

Development Wordwall Media to Teach Reading Skill in Recount Text Material at MA Ma'arif Udanawu

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Abstract

This research and development aims to represent the process and results of wordwall media development for teaching reading skills on recount text material. The research subject was class X IPA 5 MA Ma'arif Udanawu. The development procedure refers to the model ADDIE. Analysis, design, development, implementation, and evaluation are the five steps of the ADDIE paradigm. Observation and interview techniques were used as information gathering in the preliminary study. Meanwhile, to determine the feasibility of wordwall products, researchers used a questionnaire instrument that was given to content and media experts. Then a student response questionnaire was conducted to determine the level of student satisfaction with the media. A score of 96% was obtained in the very good category, per the evaluation of the material specialists. A rating of from media professionals is 92% was obtained which was classified in the Very Good category. In addition, the results of the student response questionnaire also scored 84% in the good category. Based on the overall assessment, the development of wordwall learning media in recount text material providing information for class X IPA 5 students can be declared feasible and suitable for use in teaching and learning activities.

Keywords—Wordwall, ADDIE, Reading Skill

1. INTRODUCTION

Everyone had to be skilled in science and technology today, because there is intense competition in many different disciplines. English is a crucial global language that links people to the rest of the world in a variety of ways, including education. This is indicated by government regulations that make English subjects compulsory for students from kindergarten to high school. This demonstrates the value of studying a foreign language, particularly English, is as a starting point for academic success and to support careers in the working world. (Megawati, 2016)

English core learning in Indonesia includes 4 skills namely; writing, listening, reading, and speaking. These four skills are interrelated with each other another cannot be separated. (Hasanah, n.d.-a). Reading activities are very important learning how to speak English. Reading is a habit that is ingrained in both social and human existence. In this day and age humans will continue to be presented with various kinds of reading texts to read because availability of supporting facilities and infrastructure as well as technology modern information and communication. By reading habit, students are able to process each vocabulary in their minds and can improve their ability to read English texts. Therefore, students can broaden and add to their insights through the information they get from their habit of reading texts in English. (March Hatimurah, n.d.)

In this study, researcher conducted observations at MA Ma'arif Udanawu. Based on the observation findings, the cause of students not understanding English lessons is that they only have students worksheet and the teacher uses them like handbooks and explains according to the material in the books without any other media to support productive learning. This school also has an projector, but it is used in class only when materials need to use an projector, not all learning uses the projector. So that students only record and understand what the teacher explains and writes on the blackboard. So that the reading skills and understanding of students they get are also very minimal because of the lack of media and the practice of reading in class is also lacking. Students also quickly feel bored and lazy if the media used is only books. Of course, with the lack of media it is also difficult to get effective learning which makes students bored because they only use handbooks and projector. Based on the analysis conducted by the researcher, this is because it is monotonous and boring. Therefore students do not accept the material being taught and learning factors also decrease. Although there are other things which also need to be considered in the selection of media, such as: context learning, learner characteristics, and expected task or response from learners.(Oleh et al., n.d.)

Researcher also conducted interviews with English teachers. The practice of conducting an interview is used to collect information and data for research, debriefing, utilizing a tool called an interview guide while speaking face-to-face with the responder. (Hari Hutagalung & Yanti Siregar, 2021). In interview questions and answers are given verbally. The interview was conducted to find out the problems that exist in students. The results are problems such as a lack of focus in learning, quickly bored with the material, students feel not interested in learning English, lack of vocabulary, and practice learning to read. As well as interviews conducted with students, the result was that some of them admitted that English was both difficult and easy. Most of the problems in students are vocabulary, writing, reading. Therefore the researcher took one of the existing problems, namely reading skills. Researcher make a media that is used to support learning english when in class, the media is in the form of wordwall that are developed in such a way as to be suitable for use in learning.

