

**TEACHERS IMPLEMENTATION OF WORD WALL AS AN ONLINE
PLATFORM: USING ENGLISH AS TEACHING MEDIA
INSTRUCTION IN ANY CLASSES DURING ONLINE LEARNING**

THESIS

Submitted in partial fulfilment of the requirement for the degree of Sarjana Pendidikan
(S.Pd) in Teaching English



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ABSTRACT

Timur, Zulfikar Muria. (2023). Teachers Implementation Of Word Wall As an Online Platform: Using English As Teaching Media Instruction In Any Classes During Online Learning. Thesis. English Teacher Education Department, Faculty of Tarbiyah and Teacher Training, Universitas Islam Negeri Sunan Ampel Surabaya. Advisor I: Rakhmawati, M.Pd. Advisor 2: Afida Safriani, M.A.,Ph.D.

Keywords: Online Learning, Online Platform, Teachers, Word Wall

Learning through Word Wall as an online platform of teaching media shows an extremely potential medium that is unaffected by certain circumstances i.e pandemic outbreak. This study aimed to search in depth about the implementation of Word Wall in SGS, the teachers' perspective on Word Wall as a suitable online platform, and the problems in the implementation of Word Wall in SGS. The subjects were three national plus teachers elementary school students in Surabaya Grammar School. Data were taken from interviews and documentation which were then analyzed by the theory of Miles, Huberman, and Saldana. The results showed the process of implementing Word Wall in detail such as the four preparation steps and two during lesson plan steps. Word Wall was satisfactory as the students enjoyed the material, teachers said that because learning through Word Wall is as the same as playing. The technical problems are slow internet connection, the need of adaptation for new users, and unlimited features yet purchase packages. The pedagogical problems are the difficulty of understanding questions by students and the difficulty of keeping fair and just while answering on Word Wall.

ABSTRAK

Timur, Zulfikar Muria. (2023). Guru Mengimplementasikan Word Wall Sebagai Platform Online: Menggunakan Bahasa Inggris Sebagai Media Pengajaran Instruksi Di Setiap Kelas Selama Pembelajaran Online. Tesis. Jurusan Pendidikan Guru Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, Universitas Islam Negeri Sunan Ampel Surabaya. Pembimbing I: Rakhmawati, M.Pd. Pembimbing 2: Afida Safriani, M.A.,Ph.D.

Kata kunci: Pembelajaran Online, Pengajar, Platform Online, Word Wall

Pembelajaran menggunakan Word Wall sebagai sebuah platform online dari media pengajaran, menunjukkan sebuah media yang sangat berpotensi yang mana tidak terkena pengaruh oleh keadaan tertentu misalnya penyebaran pandemi covid-19. Penelitian ini bertujuan untuk mencari secara mendalam tentang penggunaan Word Wall, perspektif guru mengenai Word Wall, dan masalah-masalah potensial dari penggunaan Word Wall. Subjek data diambil dari tiga siswa sekolah dasar guru nasional plus di Sekolah Tata Bahasa Surabaya. Data diambil dari wawancara dan dokumentasi yang kemudian dianalisis dengan teori Miles, Huberman, dan Saldana. Hasil menunjukkan bahwa terdapat proses penggunaan Word Wall secara rinci seperti empat tahap persiapan dan dua selama proses pembelajaran, Word Wall sangat memuaskan memuaskan karena siswa terlihat menikmati materi, para guru mengatakan karena belajar melalui Word Wall sama dengan bermain. Ada juga dan kemungkinan masalah secara teknis seperti koneksi internet yang lambat, kebutuhan adaptasi untuk pengguna baru, dan fitur yang tidak terbatas namun membeli paket. Sedangkan masalah-masalah secara pedagogis adalah murid-murid kesulitan untuk memahami pertanyaan dan guru kesulitan untuk menjaga agar murid-murid menjawab pertanyaan tanpa melakukan kecurangan.

