LEARNING ENGLISH VOCABULARY THROUGH THE WORDWALL WEBSITE: A CASE STUDY TO THE FIFTH CLASS STUDENTS OF SD NEGERI 2 BORANG, ARJOSARI IN THE ACADEMIC YEAR 2023/2024

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Abstract
The research aimed to determine the motivation of students in learning English through the Wordwall website, 2) find out the strategies used by teachers in employing interactive learning media on the Wordwall website to motivate students to learn English, and 3) uncover the difficulties experienced by students in using the Wordwall website. This study was a case study. The researcher acted as an observer in the classroom to analyze the teacher's and student's learning process, aiming to identify the strengths and weaknesses during the learning process. Data collection involved observation, interviews, and documentation as research techniques to gather data. The data in this study were obtained from observations and interviews and then analyzed descriptively and qualitatively. The findings showed that the first discovery was that the teacher did not experience difficulties operating the Wordwall website, and there were no significant issues when the test was done with students. The second finding was that the teacher could answer questions correctly and efficiently according to the conditions and experiences.
Keywords: Motivation, Strategy, *Vocabulary, Wordwall Website.*

Introduction

Practical English language education at the elementary school level equips students with the skills needed for successful communication in English. To facilitate mastery of English as an international language, elementary educators must employ appropriate teaching methods (P et al., 2018). A fundamental aspect of language learning is the understanding and mastery of vocabulary. At SD Negeri 2 Borang, Arjosari, in the academic year 2023/2024, it is imperative to motivate students to utilize effective learning media to enhance their vocabulary skills. Students who are not motivated may experience poor academic outcomes, emphasizing the need for tailored teaching methods to boost motivation and achieve competency in basic skills.

The role of teachers extends beyond delivering information; they must support students' learning and assist in problem-solving through innovative approaches. Johnson et al. (2018) highlight that student motivation significantly impacts academic success, with effective learning strategies improving outcomes. Brown and Green (2020) assert that interactive learning media can foster greater student engagement, particularly in language learning contexts.

Various teaching techniques and media should be employed to create an engaging and interactive learning environment. Smith and Jones (2019) underscore the potential of technology, such as language learning websites, to enhance students' English skills. This study aims to utilize Wordwall, an interactive media offering diverse games and activities, to help students better grasp vocabulary.

Wordwall's potential lies in its ability to provide interactive templates like quizzes, matching, and word searches, which can be accessed online or printed for offline use. Research by White and Black (2021) has demonstrated Wordwall's effectiveness in enhancing vocabulary understanding and student motivation. This study explores how Wordwall can improve vocabulary comprehension and motivation among fifth-grade students at SD Negeri 2 Borang.

Addressing common challenges in vocabulary learning, such as spelling, pronunciation, and word choice, requires adapting to technological advancements in education (Sausan et al., 2024). Traditional media may fail to enhance vocabulary skills, necessitating more engaging solutions like Wordwall (Sartika, 2017; Syamsidar et al., 2023). As a web-based application, Wordwall allows the creation of various learning activities, promoting better vocabulary

understanding without relying solely on dictionaries or teacher explanations (Saputri et al., 2023; Pradini & Adnyayanti, 2022).

This research posits that Wordwall could be a valuable tool in improving vocabulary acquisition and student motivation. Therefore, the study titled "Learning English Vocabulary Through The Wordwall Website: A Case Study of Fifth-Grade Students at SD Negeri 2 Borang, Arjosari Academic Year 2023/2024" aims to provide insights into the effectiveness of this media in enhancing English vocabulary learning.

Method

In this research, the researcher used case study research, where the researcher acts as an observer in the classroom to analyze the learning process between teachers and students and find out the advantages and disadvantages that occur when the learning process takes place. The researcher would examine the process of teaching vocabulary through the Wordwall website to students in class and also interview students to obtain data. Not only that, the researcher also conducted interviews with the teacher to find out whether there were difficulties in teaching vocabulary to students through the website Wordwall. The research design used by the researcher is to create a plan and structure for conducting research and analyzing the learning process to determine the extent of student achievement during the learning process in class. To collect the data, the researcher used several research instruments: (a) an observation sheet, (b) an interview sheet, and (c) a smartphone and camera. Finally, for the data analysis, the data in this research was obtained from observations and interviews and then analyzed descriptively and qualitatively.

