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The Effect of Using Wordwall Application on 11th Graders' Speaking Skill at SMAN 1 Ciruas

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Abstrak

Penelitian ini dilakukan untuk mengetahui pengaruh penggunaan aplikasi Wordwall terhadap keterampilan berbicara siswa kelas XI di SMAN 1 Ciruas. Penelitian dilakukan dengan menggunakan pendekatan kuantitatif dan desain kuasi-eksperimen yang melibatkan 82 peserta, yang terbagi secara seimbang ke dalam kelompok dengan perlakuan dan kelas yang tidak menerima perlakuan, masing-masing berjumlah 41 siswa. Data didapatkan melalui tes berbicara yang dilaksanakan sebelum adanya perlakuan. Hasil analisis memperlihatkan bahwa keterampilan berbicara siswa pada kelompok eksperimen mengalami peningkatan yang lebih tinggi dibandingkan dengan kelompok kontrol. Rata-rata skor kelompok eksperimen naik dari 63,90 menjadi 83,12, sedangkan rata-rata skor kelompok kontrol meningkat dari 66,15 menjadi 74,34. Hasil pengujian hipotesis menunjukkan nilai signifikansi di bawah 0,05 ($p < 0,001$), yang menunjukkan adanya perbedaan yang signifikan antara kedua kelompok. Temuan tersebut mengindikasikan bahwa penggunaan aplikasi Wordwall memberikan kontribusi positif terhadap peningkatan keterampilan berbicara siswa. Dengan demikian, Wordwall dapat menjadi alternatif media pembelajaran yang memanfaatkan teknologi digital untuk mendukung pengembangan keterampilan berbicara.

Kata Kunci : Bahasa Inggris, Keterampilan Berbicara, Wordwall.

Abstract

This research was undertaken to analyze the influence of the Wordwall application on the speaking skills of eleventh-grade students at SMAN 1 Ciruas. It used quantitative methodology and a quasi-experimental design involving 82 participants, organized into two equally sized groups, namely the experimental and control groups. Data collection was conducted through speaking assessments administered prior to and following the treatment. The findings showed that students who received the treatment achieved better improvement in speaking skills than those in the control group. The average score achieved by the experimental group increased from 63.90 to 83.12, whereas the control group's mean score rose from 66.15 to 74.34. The hypothesis test results revealed a significance value below 0.05 ($p < 0.001$), providing evidence of a statistically significant difference between the groups. The results point to the fact that the Wordwall application was effective in enhancing students' speaking skills.. Consequently, Wordwall can be considered an effective technology-based learning tool for promoting speaking skill development in English language learning.

Keyword : *English Learning, speaking Skill Wordwall.*

INTRODUCTION

Speaking is one of the fundamental skills in English language learning and plays a crucial role in enabling students to communicate effectively. Alongside listening, reading, and writing, speaking forms an integral part of language acquisition, as these four skills are interconnected and support learners' overall communicative competence. (Shafira and Santoso 2021) define speaking as the ability to produce spoken utterances to convey thoughts, ideas, and feelings so that messages can be understood by others. Similarly (Arini and Wahyudin 2022) argue that speaking involves.

The production of spoken language to exchange information, express meaning, and facilitate meaningful interaction. Given its importance, speaking should be continuously developed as part of the English learning process.
However, observations conducted during the Teaching Practicum Program (PLP) at SMAN 1 Ciruas revealed that many students still faced challenges in speaking English. A considerable number of students lacked confidence when asked to speak in front of the class. This was often caused by limited vocabulary, uncertainty about pronunciation, and concerns about making grammatical mistakes. Furthermore, opportunities for students to actively practice speaking were relatively

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limited, resulting in low levels of participation in oral communication activities. Consequently, many students struggled to express their ideas fluently and tended to avoid using English in classroom interactions.