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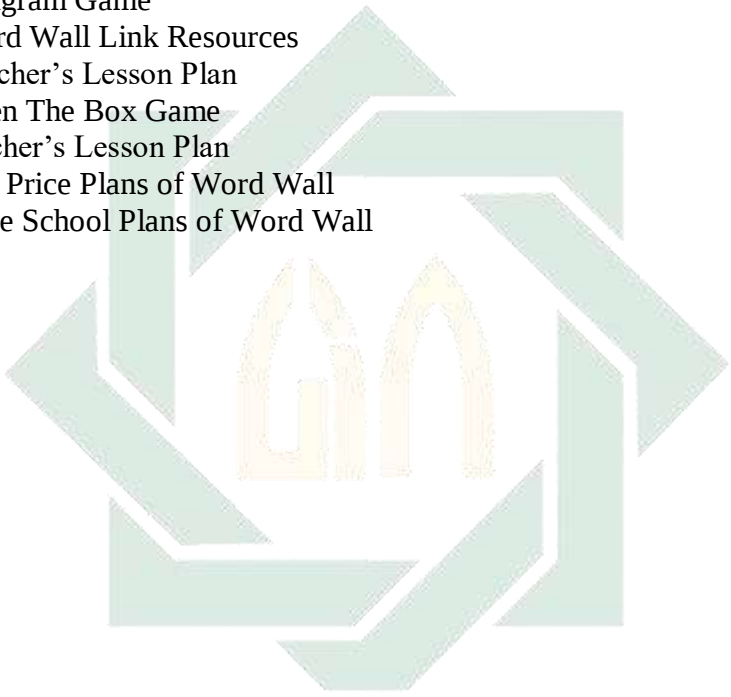
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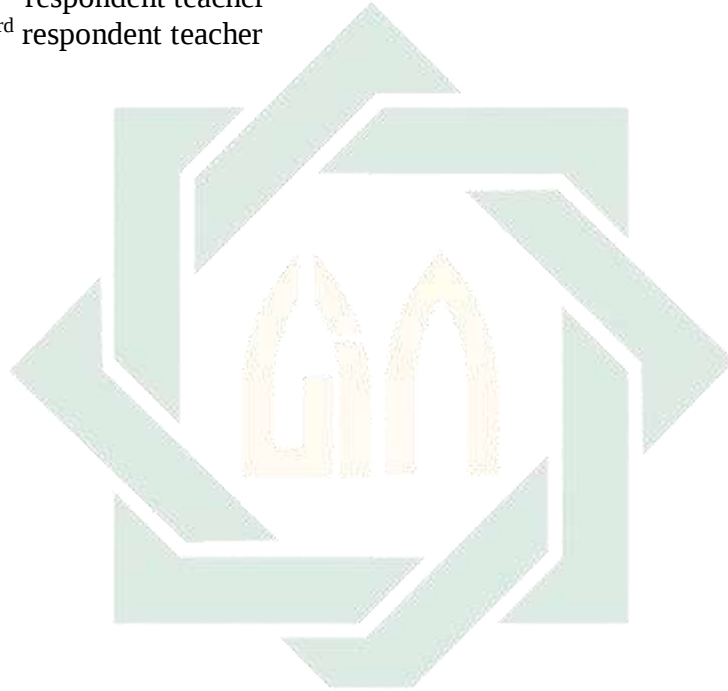
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LIST OF ABBREVIATIONS

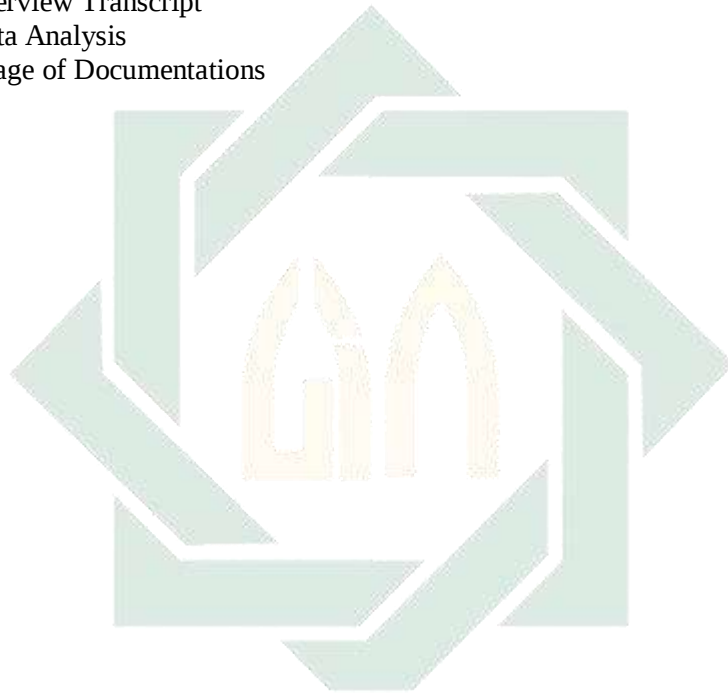
CAL : Computer Assisted Learning
SGS : Surabaya Grammar School
BY : The 1st respondent teacher
BA : The 2nd respondent teacher
MA : The 3rd respondent teacher



