IMPROVING STUDENTS' MASTERY OF SIMPLE PRESENT TENSE THROUGH WORDWALL WEBSITE

(A Classroom Action Research in the Tenth Grade of
SMK Islam Insan Cendekia Mempawah)

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Abstrak

Penelitian ini bertujuan untuk mengetahui bagaimana situs web Wordwall dapat meningkatkan penguasaan siswa terhadap simple present tense di kelas X SMK Islam Insan Cendekia Mempawah. Penelitian ini menggunakan Penelitian Tindakan Kelas (PTK) dengan dua siklus, yang masing-masing terdiri dari tahap perencanaan, tindakan, pengamatan, dan refleksi. Subjek penelitian adalah 10 siswa dari kelas Rekayasa Perangkat Lunak. Data dikumpulkan melalui observasi, catatan lapangan, dan tes, dan dianalisis menggunakan metode kualitatif dan kuantitatif. Temuan penelitian mengungkapkan bahwa penggunaan situs web Wordwall secara signifikan meningkatkan pemahaman dan penerapan simple present tense siswa. Nilai rata-rata siswa meningkat dari 62,9 pada Siklus 1 menjadi 82,5 pada Siklus 2. Selain itu, aktivitas interaktif yang disediakan oleh Wordwall, seperti Unjumble, Complete the Sentences, dan Gameshow Quiz, meningkatkan keterlibatan dan partisipasi siswa dalam proses pembelajaran. Suasana kelas juga menjadi lebih kondusif untuk pembelajaran aktif, dengan berkurangnya gangguan dan fokus siswa yang lebih besar. Penelitian menyimpulkan bahwa situs web Wordwall meningkatkan penguasaan siswa terhadap simple present tense. Para pendidik disarankan untuk memasukkan situs web Wordwall ke dalam strategi pengajaran mereka untuk meningkatkan motivasi dan hasil belajar siswa. Peneliti di masa mendatang didorong untuk mengeksplorasi penerapan situs web Wordwall dalam aspek lain pembelajaran bahasa.

Kata Kunci: *Wordwall Website, Simple Present Tense, Penelitian Tindakan Kelas (PTK).*

Abstract

This research aimed to find out how wordwall website can improve students' mastery of the simple present tense in the tenth grade of SMK Islam Insan Cendekia Mempawah. The research employed Classroom Action Research (CAR) with two cycles, each consisting of planning, acting, observing, and reflecting phases. The research subjects were 10 students from Software Engineering class. Data were collected through observation, field notes, and tests, and analyzed using both qualitative and quantitative methods. The findings revealed that the use of the Wordwall website significantly enhanced students' understanding and application of the simple present tense. Students' mean scores improved from 62.9 in Cycle 1 to 82.5 in Cycle 2. Additionally, the interactive activities provided by Wordwall, such as Unjumble, Complete the Sentences, and Gameshow Quiz, increased students' engagement and participation in the learning process. The classroom atmosphere also became more conducive to active learning, with reduced distractions and greater student focus. The research concluded that the Wordwall website is improving students' mastery of the simple present tense. It is recommended for educators to incorporate Wordwall website into their teaching strategies to enhance student motivation and learning outcomes. Future researchers are encouraged to explore the application of Wordwall website in other aspects of language learning.

Keywords: Wordwall Website, Simple Present Tense, Classroom Action Research.

INTRODUCTION

English education involves teaching and learning the English language, including reading, writing, speaking, and listening skills. It typically covers grammar, vocabulary, literature, and communication. In this study, the focus is on grammar, specifically the simple present tense. Mastery of grammar and tenses is essential for effective communication, with the simple present tense being fundamental for English learners

According to the Merdeka curriculum, senior high school students, particularly in the tenth grade at SMK Islam Insan Cendekia, are expected to grasp the basic elements of the English language, including the simple present tense. This tense serves as the foundation for learning English, as it helps students understand verbs, subjects, and objects in sentences. It also facilitates learning other tenses, enhancing overall language skills.

A common challenge in teaching the simple present tense is students' difficulty with using the correct form of verbs (s/es/ies). However, research by Saufi Rahman et al., (2020) indicates that many students struggle with verb forms in simple present tense sentences. Teachers can address this challenge through engaging activities that reinforce correct verb usage.