To address these challenges, teachers need to employ learning media that can increase students' engagement and encourage active participation. Learning media serve an essential role in creating meaningful learning experiences by enhancing motivation, attracting students' attention, and facilitating interaction between teachers and learners. (Daniyati Muttaqien et al. 2023) state that learning media can support independent learning, overcome limitations of time and space, and foster more active involvement in classroom activities. One learning medium that has gained attention in recent years is Wordwall.

Wordwall is a web-based educational resource that offers a variety of interactive activities and games designed to support learning objectives. According to(Widyaningsih et al. 2023) Wordwall provides diverse game-based learning features that can be adapted to different educational needs and instructional materials. (Ratnasari et al. 2022) further explain that Wordwall functions not only as a learning medium but also as a learning resource and an assessment tool capable of attracting students' interest. Through features such as quizzes, games, and competitive learning activities, Wordwall creates a more engaging classroom atmosphere and encourages students to show greater performance. Moreover, (Wulandari et al, 2024) found that students understand instructional materials while promoting more frequent use of English for communication purposes.

The interactive nature of Wordwall provides students with meaningful opportunities to practice English in a more enjoyable learning environment. Previous studies have reported positive outcomes regarding its implementation in language learning. (Husen 2025) found that Wordwall increased students' motivation and participation in English classes. Likewise, (Umairoh and Agustina., 2023) reported that Wordwall was effective in improving students' speaking ability. Related findings were presented by (Qomariyah 2023) who found that the use of Wordwall enhanced students' confidence, motivation, enthusiasm, and participation in speaking activities.

Despite these promising findings, research examining the effect of Wordwall on students' speaking skills through a quasi-experimental approach at the senior high school level remains limited. Therefore, this study was carried out to examine the effect of the Wordwall application on the speaking skills of eleventh-grade students at SMAN 1 Ciruas. It is expected that the findings will provide valuable insights for English teachers regarding the integration of technology-driven educational media to support the development of students' speaking skills.

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METHODOLOGY

The present research implemented a quantitative approach and applied a quasi-experimental framework to determine the extent to which the Wordwall application affects students' speaking proficiency. According to (Berlianti et al, 2024) quantitative research is a type of study designed to answer research questions through a structured approach based on scientific research systematics. (Sugiyono 2021) defines experimental research as a method used to investigate the impact of a particular independent variable on a dependent variable through the manipulation of certain conditions. The design implemented in this research was the Nonequivalent Control Group Design, which belongs to the category of quasi-experimental research. The participants were assigned to two different groups, namely the experimental group that was provided with instruction incorporating the Wordwall application and the control group that received teaching through the existing instructional approach.

Table 1. Nonequivalent control group design

Class	Pre-test	Treatment	Post-test
E	0_1	X	0_2
C	0_3		0_4

Description**:**

1. E: Experimental group taught using the Wordwall application.
2. C: Control group taught without the Wordwall application.
3. 0_1: Pre-test for the experimental class.
4. 0_3: Pre-test for the control class.
5. X: Treatment using the Wordwall application.
6. 0_2: Post-test for the experimental class.
7. 0_4: Post-test for the control class.

The study involved a total of 82 eleventh-grade students at SMAN 1 Ciruas, chosen through a cluster sampling method. The selected participants were organized into two separate groups: the experimental group and the control group, with an equal distribution of 41 students in each group.

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The study gathered data by employing speaking tests administered prior to and following the treatment phase. Students' speaking proficiency was evaluated based on five indicators: pronunciation, grammatical accuracy, vocabulary use, fluency, and comprehension. To ascertain the credibility of the test, content validity was verified through expert judgment, whereas the reliability was assessed by applying inter-rater reliability involving two independent raters

To examine the research outcomes, the study employed both descriptive and inferential statistical analyses. Normality and homogeneity tests were first conducted to confirm that the data were appropriate for further analysis. The Independent Samples t-test was then performed using IBM SPSS Statistics to investigate the significance of differences in students' speaking abilities between the experimental and control groups after the implementation of the treatment.