Meanwhile, for the validity of the data, this research was tested by triangulation of the three data that had been obtained. Meanwhile, this is done by expanding observations and increasing persistence to test credibility. The researcher conducted triangulation with a specific purpose in mind. The researcher used data source triangulation, which meant exploring the truth of particular information using various data sources such as documents, interview results, and observation results. This method produced valid evidence or data, providing a clear view of the phenomenon being studied.

Findings And Discussion
Findings

Mastering vocabulary was an essential part of language learning. A lack of vocabulary mastery could hinder students' ability to communicate effectively. The case study approach in teaching vocabulary aimed to provide students with more realistic and relevant contexts, thus enhancing their retention and understanding of new vocabulary. In conducting research using the interactive media of the Wordwall website, the researcher made plans to ensure the research process ran smoothly. The planning included classroom observations, direct interviews with teachers and students, and documenting both processes as valid evidence that the researcher had carried out these processes. The data from the observations and interviews aimed to answer the research question about teachers' strategies and challenges in teaching English vocabulary to fifth-grade students at SD Negeri 2 Borang.

This observation is a data collection technique carried out by the researcher to discover the problems in grade 5 students at SD Negeri 2 Borang. The problem observed was the students' difficulty in understanding English vocabulary. The researcher made observations before treatment. This activity aims to determine the condition of the class that would be given treatment. Through this method, the researcher could choose the appropriate method to control the class to be conducive during learning activities. The following are the results of class observations before treatment.

During classroom observations, the researcher should record the room's condition by

choosing one of these categories, accurately representing the room's state at the time of observation. The observations revealed that the classroom infrastructure was in good condition, students' attention was good, class discipline and management were also good, and social interaction and relationships were positive. However, the classroom atmosphere was categorized as fair.

The researcher determined interactive teaching methods based on these room conditions so students did not get bored. Good social interactions and relationships support the application of interactive teaching methods. Good infrastructure also supports the learning activities carried out. Class discipline certainly made it easier for researchers to carry out treatment efficiently.

This observation was carried out in two meetings. The first meeting was held on November 6th, 2023, while the second was held on June 20th, 2024. In carrying out the first observation, the researcher conducted research observations using the Wordwall website. The following are the results of the research steps in the first observation. In the first step, the researcher explained how to use the Wordwall website to the teacher. The researcher told teachers everything from creating an account and creating material on Wordwall to testing it on students.

In the second step, the researcher conducted research according to plan. At the beginning of the lesson, the teacher will conduct an apperception and condition the class. After that, the teacher explained English material about vocabulary using the Wordwall website, and the teacher gave assignments to students on the website to use the laptops provided by the school. The teacher-guided students in working on questions if they had difficulty operating the website.

In the third step, after all students have finished working on the questions, the teacher allows students to log out of the website and declare they have finished working on them. The results would be entered on the researcher's server, as the researcher is the operator. The researcher observed student behavior during classroom learning. The observation stage in research played an important role in gathering direct data and insights. During that phase, the researcher carefully and systematically observes the subject or phenomenon of interest. Whether studying human behavior, natural events, or other phenomena, observation allows researchers to document and record information directly from the source. By being present and attentive, the researcher captures nuances and details that might be missed through other data collection methods.

The researcher made observations again after a long time from the first observation to get more precise results and data. The researcher made observations again after more than five months from the first observation. This aims to determine how high the students' memory is for the material given regarding vocabulary in the first observation. So, at this second meeting, the researcher again observed to find out how much the students could memorize vocabulary. Then the following are the results of the research steps in the second observation:

Still the same as the first observation, planning exists and is always carried out to obtain maximum results and data. The researcher explained the Wordwall website to teachers but with different questions from before so that teachers could be more innovative with this media. Likewise, students will feel happy with new and not boring things.

In the second observation, the teacher did not explain too much regarding the material because it was still the same as the first observation. So, students were directed directly to work on the questions. The students did not work on the questions using their laptops but their respective cellphones this time. This is different because the displays on laptops and cell phones are different. This Wordwall website is convenient and can be used on any device.