Based on the existing problems and interviews, the researcher found that the media can be used to improve students' reading skills. The media that the researcher will use is Wordwall, a map that is attached to the classroom wall. Wordwall is a group of words displayed on a classroom wall, bulletin board, whiteboard, or blackboard. The advantages of using wordwall make it simpler for teachers to deliver lessons so students will more easily understand English vocabulary can be learned without constantly consulting a dictionary or a teacher's explanation of a word's meaning. The media or materials employed are also effective and widely accessible. It is intended that pupils would open up and become more capable to enjoy the learning process so that their understanding and abilities increase. (Purnamasari et al., n.d.)

A tool that can help in the teaching and learning process is learning media, which can help to clarify the meaning of the information transmitted and to more successfully and effectively accomplish educational or learning objectives. Learning outcomes are conclusions made about students' knowledge, attitudes, and skills

based on assessments they take part in following learning activities and changes in their behavior. For the purpose of further enhancing learning materials and forming knowledge for students, the use of learning media as a learning resource allows students to access the teacher's words and information. (Nurrita, 2018)

This research is very important because there are many problems that researchers find when conducting needs analysis in the form of observations and interviews with English teachers and students of class X IPA 5. The aims of this study are as follows: (1) To explain the process of development wordwall media to teach reading skills in recount text material for X Grade IPA 5, (2) To explain the result of development wordwall media to teach reading skills in recount text material for X Grade IPA 5.

Beside that the material used by researcher is related with the media namely is wordwall to add reading skill, the material is recount text. Recount text is a type of text that contains a person's experiences or events that occurred in the past which are expressed sequentially. (Kristina et al., n.d.) The difference with narrative text is that recount text is imaginative, it places more emphasis on experience. If narrative is really fiction and usually not a true story. The structure of recount text usually begins with an explanation of who, when, where, and why, followed by important events arranged in chronological order, and ends with the author's reflection on the events he is telling.

2. RESEARCH METHODOLOGY

This study the relevant ones are used, namely development model or investigation and creation R&D. Research techniques and planned R&D initiatives as a scientific approach to research, design, manufacture and test product validity. (Sugiyono, 2013: 297). Methods of research and development are those that are utilized to create specific goods and assess their viability. This research use the five-step ADDIE paradigm, analysis, design, development, implementation, and evaluation are the processes that make up this process. (Rohaeni, n.d.). Information both qualitative and quantitative data are employed in this study, the study's data were qualitative data sources come from interviews and observations in preliminary studies. Meanwhile, quantitative data were obtained from questionnaires during the research process. The data source was obtained from students of MA Ma'arif Udanawu class X IPA 5 consisting of 33 female students, English teachers and validators.

The technique used for this research is the approach for probability sampling. Probability sampling is a sampling method that offers each component (member) of the population an equal opportunity to be chosen as a sample member. This technique is a technique that allows researchers or evaluators to make generalizations from sample characteristics to population characteristics. While the method used is Uncomplicated Random Sampling. When a population is sampled using each member of the population has an equal chance of being selected for a sample in a basic random sampling. (Retnawati, n.d.)

The data or instrument also will be validated by validator. The degree to

which an instrument measures what it claims to measure is a common definition of validity. An apparatus must be dependable in order to be valid, yet even though an instrument is invalid, it may nevertheless be reliable. (Kimberlin & Winterstein, 2008). They are validator of instrument material and media. A validity and practicality sheet was employed as the instrument in this investigation. A validator made up of three professional lecturers material specialists, linguists, and design experts continues the validation stage of the media that has been designed with validation activities. After the media has been approved and can be tested, the practicality stage is completed to determine how practical the learning media are.

The method through which the data from the outcomes of the validation tests for media and material experts is the percentage analysis technique (Arikunto, 2010). (Ainaul Mardiyah et al., 2022). Data analysis for the development of wordwall learning media can be divided into two, namely qualitative and quantitative. Qualitative data are analyzed logically, while quantitative can use a questionnaire technique with the highest percentage of students considered responsive. Data obtained from students and product trials will be analyzed using the percentage technique adapted from the analysis using the feasibility the following formula (2010) (Arikunto). study was to find out how to apply Blended Learning at SMAN 1 Grogol in teaching reading, to describe the obstacles faced by students in the application of blended learning in teaching reading at SMAN 1 Grogol Kediri, to determine student perceptions about the application of blended learning in teaching reading at SMA Negeri 1 Grogol during new normal era.