RESEARCH FINDINGS AND DISCUSSION

This This study investigated the role of the Wordwall application in improving the speaking skills of eleventh-grade students at SMAN 1 Ciruas. To validate the findings, the data were analyzed using IBM SPSS Statistics 29 through normality testing, homogeneity testing, and hypothesis testing, with the aim of evaluating Wordwall as a technology-based learning medium.

Table 1. pre-test and post-test mean score of experimental and control groups

Class	Pre-test Mean	Post-test Mean
Experimental	63.90	83.12
Control	66.15	74.34

The findings revealed that the average score of the experimental group increased from 63.90 on the pre-test to 83.12 on the post-test. Meanwhile, the control group also showed improvement, with its mean score rising from 66.15 to 74.34. The larger gain achieved by the experimental group indicates that the implementation of the Wordwall application contributed positively to students' speaking development. Before the tests were administered, the instrument underwent a content validation process through expert judgment. An English teacher at SMAN 1 Ciruas reviewed both the speaking test and the scoring rubric to ensure their alignment with the learning objectives and speaking indicators. Based on the evaluation results, the instrument was considered suitable for assessing students' speaking skill. Reliability was examined using Cohen's Kappa through an inter-rater reliability procedure. The pre-test reliability coefficient was 0.785, demonstrating substantial agreement between the raters. Similarly, the post-test coefficient reached 0.827, which indicates an almost perfect level of agreement. These findings suggest that the instrument generated dependable and consistent scores.

Table 2. Normality test result

	Kolmogorov Smirnov		
Class	Statistic	df	Sig.
Pre-test control	130	41	.079
Post-test control	133	41	.068
Pre-test experimental	115	41	.190
Post-test experimental	119	41	.150

Data normality was examined using the Kolmogorov–Smirnov test with the assistance of IBM SPSS Statistics version 29. Based on the guideline proposed by (Fiandini et al. 2024) a significance value above 0.05 indicates that the data are normally distributed. The obtained significance values were 0.079 and 0.068 for the control group's pre-test and post-test scores, while the experimental group achieved values of 0.190 and 0.150. Since all values exceeded 0.05, the normality assumption was considered fulfilled.

An Independent Samples t-test was then conducted to compare the performance of the experimental and control groups. The analysis revealed a statistically significant difference between the two groups, as shown by a t-value of 5.824 ($df = 80$) and $p < 0.001$. Furthermore, the experimental group achieved a higher mean score ($M = 83.12$) than the control group ($M = 74.34$). The result of Levene's test ($p = 0.697$) also confirmed that the homogeneity assumption was met.

Based on the statistical results, the null hypothesis (H_0) was rejected, and the alternative hypothesis (H_1) was accepted. The findings suggest that the Wordwall application significantly improved students' speaking skills. Additionally, the

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effect size analysis produced a Cohen's d value of 1.286, which falls within the large effect size category, indicating a considerable impact of Wordwall on students' speaking performance.

CONCLUSION

The study findings confirmed that the implementation of the Wordwall application significantly affected the speaking skills of eleventh-grade students at SMAN 1 Ciruas. Students who received instruction through Wordwall demonstrated better speaking performance than those who were taught using conventional learning methods.

The statistical findings from the Independent Samples t-test showed that the significance value was less than 0.05. This result confirms a significant difference between the experimental and control groups, leading to the rejection of H_0 and the acceptance of H_1.

The enhancement of students' speaking abilities was reflected by their growing confidence in expressing thoughts and their higher level of participation throughout the lessons. The interactive features of Wordwall created an engaging classroom environment that provided students with more opportunities to practice speaking English. As a result, students participated more actively in classroom activities and achieved better speaking performance.

Based on the findings, Wordwall can be regarded as an effective instructional medium for developing students' speaking skills. Furthermore, technology-based learning media, such as Wordwall, may serve as an alternative teaching strategy to promote active participation and enhance students' speaking skills in learning English Language.

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