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CHAPTER I

INTRODUCTION

This chapter presents the research background, the research questions, the research objectives, the study's scope and limitation, the definition of key terms, and why the researcher chose this research.

A. Research Background

Word Wall is one of many websites online media platforms on the internet. It is called one of the online web media because there have been many similar platforms, especially those that are well known since the rise of the internet long ago, such as Quizzes, Kahoot, Quizlet Live, and Gimkit. Word Wall's function is pretty similar to those platforms mentioned. As it is common sense that the new platform should have its unique charm to avoid imitation and replication, Word Wall is no exception.

According to Word Wall's official website, Word Wall.net¹ has unique things that differ from others, such as it can be used to create both transactional and downloadable activities, meaning that the former can be played on web-enabled devices, and the latter enables someone to print it out directly in the format of PDF. Web-enabled devices can be played on devices that support internet websites which are very common in today's era. Smartphones are a prime example. By relying only on an internet connection and a browser used for search containers with search engines such as Google, searches through websites or web-enabled devices can be utilized. The latter's unique function enables teachers to share and provide media to students without internet access.

However, this is very important where sometimes internet connection is a major problem which is common knowledge in the education field, especially regarding instructional media. Imagine a situation where there is no internet connection in a classroom, and the teacher is teaching students a

¹ Word Wall.net., Visual Education Ltd: United Kingdom. Accessed to 05, 01, 2022 at 08.31 a.m

particular material that needs interactive media to elicit their responses. With this feature, teachers only need to create material after choosing an already available template and downloading it. After finishing the download in PDF form, the teacher just sends the media results to the students, which can then be finished together or whatever else according to the teacher's plan. Its other functions are more or less similar to the previous platforms mentioned, as the first is creating online quizzes using templates.

Web-enabled devices provide an opportunity for users to be able to surf and take advantage of web features with their devices. How to use the online media platform Word Wall is also very simple. The first time users enter the website, they can sign in to an account, but it is recommended to create an account because there are more features available than those who don't. After logging in, you choose one of the many available templates, such as the match-up feature where users create media materials whose answers and questions are on both right and left sides; the answerer only needs to move the answers and questions so that they match in a straight line.²

There is an option to be able to switch templates. The second feature is switching templates. As the name suggests, this feature enables users to change the template they have chosen the first time and have already filled in the material. For example, the user previously chose a match-up template and filled in the material (question and answer); after using this feature, the user can change the template to other templates, such as crosswords. In short, the material that was in the initial template can be moved to the next template by using this template-switching feature

Any activity can be edited as long as the requirements are met: available both public and draft. This function makes it easier for users to get already made activities faster. The original author specially edits activities that are in public. However, users can request the author to share the activity to become their own in editing. To edit an activity in the template, the user needs

² Ibid

to click the edit button underneath the activity itself and customise it in line with the needs.

The next option is the power to choose themes and options. After selecting the template and ready to use, the user can change the theme of the presentation which consists of music, graphics, and sound. Users can also change the speed and set a timer. The presentable item features can be edited, such as changing the font and duplicating the page. Moreover, the difficulty of the presentation can also be changed before starting the game by selecting from several available options. These features are easy to use and will be more complete if the user has logged in before setting up the existing features.