This research was conducted at SMAN 1 Grogol Kediri. The data used in this study are primary data and secondary data. Primary data is data obtained by researchers from interviews and questionnaires, while secondary data obtained by researchers from observation and documentation. Observations were only made to English teachers who were carrying out reading lessons in grades X and XI. Interviews were conducted directly with 3 English teachers at SMAN 1 Grogol, and a questionnaire was conducted via Google Form which was addressed to students in grades X and XI as a whole at SMAN 1 Grogol Kediri. For documentation, researchers took documents in the form of sound recordings, photos and videos, and lesson plans.

The technique used in this study is a purposive sampling technique aimed at the English teacher and all students of class X and XI of SMAN 1 Grogol Kediri. The triangulation used is source triangulation, the data is done by comparing the data from interviews, questionnaires with observations, and comparing the results of interviews with evidence related to documentation. Data analysis techniques carried out are data reduction, data presentation and conclusion drawing. The research procedure begins with the pre-field stage, the fieldwork stage and ends with the data analysis stage.

3. RESULT AND DISCUSSION

Results

The result of this research is to develop a wordwall for students of class X IPA 5 MA Ma'arif Udanawu which are expected to be useful or not contribute to learning English. So the results are: (1) For teachers the product developed is expected to be

an alternative or even a new learning media in teaching English to students, (2) This product is expected to provide enthusiasm for students in learning using media other than books, namely wordwall in learning English , (3) For researchers it can be a reference for further development research regarding English learning media for class X IPA 5 students.

Figure 1. Wordwall Media



How to use wordwall media to teach reading recount text skills, namely, the first is to make groups of 6 students. Then the teacher distributes recount text to each group. Each group completes the missing sentences in the recount text according to the words available on the wordwall. After all groups have finished, group representatives come forward to justify the word order on the wordwall according to their respective recount text. If all have been answered, 2 students from each group come forward again to read the complete recount text.

The researcher conducted a needs analysis first to present the results used in this development to see the problem and find a solution. In this study using observation and interviews to find a needs analysis. Researcher visited the location and personally observed student routine and behavior to gather information. Researcher utilized two students as their subjects for the interviews.

One action that is empirical, factual, and based on genuine texts is observation. observations made based solely on sensing and without the use of any manipulation. (Hasanah, n.d.-b). The result is 50% of students' responses did not like the English learning process because this class still used books and whiteboards as media. Students need some interesting media for learning English so students don't feel bored and enthusiastic in learning, because in teaching English the teacher only uses books and worksheets as learning guides, besides that in class students don't use cell phones for learning.

Researcher also use the angle to be given to the validator to determine whether the media to be tested is included in the valid group. Researcher validated with 3 validators, the first was the instrumen validator, namely Mrs. Winda Khoirun Nisak, M.Pd, the second is the media validator, namely Mr. Ahmad saifudin, M.Pd, and the last is the material validator, namely the English teacher at MA Ma'arif Udanawu Vocational School Mrs. Afifatul Fuadiyah, S.Pd.

Table 3. media validation expert result

NO	Assesment Point	Percentage	Total
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1.	Kerapian tata letak tulisan	3	4
2.	Jenis dan ukuran huruf	3	4
3.	Kejelasan pembagian aspek yang dinilai	4	4
4.	Kebenaran tata bahasa	4	4
5.	Keefektifan kalimat yang digunakan	3	4
6.	Kejelasan petunjuk dan arahan	4	4
7.	Kesesuaian aspek yang dinilai	4	4
8.	Kejelasan indikator yang dinilai	4	4
9.	Kejelasan susunan teks yang dibuat	4	4
10.	Format penilaian yang jelas	3	4
11.	Desain media yang menarik minat siswa	4	4
12.	Kombinasi warna yang digunakan cocok atau sesuai	4	4
13.	Bahan yang digunakan fleksibel dan tahan lama	4	4
Mean		48	52

$$P = \frac{\sum x}{\sum x_i} \times 100\%$$

$$= \frac{48}{52} \times 100\% = 92\%$$

Table 3 is media expert validation it is stated that the media to be tested gets a calculation with a total of 92% which can be said to be valid. So it can be concluded in accordance with the table above that the validation result at this point are "Valid Valid".