In the final stage, after completing the questions, students can submit them. In the second observation, the researcher announced the results of the assignment during two observations to the teacher and students.

The observations made by the researcher, starting from the first and second meetings, obtained good results and data. In the first observation, the average score obtained by students was still relatively low. However, there was a significant change in the second observation, and all students obtained better grades than in the previous observation. It is known from the final results of the assignment that students can understand the same material, namely vocabulary, over a long period. Students' ability to memorize vocabulary is very high and fast. Therefore, learning a language is essential to teach from childhood and will be helpful for oneself.

The material "Superlative and Comparative Degree in Adjective" shown in the picture indicated that the student's scores in the second observation were very high compared to the first observation. On the website, a detailed explanation was provided regarding the student's performance, including the time of answer submission, the number of correct and incorrect answers, and how long the students took to complete the questions.

The "Ordinal Numbers" material was more accessible in terms of the lesson material than the previous material. All students already knew the numbers in English, so it was easier for them to answer the questions. The students achieved good results after the second observation was conducted. The results from the first and second observations were not significantly different.

This last material, "Part of the Body," became the most accessible material for the students compared to the previous two materials. This was proven by their high scores, where the difference between the first and second observations was insignificant. Interview data was obtained from a homeroom teacher and an English teacher at SD Negeri 2 Borang who taught there for over two years. He graduated from the STKIP PGRI Pacitan Primary School Teacher Education Department in 2016.

During the research conducted through interviews, the data obtained aimed to answer the research questions on motivating students to learn the strategies and challenges teachers face in teaching English vocabulary to fifth-grade students at SD Negeri 2 Borang. **The Wordwall Website as a Learning Media Can Motivate Students to Learn English**

The teacher emphasized that vocabulary is the foundation for all language skills, including reading, writing, speaking, and listening. She explained that a strong vocabulary enables students to effectively express their ideas and understand others. According to her, it is crucial to introduce vocabulary before starting lessons, as students will encounter various words during the teaching and learning process that they need to understand. This understanding significantly impacts their overall language acquisition because the foundation of English lies in vocabulary. Mrs. Hanung questioned how other aspects of language could be introduced if students did not know the vocabulary. She highlighted that varied and interactive methods, such as word games, stories, songs, and other creative activities, effectively introduce and reinforce vocabulary to students.

Vocabulary is essential to language skills like reading, writing, speaking, and listening. Mastery of vocabulary allows students to express their ideas clearly and understand others' communication more easily. Therefore, it is an essential component that needs to be introduced before starting language learning. In the teaching and learning process context, many new words and terms appeared and were required for students to understand. Understanding vocabulary significantly affected students' ability to follow lessons effectively. The foundation of mastering English, or any language, was vocabulary. If students did not understand vocabulary, it would be difficult for them to grasp more complex concepts or materials in that language.

To help students master vocabulary effectively, varied and interactive teaching methods were required. Methods such as word games, stories, songs, and other creative activities were very influential in introducing and reinforcing vocabulary. These activities made learning more enjoyable and helped students remember and use vocabulary in relevant contexts. In this way,

students did not only learn vocabulary passively but also actively used and applied it in daily communication.

Teacher Strategies In Implementing Interactive Learning Media On The Wordwall Website To Motivate Students

The teacher explained that implementing interactive learning media like Wordwall can effectively motivate students to learn. She detailed her strategies, emphasizing the importance of ensuring that the material presented on Wordwall is both relevant to the curriculum and engaging for students. According to her, content that aligns with students' interests is more effective in motivating them.

The strategies applied by the teacher can be detailed to provide clarity and strengthen her opinion or response. Alignment with the curriculum is crucial because the content presented on Wordwall can be adjusted to match the current curriculum. This alignment ensures that students learn relevant material that meets established educational standards. Furthermore, teachers can select topics and content that interest students. By understanding students' interests and needs, teachers can create more engaging material that motivates them to learn.

Variety in learning can be achieved by utilizing various types of activities on Wordwall, such as quizzes, word games, matching, and others. This variety can prevent boredom and keep students' interest high, encouraging them to actively participate in using the Wordwall website. Direct interaction with content can help enhance understanding and retention of material and provide constructive feedback to students based on the results of activities on Wordwall.