Word Wall also does not forget to include the service of availability students' assignment. This feature is the same as in game-based online media platforms. Teachers as material creators through Word Wall's media can assign teacher-student assignments, which cannot only share links from completed activities to students. However, they can also view and monitor the work that has been submitted. An assignment configuration also allows teachers to know student access and result tracking. Activities/ templates that support this assignment feature in Word Wall are Win or lose quiz, Wordsearch, Flash cards, Airplane game, Anagram game, Popping Balloon, Conveyor belt play, Legendary crossword, match finding, The quiz Game Show, The sorting of group, unique Hangman, standard higher or lower, Image quiz game, Diagram labelling game, Match up game, standard matching pairs, Maze chase game, The missing word game, Standard quiz, The order of rank, True or false game, Unjumble game, Unscramble game, and famous whack-a-mole game.

Another feature in Word Wall is sharing with teachers. After creating an activity in Word Wall, teachers can configure the activity or template to be viewable privately or publicly. In general, the results of the templates stored in the teacher account are automatically locked in private. However, this function can be changed to public so that everyone who uses Word Wall can access anyone's activities. The way to access it is by going to the page that says

'activity', choose the 'share' button, and press 'make public'. The user can also enter age tags, subject type, and topic.

The last feature is embedding on a website. After creating an activity, users can embed the activity into their location or site such as a personal blog by copying the HTML snippet. This makes it easier for users to play activities on their site or place. The steps of how to do that is to click the "share" option to pin an activity and then select share to teachers or students, complete the instructions to the end. Under the link, users are able to copy and paste the </> button into their own site to make it playable.³

Media is the term generally used to describe something that can be used as a link to get the destination place. Analogy can be described by the media as a bridge that connects two roads, the function of bridge which maintains the main ways is approximately referred to as an important medium: it's an important link to lessen the gap in order for people to go smoothly. Such examples are not different with teachers and learning media. To connect both students and teachers, the crucial link is needed: Word Wall can be an alternative to lessen the gap in difficulty of understanding the material.

In order to find the research gap, this study has several previous studies. The first previous study was done by six researchers⁴. It is an experimental research and the targets were year 5 pupils. The researcher found two potential problems in combining WOW online games; the two are the mobile devices number limitation and constant internet connection. The next research by two researchers about both Linktree and Word Wall. The results showed a positive correlation on IPS learning outcomes of the student class V using Linktree and Word Wall applications⁵. The research gaps can be found on the variables, methods, and research samples used, which were different

³ Ibid

⁴ Hasram S., M. Nasir M. K. ., Mohamad M., Daud M. Y., Abd Rahman M. J., Wan Mohammad W. M. R., *The Effects of Word Wall Online Games (WOW) On English Language Vocabulary Learning Among Year 5 Pupils*. Theory and Practice in Language Studies, Vol. 11, No. 9, , pp. 1059-1066. 2021

⁵ Retna Ningtyas B.S., Ninawati M., THE EFFECTIVENESS OF USING LINKTREE AND Word Wall APPLICATIONS ON IPS LEARNING OUTCOMES FOR CLASS V SDN CILANGKAP 01., International Journal Of Social, Politics, and Humanities. 2021

from this research. The next previous study emphasised how Word Wall is prepared to use well and/ or enable the needs to develop the variable⁶. The result showed it was well-practised, valid, and recommendable for teachers to use Word Wall. The type of research used is different: Development type of research compared to descriptive qualitative research. The next previous study used Word Wall to support mathematics learning in elementary school⁷. They used mixed methods and the results showed that by implementing Word Wall on closing activity for online learning mathematics on whole numbers increased, meaning that it's been very effective. The gap can be found in this study, which is not only for maths teachers, but also searches in depth about Word Wall's media platform variables in the perspective of teachers. There is also a study which aimed to determine whether Quizziz and Word Wall can be used skillfully by teachers⁸. Their participants were 25 teachers. It showed positive results where the teachers gained knowledge and skills in using Quizziz and Word Wall applications. The only obstacle in this activity is related to the internet connection. The research gaps can be found on the setting of study, object of study, and the number of samples.