Table 4. material validation expert result

No	Assesment Point	Precent	Total
1.	Penulisan pada teks tepat	4	4
2.	Kesesuaian materi dengan KI dan KD	4	4
3.	Relevan dengan isi materi atau tema	4	4
4.	Ketepatan struktur kalimat	4	4
5.	Keefektifan kalimat yang digunakan	4	4
6.	Kebakuan istilah	3	4
7.	Kejelasan instruksi	4	4
8.	Ketepatan tata bahasa	4	4
9.	Ketepatan ejaan	3	4
10.	Menambah wawasan membaca bahasa inggris	4	4
11.	Melatih reading siswa	4	4
12.	Mempermudah belajar membaca bahasa inggris	4	4
13.	Menambah minat siswa terhadap pembelajaran bahasa inggris	4	4
Mean		50	52

$$P = \frac{\sum x}{\sum x_i} \times 100\%$$

$$= \frac{50}{52} \times 100\% = 96\%$$

Table 4 is material expert validation it is stated that the material to be tested gets a calculation with a total of 96% which can be said to be valid. So it can be concluded in accordance with the table above that the validation result at this point are "Valid Valid".

A questionnaire that is based on validity and reliability can be used to assess the product's effectiveness. The table below summarizes the findings from the 20 students' satisfaction questionnaire results.

Table 5. Result of Students Satisfaction Response Questionnaire

No	Aspect	Scoring	Expected Score	Criteria
1.	Materi yang disampaikan runtut dan sistematis.	69	80	Feasible
2.	Media wordwall menggunakan bahasa yang mudah dipahami.	67	80	Feasible
3.	Media Wordwall membantu saya untuk memahami reading comprehension.	67	80	Feasible
4.	Dapat memahami dan mengingat kaidah dan struktur yang ada di recount text.	68	80	Feasible
5.	Kejelasan gambar dan teks.	69	80	Feasible
6.	Pemilihan warna yang sesuai digunakan untuk anak SMA.	69	80	Feasible
7.	Ukuran media Wordwall sesuai dan tepat.	65	80	Feasible
8.	Kemenarikan desain tampilan media.	69	80	Feasible
9.	Media wordwall membuat saya tertarik untuk membaca recount text.	63	80	Feasible
10.	Media wordwall dibuat kreatif	70	80	Feasible
11.	Bahan yang digunakan fleksibel dan tahan lama	66	80	Feasible
Total Score		742	880	

$$\sum P = \frac{X}{N} \times 100\%$$

$$P = \frac{742}{880} \times 100\% = 84\%$$

Based on the table above, the feasibility of wordwall media is 84%. It was interpreted into table of feasibility percentage classified as "feasible" criteria.

Discussion

This research problem was obtained from learning in class using needs analysis with interviews and observations in learning English by students of class X IPA 5 MA Ma'arif Udanawu. First, learning English in this class still uses the teacher center method, and this school still uses K13 as its curriculum. The media used are still books and LCDs only a few times. Since it serves just as a learning guide and makes no use of media or other teaching aids, learning becomes incredibly boring and the students lose interest. Learning that still relies on the teacher center method can create a teaching and learning atmosphere that is less effective. So that students quickly feel bored and lack enthusiasm in learning, as a result the learning objectives are not achieved. Therefore, in order for students to actively participate in learning, the instructor should favor a variety of techniques, strategies, and methods that are suited for the situation.