Group or collaborative learning activities can enhance social skills and cooperation among students. The Wordwall website can be customized according to students' ability levels. Adjusting the difficulty level of content on Wordwall to match students' abilities is essential to ensure that all students, whether high or low achievers, can participate and feel challenged. Teachers can monitor and analyze students' progress regularly using data generated by Wordwall. This analysis can help teachers identify issues that need improvement and adjust teaching strategies according to students' needs. By applying these strategies, using Wordwall as an interactive learning media can be more effective in motivating students and increasing their engagement, ultimately improving their learning outcomes.

Difficulties Experienced by Teacher of Fifth Grade Students At SD Negeri 2 Borang When Studying English Vocabulary Using Wordwall Media

The teacher explained that she faced several challenges when teaching English. First, her students had varying English proficiency levels, making it challenging to address everyone's needs effectively. Second, not all students were motivated to learn English, possibly due to a lack of interest or because they found it irrelevant. Third, the school's location in a mountainous area with a poor internet network created additional obstacles. Not all students had access to the necessary media, and the unstable internet connection made using interactive tools like Wordwall challenging. The responses provided by the teacher to the researcher point out the challenges faced in teaching English at SD Negeri 2 Borang. The students at SD Negeri 2 Borang exhibited varying levels of English proficiency. Some students had a strong foundation and could grasp the material quickly, while others struggled with the basics. These differences stemmed from diverse educational backgrounds, levels of family support, or access to learning resources outside of school. Consequently, the teacher had to adapt the teaching methods to cater to each student's needs, which presented a significant challenge.

Not all students were motivated to learn English. A lack of interest in learning the language could be attributed to various factors, such as the perception that English was irrelevant to their daily lives or a lack of understanding of its importance for their future. Some students found English difficult and subsequently lost interest in learning it. These factors necessitated the teacher finding creative ways to boost students' interest and motivation in learning English.

Although interactive media like Wordwall were intended to facilitate the learning process, not all students had access to necessary devices such as computers or tablets, nor did they have a stable internet connection. The school's location in a mountainous area often resulted in unstable or non-existent internet access. This obstacle hindered the use of online media in the learning process. It required the teacher to find other effective and accessible alternatives for all students, such as utilizing printed materials or offline learning media. In addition, Mrs. Hanung also mentioned that there was a solution to overcome the obstacles in teaching English to students by using the Wordwall website. The school provided free Wi-Fi access, which made it easier for teachers and students to access anything that required an internet connection, and Chromebooks were also available. So teachers and students can access the Wordwall website easily.

In facing these problems, the teachers at SD Negeri 2 Borang needed to design inclusive and adaptive teaching strategies and find creative solutions to ensure all students could follow English lessons well and gain the maximum benefit from the learning process. Based on the research data from observations and interviews, the researcher found that some fifth-grade students lacked motivation to learn, making it difficult to understand English. Essentially, the abilities of the fifth-grade students varied, but after using the Wordwall website for learning, most students became more proficient in English vocabulary. According to Kamsinah et al. (2021), since motivation provides effectiveness in learning activities, a lack of motivation can be considered one of the factors that cause obstacles in learning.

Combining various strategies using the Wordwall site yielded several positive results related to challenges in teaching English vocabulary. Increased Student Engagement in using multiple games and interactive activities on Wordwall made students more involved and motivated to learn new vocabulary because enjoyable interactions increased their interest in the lesson. Personalized learning was also a strategy that could be tailored to students' needs and abilities. For example, students who understood less were given more straightforward exercises, while those who understood more were given more challenging tasks. Thus, students' understanding became deeper. Students understood and remembered vocabulary better by using various exercises such as word matching, quizzes, and puzzle games. These multiple approaches helped reinforce understanding through repetition and variation.

The teacher easily modified or adapted teaching materials according to class dynamics because Wordwall provided flexibility in creating relevant and engaging content for students. The Wordwall website also provided assessment tools that allowed the teacher to assess student progress and identify areas for improvement quickly. This enabled the teacher to give timely and constructive feedback. Some strategies on Wordwall allowed students to collaborate or compete in games, which could increase their learning motivation and build social skills. Thus, combining various strategies from the Wordwall site overcame challenges in teaching English vocabulary by making learning more engaging, interactive, and effective.