Another study that used quantitative research with quasi-experimental design⁹. The result showed that there is an effect on a student's vocabulary mastery after implementing Word Wall.net. Other different method studies such as action research is done¹⁰. By collecting the data from 32 students,

⁶ Oktariyanti D., Frima A., Febriandi R., Pengembangan Media Pembelajaran Online Berbasis Game Edukasi Word Wall Tema Indahnya Kebersamaan pada Siswa Sekolah Dasar, Journal Basicedu: Research & Learning in Elementary Education, 2021

⁷ Wafiqni N., Mestyana Putri F., Efektivitas Penggunaan Aplikasi Word Wall dalam Pembelajaran Daring (Online) Matematika pada Materi Bilangan Cacah Kelas 1, Elementar (Elementary of Tarbiyah): Jurnal Pendidikan Dasar, 1(1), 2021, 68-83

⁸ Mutia Sari P., Nahry Yarza H., PELATIHAN PENGGUNAAN APLIKASI QUIZZIZ DAN Word Wall PADA PEMBELAJARAN IPA BAGI GURU-GURU SDIT AL-KAHFI., SELAPARANG. Jurnal Pengabdian Masyarakat Berkemajuan. 2022

⁹ Alpatikah E., THE EFFECT OF IMPLEMENTING Word Wall.NET ON STUDENT'S VOCABULARY MASTERY, Faculty Of Educational Science, Syarif Hidayatullah State Islamic University. 202

¹⁰ Wati Sipayung R., The Effect of Word Wall Strategy on Students' Vocabulary Achievement at SMP Negeri 5 Pematangsiantar in the Academic Year 2018/2019. Budapest International Research and Critics Institute-Journal (BIRCI-Journal) Volume I, No 3, October 2018, Page: 251-263

implementing Word Wall strategy in teaching can improve the students' vocabulary achievement. The last previous study used mixed method and 24 students in collecting the data¹¹. The findings revealed that incorporating Word Wall into the classroom has a beneficial impact on the students' participation in class. According to the findings of the study, the implementation of a Word Wall can improve students' understanding of the English language learning process as well as students' engagement in ESL classrooms

The related studies above improve the researcher's interest in conducting Word Wall's media related study. The potential of its development and the impact of education is enormous therefore the researcher is interested in finding out how and why Word Wall as an Online Platform is used during online learning. The researcher decided to obtain the data from National Plus Teacher in Surabaya regarding The implementation of Word Wall as an Online Platform During Online Learning. A bountiful number of teachers got used to implementing Word Wall as media, the type of school that is rarely used in common media research, and the quality of teachers may be related to different perspectives of data were the reasons the researcher chose it. Aside of having bountiful number of National Plus teachers that might have different results according to the study of Word Wall, it is also worth taken that the best age of using online games media such as Word Wall is young pupils who age of 10 to 18¹². It should be noted that both main differences of this study are elementary school teachers and national plus teachers SGS quality therefore it may be resulting in different results of the educational study about media.

B. Research Questions

The researcher can generate research questions as follows.

¹¹ Mazelin N., Maniam M., Benjamin Jeyaraja S.S., NG M.M., Xiaoqi Z., Jingjing Z., IMPLEMENTING Word Wall TO IMPROVE STUDENTS' ENGAGEMENT IN ESL CLASSROOM, International Journal of Asian Social Science. 2022

¹² Perrin, A. & Duggan, M. Americans' Internet access: 2000-2015. Pew Research Center (June 2015): 1-13

1. How is the implementation of Word Wall as an online platform using English as a teaching media instruction in any classes during online learning by teachers?
2. What are teachers' perspectives on the suitability of Word Wall as an online platform using English as a teaching media instruction in any classes during online learning?
3. What type of problems do teachers encounter when implementing Word Wall as an online platform using English as a teaching media instruction in any classes during online learning?

C. Research Objectives

The research objective is obtained from the answer to a research question. Based on the research questions, the researcher can generate the study objective appropriately.

1. To explain why teachers' implementations of Word Wall as an online platform using English as a teaching media instruction in any classes during online learning is used.
2. To describe in depth about the teachers' perspectives on the suitability of Word Wall as an online platform using English as a teaching media instruction in any classes during online learning.
3. To investigate the type of problems that teachers encounter when implementing Word Wall as an online platform using English as a teaching media instruction in any classes during online learning.

D. Significance of the Study

This research can be used as follows.