This study applies to the analysis, design, development, implementation, and

evaluation are the five step and they make up the ADDIE paradigm. To start, the researcher does a needs analysis during the analysis step to determine the demands of class X IPA 5. In needs analysis, researchers interviewed the subject teacher and several students of class X IPA 5, and determined the subjects to be used. Furthermore, at the design stage, media and material design is carried out based on interview data and lesson plans. Third, during the development stage, the created design will be implemented with actual outcomes, such as creating wordwall media, which will then be validated by media specialists to ascertain the viability of the media before being utilized in class. Creating materials that will be taught in classes and later approved by subject-matter experts. 33 students in class XIPA 5 also received the installation of this wordwall medium. A student satisfaction survey was used to gather data regarding the use of wordwall media as the final step in the evaluation process.

The goal of this study and development is to explain how developing a wordwall and the results of its development to teach reading skills to students of class X IPA 5 MA Ma'arif Udanawu. The first process of wordwall development is analyzing class needs. From the results of data collection it was found that most of them had difficulty understanding English during learning, because students only had handbooks. In the book there are only examples of material and examples of questions in English, so they have to look again to find out what it means. In addition, some students also said that the media used were not varied, so they lacked enthusiasm when studying, especially during the day. This fact becomes a gap for researchers to develop wordwall-based media. Referring to the results of this research and development, it can be defined that students need the development of learning media. Learning media's goal is to provide pupils with messages and information that teachers supply in order to enhance instructional materials and form students' understanding. (Nurrita, 2018). The purpose of these learning tools is crucial for learning English, especially for developing reading skills, so teachers must choose the right media at the right time. Then the researcher designed the media from the cover to the contents of the media. The design results are developed by researchers into products that are ready to be validated by experts.

Wordwall comes from English, a word which means word and wall means wall, so the word wall can be interpreted as a word wall. One form of educational media that can enhance pupils' reading skills is the word wall. The term "wordwall" refers to a systematic collection of vocabulary that is exhibited on the classroom wall in huge letters. (Pengaruh Penggunaan Media Word Wall Terhadap Penguasaan Kosakata Bahasa Arab Siswa Madrasah, N.D.). The goal of using word wall media is to dramatically expand student access to and interaction with learning materials so that it is anticipated that students would absorb the lesson material being taught by the teacher without even realizing it. This is in line with Lightbown and Spada (2001) which state that exposure to learning resources is very important in achieving learning objectives. Although the use of word wall media is not widely known in learning in Indonesia, its effectiveness has been proven in language learning. (Maghfiroh et al., 2018)

Word wall learning effective media for teaching reading skills to tenth grade students of MA Ma'arif Udanawu. By using wall words students can develop

reading skills. The final result of this inspection this is in According to Harwika (2019), word wall media's outcomes can help students increase their vocabulary, distinguish between different types of vocabulary, such as nouns, adjectives, verbs, and adverbs, and use the right terms recognize the right terms used in sentences in writing. (Lestari et al., 2023) Furthermore, the findings of this study suggest that wordwall media for reading skills is the purpose of using word walls for English classes at MA Ma'arif Udanawu to improve the reading skills of class X IPA 5 students, as evidenced by the student responses 84% agree.

The product that the researcher has produced is Wordwall which has received three experts' approval. They are instrument experts, namely sociolinguistic lecturers, media experts, namely lecturers who are experts in this media, and material experts, namely English teachers from the school. The researcher also got 2 very valid results from 3 experts. Media validation gets 92% which means Very VALID, and material validation gets 96% which means Very VALID.

4. CONCLUSION

The method of learning English is crucial. Learning how to speak English has an important role. This study was proven by a study of the requirements of 20 pupils and 1 English teacher in class X IPA 5. This study aims to determine the needs of students and find out the results of developing learning media on recount text material. This study uses the ADDIE Research and Development (R&D) model to obtain results using instruments, observations and interviews. The ADDIE model steps: a) Analysis; b) Design; c) Development; d) Implementation; e) Evaluation. The study participants were class X IPA 5 MA Ma'arif Udanawu. The limitation of this research is the creation of wordwall learning resources on recall text for class X IPA 5 MA students Ma'arif Udanawu.

The researcher also got 2 very valid results from 3 experts. Media validation gets 92% which means Very VALID, and material validation gets 96% which means Very VALID.

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