This study revealed that conventional teaching methods, such as lectures and writing on the board, were not very effective in helping students understand the simple present tense. Many students still make mistakes with verb forms and struggle to comprehend its usage correctly. In particular, they often confuse the singular and plural forms of verbs. Mastery of the simple present tense is critical for basic communication and writing. This tense is used to describe habitual actions, routines, facts, and general truths. Proper understanding of this tense sets the foundation for effective communication.

To address these challenges, the researcher proposed using engaging learning media. According to Syahadati et al., (2019), learning media plays a crucial role in guiding classroom activities and improving student engagement. In addition, Warschauer & Kern (2000) state that technology in language learning can increase student interaction and involvement in understanding grammar concepts more effectively. Hauer (2017) emphasized that technology in education opens new opportunities for digital transformation. Wordwall is a digital tool designed to enhance students' learning experience through game-based methods Yusuf & Hidayat, (2021). This platform is very suitable for use in teaching English because it offers more interesting interactions than conventional methods. Wordwall

in English learning significantly increases student motivation. The gamification features offered make learning more fun and competitive, which in turn encourages students to be more active in learning. A promising tool is the Wordwall website, which allows educators to create interactive activities and quizzes. Novianti & Mufaridah, (2023) found that Wordwall effectively boosts student engagement and learning outcomes. The platform is user-friendly and adaptable, allowing educators to tailor content to student needs. Previous studies, such as Panjaitan & Sari (2023), showed that Wordwall improved students' mastery of the simple present tense.

Given these findings, the researcher conducted classroom action research at SMK Islam Insan Cendekia, using Wordwall to improve tenth-grade students' understanding of the simple present tense. The goal was to determine how this tool could enhance students' mastery of this essential aspect of English grammar.

METHODOLOGY

This research adopted a Classroom Action Research (CAR) design, following the Kemmis and McTaggart model (1992:10) cited in Cohen et al., (2018), which emphasizes a cyclical process of planning, action, observation, and reflection. According to Cohen et al. (2018), CAR is an effective approach for addressing classroom challenges by enabling educators to systematically improve teaching practices. This research aimed to enhance students' mastery of the simple present tense using the Wordwall website as an interactive learning tool. According to (Fitriani & Kurniawan, 2019) digital media allows students to learn independently and more effectively, as they can access various practice activities tailored to their needs. The participants consisted of 10 tenth-grade students from the Software Engineering class at SMK Islam Insan Cendekia, Mempawah, selected through purposive sampling based on pre-research observations identifying their difficulties in understanding the simple present tense. The research was conducted over two cycles, with each cycle consisting of two 135 minutes sessions.

Data collection employed multiple instruments to ensure validity and depth. Observation checklists and field notes were used to document classroom interactions, student engagement, and instructional practices. Recommendation to capture rich, contextual data through direct observation. Written tests and Wordwall-based exercises, including Unjumble, Complete the Sentences, and Gameshow Quiz, were administered to

assess students' understanding of the simple present tense. Document analysis was conducted to review students' prior learning progress and establish a baseline for comparison.

The research process began with planning, which involved designing structured lesson plans, preparing instructional materials, and integrating Wordwall-based exercises into the learning process. During the action phase, the teacher introduced the simple present tense, facilitated interactive activities via Wordwall, and guided students through collaborative exercises. The observation phase focused on monitoring student participation, engagement, and performance improvements. In the reflection phase, data from observations, tests, and ststudent feedback were analyzed to assess the effectiveness of the intervention and determine necessary refinements for the next cycle.

Data analysis followed a mixed-methods approach. Qualitative data were examined using Miles et al., (2014) interactive model, which includes data condensation, data display, and conclusion drawing. Quantitative data were analyzed descriptively, applying Cohen et al., (2018) statistical framework to evaluate students' individual and mean scores. The classification system was used to interpret score improvements. This approach ensured a comprehensive evaluation of the effectiveness of Wordwall in enhancing students' mastery of the simple present tense.

FINDINGS AND DISCUSSIONS

A. Findings

In this research, the findings are derived from observations, assessments or test, and the general performance of students throughout the two cycles of Classroom Action Research (CAR). These findings are divided into four categories: the situation prior to the research, implementation of research, qualitative data and quantitative data.