1. For teachers

It can enable teachers to have more options when teaching in class by implementing Word Wall. As Word Wall is not only limited in online, but also printed out versions or so called offline can be applied by the teachers

to minimise the risk of incidentally avoiding implementing Word Wall's media in the teaching-learning process at class.

2. For students

By implementing Word Wall. Aside from gaining knowledge regarding the materials posted in Word Wall, students can also obtain technology knowledge when implementing Word Wall such as doing sight-seeing. They can also enjoy the changes brought by teachers by implementing Word Wall which has a variety of themes and so on.

3. For the future researchers

The writer acknowledges that there are many potential researchable topics regarding Word Wall. By not limiting to its only interior function and the benefit, the next researchers probably will be able to do research from the other side of the coin such as what if targets of respondents next time would be in the form of state schools or does Word Wall correlate to this aspect of a particular platform, etc.

E. Scope and Limitation

This research is focused on implementing Word Wall as an Online Platform in teachers' perspective during online learning. By having scope, it can limit and focus more on answering research questions and research objectives. The scope of this research is the implementation of Word Wall, the reasons teachers used it, and the problems teachers encountered when implementing Word Wall.

Unfortunately, being focused on one thing aside from having great advantage, potentially proficiency improvement. It also has a drawback namely limitation in which there are still other potentially researchable topics regarding Word Wall in other aspects such as what changes can be brought if a researcher do choose State school teachers instead of National Plus Teachers on Word Wall, how if the function of Word Wall correlated to this aspect and ect.

F. Definition of Key Terms

1. Word Wall

A few problems when dealing with learning appeared one after another. One of the well-known problems is that it is difficult for students to stay and get engaged all the time during the learning process. This casual habit perhaps is not too essential in glance. However, this crude and simple problem seems to contain a follow up problem which potentially makes an opportunity for failure for both parties: educational institutions and students.

However, by having an online platform it may be solved as Chapman & Rich¹³. Thinking is integrated into online games to solve problems and engage students in interactive learning. Subsequently, what Chapman and Rich means with solving problems through online games can be found in Word Wall which has dozens of interactive games such as Win or lose quiz, Wordsearch, Flash cards, Airplane game, and many more. The explanation of creating a suitable atmosphere for education can be defined in the Word Wall as the online platform itself creates a different situation of learning which makes sense for students to get engaged all the time or at least can grasp the key points when the teacher mentions it.

2. Online Platform

Abuhassna and Yahaya¹⁴ Nowadays, technology is more than enough to provide online learning experience as a face to face class despite body isolation in the real world between student-student and student-instructors. By having an online platform that supports real time technology which almost has advantages of traditional learning (face to

¹³ Chapman, J. R., & Rich, P. J. . “Does Educational Gamification Improve Students’ Motivation? If So, Which Games Elements Work Best?”, *Journal of Education for Business*, 93, (2018): 314-321.

¹⁴ Abuhassna, H., & Yahaya, N. . “Students’ utilization of distance learning through an interventional online module based on Moore transactional distance theory”. *Eurasia Journal of Mathematics, Science and Technology Education*, 14 (7) (2018): 3043–3052.

face) such as easy and adjustable management of students while the lesson is running, it's also of higher benefit in terms of practicality and accessibility. Online platforms such as Word Wall have a big potential to be an additional choice in learning or even enable it to become the replacement of previous style of study due to its superiority advantages. Practicality and accessibility mean Word Wall can be accessed anywhere the user is located and anytime the user has free time to do it.

On top of that, platforms of online learning appropriates to suited to the autonomous students (Abuhassna et al.,¹⁵; Abuhassna & Yahaya; Paechter & Maier,¹⁶; Panyajamorn et al.,¹⁷) Autonomous students can be defined as they learn independently and get motivated to practise occasionally without teacher's supervision. In this case, Word Wall is an online platform that automatically has this feature that gives this media more benefits. In the case of teaching implementing Word Wall, the teacher can be a facilitator or supervisor instead of the main component in teaching because online platforms such as Word Wall are automatically moved by machine and the user only needs to operate it according to manual instructions.

