



Developing Word Wall Game Worksheet in Reading Narrative Text at SMA Negeri 3

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ABSTRACT

This research aimed to develop a Word Wall Game Worksheet in reading narrative text for tenth-grade students. The research method used the Research and Development (R&D) design from Borg and Gall (2003) with six steps, namely Gathering Data and Information, Need Analysis, Product Design, Validation to Experts, Revising Products, and Final Products. The research subjects consisted of 34 students in class X-11 and one English Teacher at SMA Negeri 3 Medan. The data collection techniques included interviews and questionnaires. The data analysis techniques included Organizing and preparing data for analysis, investigating the data, Coding,

Interpretation, Confirmation, and the Last step to write an inclusive description of the resulting analysis. The result of the study showed that the development of the Word Wall Game Worksheet was suitable and approved for use by tenth-grade students in reading narrative text provided by the scores validation of the products given by the experts from the lecturer was 91% and the teacher was 90%. The final products were in the form of a Word Wall Game Worksheet integrated with the wordwall.net platform and the learning material was in the form of a handbook.

Keywords:

Worksheet, Word Wall Game, Reading

INTRODUCTION

Education is an important role in the development of a country. Therefore, the government is increasingly improving the quality of education in Indonesia. The government has made serious efforts such as revamping the curriculum, improving teacher skills, and providing facilities that support the teaching and learning process. The use of media in the teaching and learning process is very important in achieving learning objectives. Slameto, (2003) states that there are three factors that influence student learning outcomes, namely: teaching methods, learning media, and student learning motivation.

According to the Organization for Economic Co-operation and Development (2001), teachers must have a variety of technical and pedagogical skills that are always developing up to date to suit technological advances and how to use them. Along with these technological developments, teachers must be able to be more creative and innovative in developing learning tools. One of them is by developing student assessment media to make it more interesting and fun, namely by making E-Worksheets. Students E-worksheet developed using Word Wall Game media.

E-worksheet is an electronic version of a worksheet that can be read via a computer or mobile phone which is specifically designed for the purpose of learning to reading narrative texts. Word Wall Game is an interactive game based on digital technology with word concepts or question choices in the form of a game. This game is designed to actively involve students in teaching and learning activities so that it can increase student learning motivation and students' reading competence.

There are two basic elements in learning English, namely language skills. Language skills consist of four English skills, namely Listening, Speaking, Reading, and Writing. One of the most important language skills to be learned and mastered by students, especially at the senior high school level, is Reading Skills. Dalman (2014: 5) states that reading is way to improve brain function, train memory, and a way to get information in the form of paragraphs and story summaries through reading competence. Based on the explanation above, it is necessary to investigate this research focused on the development of a Word Wall Game as a student's worksheet in reading narrative texts for tenth grade students at SMA Negeri 3 Medan.

RESEARCH METHOD

This research was designed based on educational research and development (R&D). According to Borg and Gall (2003:569), The Research and Development (R&D) instructive model was an industrial- based improvement approach in which research findings were used to create new items and strategies that were then tested, evaluated, and improved to meet the adequacy of the adequacy, quality, or comparative norms set. According to Borg and Gall (2003), research and development consists of six stages as follows: Gathering information and data, Need Analysis. Media Design, Validating to Expert / Evaluation Media, Revising Media, and Final Product. The data for this research were collected from Interviews with English teachers and Questionnaires from Google Form were given to students. The subject of this Research was the English teacher and students of class X SMA Negeri 3 Medan. Audio recordings, interview sheets, questionnaires, and documentation were used as tools to collect data. The data was obtained through Creswell's theory (2014). The data would be analyzed through the following steps: Organize and prepare data for analysis, Investigate the data, Coding, Interpretation, Confirmation, and the Last step to write an inclusive description of the resulting analysis

FINDING AND DISCUSSION

A. Findings

Analysis, Target Need, and Interview for developing a Word Wall Game Worksheet in reading narrative text for class X-11 students, and the result of validator assessment, the research findings for developing a Word Wall Game as Worksheet in reading narrative text were as follows:

1. From data and information analysis, researchers found that to develop the Word Wall Game as a worksheet, changes were needed to the worksheet format to make it more accessible and interactive. The aim was to attract students' attention and interest in reading competence, by adding picture elements and allowing them to play while learning. This was expected to help students understand texts and materials better, with a more specific analysis of the structure and language features in narrative texts.
2. From the validation assessment from validator experts, the researchers concluded that the Word Wall Game Worksheet that had been developed was suitable and could be used by class X students at SMA Negeri 3 Medan. Product validation score, given by

experts in the "Excellent" category. The assessment by lecturers was 91%, and by English teachers was 90%, indicating that the worksheets met the quality and appropriateness standards required to support learning to reading narrative texts as digital worksheets using the wordwall.net platform and providing learning materials in the form Handbooks also help increase students' knowledge of narrative material.

Table The Total Validation Scores by the Experts

NO	Item Assessed	Experts Validation (Percentages)	Criteria
1	Linguistic Aspect	91	Very Good
2	Process Aspect	90	Very Good
3	Product and Content Aspect	90	Very Good
4	Layout Aspect	91	Very Good
5	Technological Aspect	90	Very Good
Overall Assessment		90,4	Very Good

B. Discussion

This section presented a discussion of the research findings. As development-based research with final product results, the aimed of this research is to develop the Word Wall Game as a Worksheet in reading narrative text for students in class X-11 and design learning materials and narrative text worksheets that were suitable for class X students which could be used in learning reading skills, especially reading comprehension and knowledge of analyzing the structure and language features of narrative texts In conducting this research, researchers used the six Research and Development (R&D) steps proposed by Borg and Gall (2003). The steps taken were to

collect data by analyzing Existing Worksheets, Students Need and Interest analysis, and information by interviewing English teachers and distributing questionnaires for needs analysis to 34 students in class X-11.