Discussion

The data were discussed to obtain a clear understanding and explain what happened during the process of observing and interviewing for learning English vocabulary through the Wordwall website for the fifth-grade class of SD Negeri 2 Borang in the academic year 2023/2024. The researcher carefully considered the underlying theory and interviews in discussing the data. The first and second observations about using the Wordwall website for students showed that the website significantly motivated student engagement and participation in learning new concepts. Teachers also felt that the interactive features of Wordwall helped create more dynamic and enjoyable learning experiences, making students more attentive and motivated. Additionally, students demonstrated understanding and retention of vocabulary using the games and interactive activities provided by the Wordwall website. The increased enthusiasm and active participation among students led to more effective learning outcomes.

Differences in results between the first and second observations showed that students' motivation to learn English, especially in learning mathematics, was higher in the second observation. The teachers' strategies in implementing interactive learning media worked well and accurately, as expected. The difficulties experienced by teachers in teaching mathematics using the Wordwall website to students were resolved with various provided solutions. Therefore, the Wordwall website as an interactive learning media was successfully used to motivate students of SD Negeri 2 Borang to learn.

Researcher guide teachers to operate this Wordwall website. To use the Wordwall website effectively, begin by opening the website and creating an account to log in. Once logged in, familiarize yourself with the features of the Wordwall website. Next, select a question template that aligns with your preferences and the material you are teaching. Proceed to create your questions or activities using the chosen template. After completing your questions, make sure to save them. To share the questions or activities with your students, copy the link from the "aktivitas saya" section. Share this link with your students, who can access the questions by clicking on it. Once your students have completed the activities, you can review all their final results on the website in the "hasil saya" section.

The teacher did not find it difficult to operate the Wordwall website, and there were no significant obstacles until the test was tested on the students. The second finding is the core part of this research, where the researcher conducts the observation process. The teacher enters the class to teach students, and the researcher also takes part in the class, but the researcher only observes during the learning process. Good results were obtained based on the observation results. The condition of the classrooms is good and neatly arranged, and the equipment needed in the school is complete. Then, the atmosphere during the learning process before it begins, when the lesson is in progress, and when the lesson is closed, students can be well conditioned by the teacher. According to Samsul Hadi (2015), the teacher also constantly stimulated interaction in the classroom by repeating the conversation game in a loud voice to all students to make clear explanations.

After carrying out classroom observations, the researcher conducted interviews with the teacher in the teacher's room. The interviewee was Mrs. Hanung Susilaningtyas, S.Pd, a fifth-grade teacher and English teacher. He answered one question from the researcher very well. All questions can be answered correctly and efficiently according to the circumstances and experience. After the researcher has carried out both research processes, it is no less important that documentation is also needed to prove that the researcher has done the research honestly. Documentation taken in the form of photographs will be attached.

Conclusion

The case study conducted with fifth-grade students at SD Negeri 2 Borang during the 2023/2024 academic year demonstrates the effectiveness of the Wordwall website in enhancing English vocabulary learning. The study concludes that using Wordwall has significantly improved students' ability to understand and retain new vocabulary. This success can be attributed to the interactive and engaging nature of the website, which addresses key challenges such as student motivation and engagement.

Integrating Wordwall in the classroom allows for a more practical and hands-on approach to learning. Students benefit from a straightforward and enjoyable learning experience, as the website's activities and games make learning enjoyable and competitive. Teachers also find the platform beneficial, as it supports innovative teaching methods and provides a means to track student progress effectively.

Teachers' feedback on the Wordwall website reveals positive perceptions across three main aspects: ease of understanding and application, usability, and motivational impact. Most teachers agree that Wordwall is a valuable tool that simplifies vocabulary instruction and

enhances student engagement. The platform's ease of use and motivational elements contribute to a more dynamic and effective learning environment.

In conclusion, the study highlights the benefits of incorporating interactive media like Wordwall in vocabulary instruction, demonstrating its potential to enhance student learning and motivation. Implementing the suggested recommendations could further optimize teaching practices and improve educational outcomes.

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