game. The group that had the lowest score was asked to describe a person based on a Random Wheels in *wordwall.net*. To get a high score, students need teamwork and communication between one another, this activity also can increase students speaking skill. Issa (2015) stated that teamwork develops important communication and social skills including active listening and effective speaking. Azmir et al. (2016) also stated that teamwork has impact of students' abilities especially in communication skill.

The last one is Random Wheels. In this game, students are asked to describe a person by appearance and personality based on random choice in the Random Wheels game. They have to describe people orally and spontaneously. Students described people by Random Wheels together in the class. Random wheels can train students to be able to describe someone orally. Adila (2018) stated on their research that Random Wheel (wheel decide) can improve students' ability especially in speaking skill. Students are more interested in the existence of pictures that can support students' ability to describe something orally. Relevant with that, Wandaliza (2022) states that the use of picture can develops students' English speaking skills. In addition, Wandaliza stated that using picture is an effective and suitable method of teaching English speaking skill.

As a result, students' abilities in learning activities utilising *wordwall.net* media were enhanced. It is supported by the results of the students' speaking tests before and after the material was given to them. Students readily accept the content of the material on descriptive text delivered by utilising Power Point. Furthermore, during of the learning process, the language utilised throughout the course was English, implying that Indonesian is used less than English during the speaking learning.

4. CONCLUSION

The researcher may draw the conclusion from data analysis that students who were taught using *wordwall.net* as a tool had higher mean speaking skill test results than those who were not. When compared to the control class, the mean pre-test and post-test scores of the experimental class significantly increased. Based on the descriptive statistics table, it is clear. In addition, the result of the sample t test, the sig value is obtained (2-tailed) value $0.000 < 0.05$, and it can be concluded that there is a significant difference between the average pre-test and post-test score in experimental group. Furthermore, the used of *wordwall.net* can have a positive effect on students' speaking abilities in descriptive text.

Based on the result of independent sample t-test, the sig (2-tailed) value was 0.000 which less than 0.05. As a result, there is a substantial difference in speaking scores between students who were not taught using *wordwall.net* as a media in the learning process and students who were taught using *wordwall.net* as a media in the learning process. It also can be seen on statistics that the mean of post-test score of experimental class was 78.14 and the score of post-test of control class was 71.43. Therefore, it can be concluded that the mean of post-test in experimental class higher than post-test control class.

Based on the findings of the research, it shows that many students find it difficult to learn speaking, with the primary causes of lacking vocabulary, an error of word pronunciation, and a perception of being less fluency in English.

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