The outcomes observed in Cycle 1, and the improvements noted in Cycle 2. The study produced two kinds of data: qualitative and quantitative. Qualitative data were collected through observation sheets and field notes, which documented various aspects of interaction and dynamics during the learning process. On the other hand, quantitative data were obtained from individual student skill assessments and the average scores for each cycle.

The first cycle aimed to address issues such as students' difficulties with simple present tense and an unengaged classroom environment. The use of the Wordwall website facilitated interactive learning, improving student engagement and participation. Observations indicated improvements in student mastery of the simple present tense, though challenges

remained with vocabulary comprehension and applying grammatical rules. Despite inconsistent student participation, the cycle showed a positive trend in student learning, with an average score increase from 62.9 to 73.

The action plan for second cycle focused on addressing these issues by reinforcing sentence structure and providing more practice in understanding grammar. Cycle 2 focused on improving sentence construction and reducing distractions. The Wordwall website continued to be used effectively for assessments, with a noticeable increase in student participation and mastery of the simple present tense. Observations revealed substantial progress in student understanding, with higher test scores and more active engagement during lessons.

The classroom environment became more conducive to learning, with students demonstrating better focus and enthusiasm. The overall results from both cycles confirmed the effectiveness of Wordwall in enhancing student comprehension and fostering a dynamic learning atmosphere, contributing to significant improvements in student learning outcomes.

The results of the calculation of quantitative data from the individual scores of the students' mastery test performance in Cycle 1 fell into the 'Average' category, with a score range of 60–69. Below is a chart that illustrates the results of the individual test scores in Cycle 1:

Chart 4.1 Individual Score Cycle 1
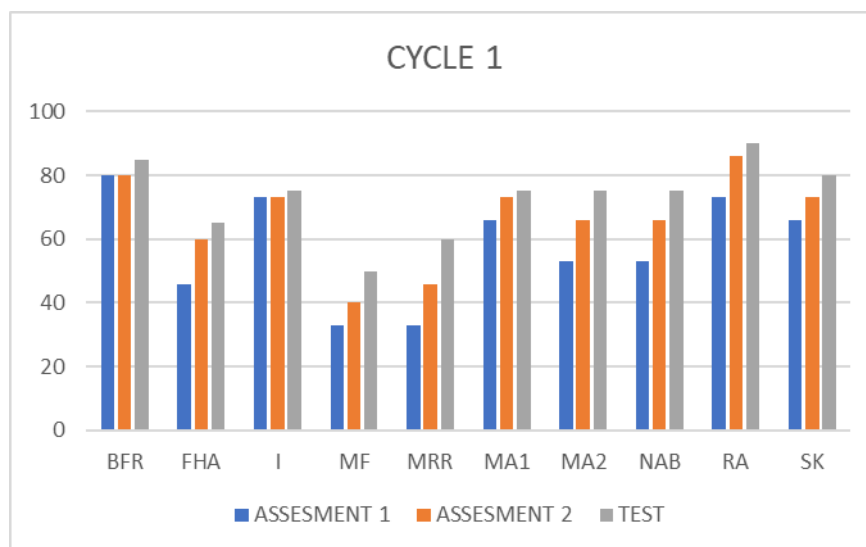
Based on this score, the students' mastery test performance in Cycle 2 fell into the "Good to Excellent" category, with a score range of 80–89. Below is a chart illustrating the results of the individual test scores in Cycle 2:

Chart 4.2. Individual Score Cycle 2
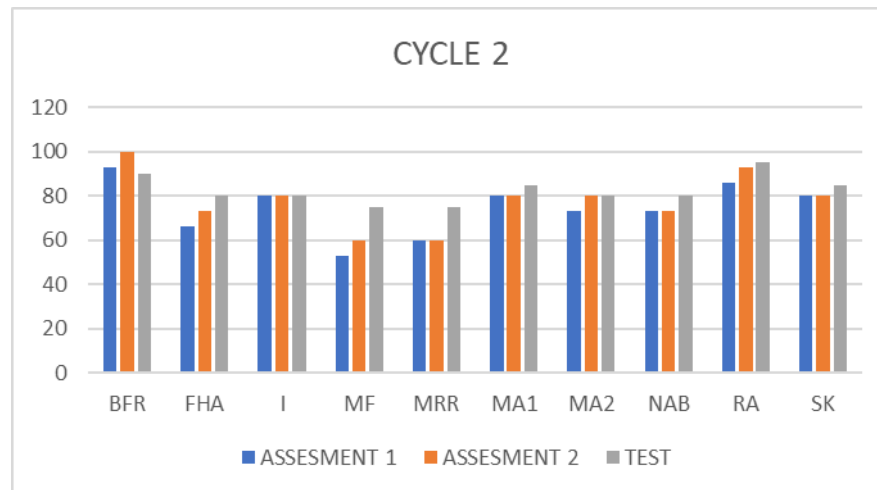
The distribution of individual scores shows a significant increase in the number of students achieving scores above the minimum passing standard (75). In the pre-test, only about 30% of students managed to achieve scores above 75. After the first cycle, this number increased to 60%, and in the second cycle, 80% of students achieved scores above 75.

B. Disscussion

This research demonstrates that using the Wordwall website as a learning tool significantly improves students' mastery of the simple present tense. The findings from both cycles of the classroom action research reveal increased student abilities, participation, and a more conducive classroom atmosphere.

The integration of Wordwall effectively enhanced students' understanding of complex grammar rules, such as the use of -s/-es with singular subjects. The importance of engaging and relevant content for better language comprehension. provided practical exercises that reinforced grammar concepts, supporting Gherardi, (2019) view that practice-based activities enhance meaningful learning. Wordwall provides opportunities for students to participate in more interactive learning activities. By using various types of interactive games and exercises, students can learn actively without feeling overwhelmed by complex material Wahyuni, (2022).

This suggests that motivation plays a crucial role in learning, and Wordwall website competitive leaderboard feature fostered intrinsic motivation and active participation. Rahardjo & Dewi, (2020) explain that the use of technology in language learning can increase the effectiveness of learning by creating a more interesting environment for students. Additionally, Wordwall facilitated interactivity, supporting Belva Saskia Permana et al., (2024) interactivity theory, which underscores the role of technology in increasing student

engagement. This shift from passive to active participation helped create a positive, supportive classroom atmosphere, reducing distractions and increasing focus. Then, Richards & Rodgers (2014) emphasize that a technology-based approach in language learning allows teachers to apply more communicative and contextual methods. This is in line with the results of the research which showed that the use of Wordwall not only improved students' understanding of grammar, but also created a more interactive classroom atmosphere conducive to active learning.

However, limitations were observed. Some students faced difficulties using Wordwall due to a lack of prior experience with similar technologies. To address this, teachers should provide additional guidance and support. Additionally, reliance on internet connectivity can pose challenges, and while Wordwall is effective for basic grammar, more complex topics may require supplementary teaching methods.

This research highlights the potential of Wordwall in enhancing grammar instruction, fostering motivation, and creating a dynamic, interactive learning environment. The study also calls for further research on its application in other areas of language learning and stresses the importance of teacher and student training to ensure optimal use of technology. By integrating Wordwall with other teaching methods, educators can create a more holistic and engaging learning experience.

CONCLUSION

The research conducted on improving students' mastery of the simple present tense through the Wordwall website in the tenth grade of SMK Islam Insan Cendekia Mempawah demonstrated significant positive outcomes. The findings reveal that the use of the Wordwall website as a learning tool significantly enhanced students' understanding of the simple present tense. Through the application of engaging activities such as Unjumble, Complete the Sentences, and Gameshow Quiz, students displayed greater enthusiasm and participation in the learning process. The results of the second cycle showed a substantial improvement in students' scores, with the mean score increasing from Cycle 1 to Cycle 2. Additionally, the classroom atmosphere became more interactive and conducive to learning, with increased focus and participation among students. Learning media that utilizes technology, such as Wordwall, can improve student participation in the learning process because it offers an interactive and interesting experience. Overall, this study proves that Wordwall is a learning

media that can improve students' mastery of grammar, create a more conducive classroom atmosphere, and increase active participation in learning.

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