The researcher gave students a needs questionnaire sheet containing nineteen questions covering needs, desires, shortcomings, input, goals, and students' roles in studying narrative text in the development design of the Word Wall Game as a Worksheet.

Based on the results of the analysis of data information obtained in the questionnaire, it was concluded that students needed a change in the existing worksheet format to become a digital worksheet that was more accessible and more interactive. Students want pictures, can see live scores, and want worksheets in the form of games so students can play while learning. Students are more interested in reading short narrative texts and question variants such as multiple choice (a, b, c, d) and True and False with a small number of questions. Then teachers need a way so that students can understand the material more interactively, so that students increase students' knowledge in analyzing the generic structure and linguistic characteristics of texts and increase students' interest in reading, so that worksheet development occurs by changing conventional worksheets to easily accessible digital ones such as Word Wall Games.

After obtaining students' needs and interests, the researcher carried out the next stage, namely designing Word Wall Game Worksheets and learning materials that were in accordance with students' learning competencies in the syllabus. In this case the researcher chose a topic about narrative texts and focused on folk legends. The researcher designed two worksheets in the form of games consisting of various questions and pictures, and learning materials containing text examples and examples of generic structure analysis and linguistic characteristics of narrative texts.

After the worksheet design was completed, the researcher realized the worksheet using the wordwall.net website platform. For this stage, researchers need to have an account first so they can use the features on the Word Wall Game platform to develop e-worksheets. Then, after being designed and realized digitally, the worksheet was evaluated and validated by experts. In validation of Word Wall Game. The assessment rubric covers five aspects, namely linguistic aspects, process, product and content, layout and technology. Based on expert evaluation and validation, the learning material

for reading worksheets and narratives developed in this research is categorized as very good. This shows that the results of the assessment of the first expert, namely the lecturer, were 91% and the results of the second expert, namely the English teacher, were 90%, so that if combined the total assessment was 90.4%. Even though the final evaluation results from experts are in the "Very Good" category, to develop a better product, researchers have revised the Word Wall Game Worksheet and narrative learning materials based on suggestion given during the validation process.

Verification of Word Wall according to Cranberry (2004:3) states that Word Wall was digital media that was easily accessible and attractive, could be accessed via a browser. Word Wall functions as a learning strategy that could increase knowledge and vocabulary through digital question games, either on a monitor screen, smartphone, or displayed in class. Word wall could be considered as a web-based digital medium for creating fun quiz games, ideal for designing and evaluating learning assessments.

The similarity between Cranberry's (2004:3) statement regarding the Word Wall and the results of this research lies in the understanding that the Word Wall was a digital media that was easily accessible, as well as a learning game that can function as an evaluation tool or worksheet, in line with expert findings in the research. Verification from related studies, as expressed by Nabila Rahma Sari, Siti Rofi'ah, and Istina Atul Makrifah (2023), showed that the development of Word Wall learning media on recount text material provides useful information for class X IPA 5 students in developing reading skills. This statement states that Word Wall was suitable for use and easy to access during the learning process, as a medium for learning recount text, based on the validator's assessment.

The similarity between the statement according to Nabila Rahma Sari, Siti Rofi'ah, and Istina Atul Makrifah (2023), and the results of this research lies in the understanding that the Word Wall could be easily accessed during the learning process and has relevance to the development of reading skills. However, The Differences include the used of Word Wall in my research as a worksheet or assessment sheet in the form of a game, whereas previous research used it as a learning medium. Apart from that, the types of text genres used in my research are different, namely narrative texts and descriptive texts.

Overall, it could be concluded that this research makes an important contribution in the development of more specific material, which was a necessity for teachers to

impact students' understanding. The development of the Word Wall Game as an interactive worksheet and appropriate and interesting learning material was the main focus. Based on research findings, expert evaluation showed that the Word Wall Game developed in this research was considered suitable as a narrative text reading worksheet for tenth grade students at SMA Negeri 3 Medan.

CONCLUSIONS

After the researcher analyzed the data and information on the Existing Worksheet, Need Analysis, Target Need, and Interview for developing a Word Wall Game Worksheet in reading narrative text for class X-11 students drawn as follows: Research and Development (R & D) was a method used to conduct research aimed at creating new products and developing existing ones. R&D involved six research steps, including Gathering Data and Information, Need Analysis, Designing Products, validating products by experts, Revising Products, and Finalizing Products.

The results of data analysis, information, and product validation in R&D research indicated that the Word Wall Game Worksheet, after being evaluated by experts, met quality and feasibility standards, with a validation score of 91% from lecturers and 90% from English teachers. This assessment fell into the category of "Very Good," emphasizing the interactivity and engagement of students in reading and learning at the high school level. Therefore, this research provided a strong basis for developing the Word Wall Game Worksheet as an innovative and effective digital learning assessment tool for reading narrative texts for class X students at SMA Negeri 3 Medan.

SUGGESTIONS

After conducting this research, the researcher recommends several suggestions as follows:

1.) For Teachers, it was recommended to use this worksheet as an assessment tool to help students increase their interest in learning, especially in learning English. As time goes by, teachers must be able to adapt to technology and use it to develop and assist the teaching and learning process in order to achieve an effective and interesting process.

2.) For Students, it was recommended to use media products developed to help students improve their reading comprehension competency. And the last

3.) For Other Researchers, it was recommended that this research can be used as a reference in developing other types of electronic worksheets for all language skills, namely; listening, reading, speaking and writing. Researchers also hope that other genres of reading material can be developed.

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