3. Online Learning

The term online learning refers to learners who learn outside the range of a traditional classroom. Mohammadi et al¹⁸ said that online learning is commonly referred to as the intentional use of networked information and communications technology in teaching and learning. This is the point of difference by using traditional learning which

¹⁵ Abuhassna, H., Megat, A., Yahaya, N., Azlina, M., & Al-rahmi, W. M. . "Examining Students' satisfaction and learning autonomy through web-based courses". *International Journal of Advanced Trends in Computer Science and Engineering*,1 (9) (2020): 356–370.

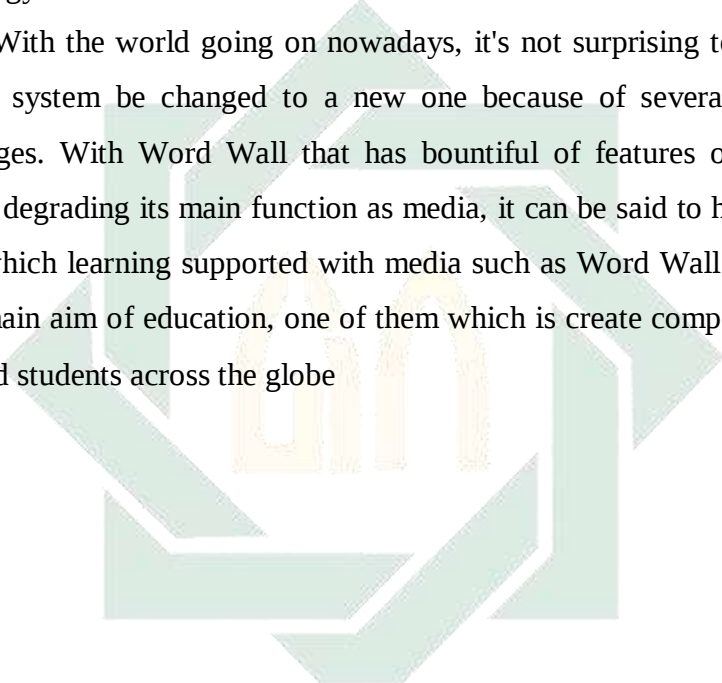
¹⁶ Paechter, M., & Maier, B. . "Online or face-to-face? Students' experiences and preferences in e-learning. *Internet and Higher Education*", 13(4), (2010): 292–297.

¹⁷ Panyajamorn, T., Suthathip, S., Kohda, Y., Chongphaisal, P., & Supnithi, T. "Effectiveness of E learning design and affecting variables in Thai public schools". *Malaysian Journal of Learning and Instruction*, 15(1) (2018): 1–34.

¹⁸ Mohammadi, N., Ghorbani, V., & Hamidi, F. "Effects of e-learning on language learning". *Procedia Computer Science*, 3, (2011): 464–468.

emphasises more on face to face in the same place, still using whiteboard or blackboard, marker, eraser etc. While online learning gets used around the internet and technology. It can also depend on the signal, network, device, camera, and other things revolving around the internet and technology.

With the world going on nowadays, it's not surprising to have the existing system be changed to a new one because of several different advantages. With Word Wall that has bountiful of features on its own without degrading its main function as media, it can be said to have a new era in which learning supported with media such as Word Wall get closer to the main aim of education, one of them which is create competitive and qualified students across the globe



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CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter is devoted fully to the previous theories that become this research's guidelines in searching for the research gap. Thus those previous studies are able to become a starting point used by the researcher in this study

A. Theoretical Framework

1. Word Wall's Media

Jonassen et al.¹⁹ believes that media are more than mere learning vehicles and can be used more efficiently as tools to support students' cognition by freeing them from unimportant cognitive tasks and creating a fully supporting atmosphere in the knowledge construction process. He supports that the media is very useful because it creates a full zone focusing on improving students' knowledge rather than doing unnecessary tasks before reaching the main point. It does mean that as a teacher, they should focus more on the main topic of teaching rather than the miscellaneous tasks such as the choice of media used.

. This statement is enhanced by other researchers as the following: Clark²⁰ also stated that “media seem to offer alternative and more effective features than those available from the conventional teacher in the conventional classroom” (p. 456).²¹ He believes that educational technology shines more to various learning styles and abilities. Media particularly Word Wall as an education web game provides variety of features to different students with learning styles and abilities such as Win or lose quiz, Wordsearch, Flash cards, Airplane game, Anagram game, Popping Balloon, Conveyor belt play, Legendary crossword, match finding, The quiz Game Show, The sorting of group, unique Hangman, standard higher or lower, Image quiz game, Diagram labelling game, Match up game, standard matching pairs, Maze chase game, The missing word game, Standard quiz, The order of rank, True or false game, Unjumble game, Unscramble game, and famous whack-a-mole game. These plenty of features create opportunities for teachers and students to choose from.

¹⁹ Jonassen, D. H., Campbell, J. P., and Davidson, M. E. . *Learning with media: Restructuring the debate. Educational Technology Research and Development*, 42(2) (1994): 31–39.

²⁰ Clark, R. E. . *Reconsidering research on learning from media*. *Review of Educational Research*, 53(4) (1983): 445–459.

²¹ Blin, F. *CALL and the development of learner autonomy: Towards an activity Theoretical perspective. ReCall*, 16(2) (2004): 377–395.

The research findings into the effectiveness of CAL have normally been optimistic (e.g., Linden et al²²; McInerney & McInerney²³). CAL is Computer Assisted Learning. As its name comes, CAL is a tool used for a variety of purposes. By using CAL as media in providing material, students are able to gain the benefits. Such benefits mainly include in terms of the advance of study by students. How well they are in study after implementing Word Wall, the effect of their mental powers when facing it, what kind of homework needs to be done after doing it, and many more.

When learners are prone to input and when they gain a general idea of what they hear or read, language acquisition processed, and they learn incidentally²⁴. As long as people understand what they see or read, the knowledge naturally comes to their brains which means, in other words they have learnt what they meant to learn. CAL specifically helps tremendously in this aspect. Because computers can generate many things that in our real life are difficult or even impossible to do such as having a variety of themes and music features, systemically answering questions, etc.

Because of its properties, Word Wall is a part of CAL. It is generated by the system to help human workers. By being a part of CAL. Word Wall automatically has advantages that come naturally, such as Maghfiroh²⁵ Her research said that Word Wall's media can create interaction beneficial for students. It's beneficial because Word Wall is interactive and makes a good interaction between students. Word Wall²⁶ is a good choice for learning medium application as well as becoming

²² Linden, L., Banerjee, A., & Duflo, E. . Computer-assisted learning: Evidence from a randomized experiment. Poverty Action Lab Report 5. Retrieved December 24, 2021. 2003

²³ McInerney, D., & McInerney, V. *Educational psychology: Constructing learning* (4th ed.). Sydney: Pearson Education. 2005

²⁴ Ellis, N.. Frequency effects in language processing: A review with implications for implicit and explicit language acquisition theories. *Studies in Second Language Acquisition*, 24, (2002): 143–188.

²⁵ Maghfiroh, K. . Penggunaan Media Word Wall Untuk Meningkatkan Hasil Belajar Matematika Pada Siswa Kelas IV MI Roudlotul Huda. *Jurnal Profesi Keguruan*, 4(1), (2018): 65.

²⁶ Sari, P. M., & Yarza, H. N. . Pelatihan Penggunaan Aplikasi Quizizz Dan Word Wall Pada Pembelajaran Ipa Bagi Guru-Guru Sdit Al-Kahfi. 4(April), (2021): 195–199.

another choice to fascinating evaluation instruments for students in online learning. In fact, the implementation of Word Wall is not only beneficial in online learning, but also in face to face learning because it enables the use of a printed out version in PDF format.

As an online platform in the form of a website, Word Wall is not lacking in terms of versatility. Due to its properties, it can be accessed in all platforms that support internet connection, be it a computer, laptop, tablet, and even smartphone. The questions regarding 'where', 'how', 'why', and 'when' implementing Word Wall are applied to teachers. The reason is because they know their students well. It's impossible to have foreign people teaching Word Wall in class without knowing students' behaviour. In this case, the teacher is ultimately the main factor in teaching by implementing Word Wall. In essence, students' grasp of knowledge is heavily dependent on the teacher. In other words, the more skilled the teacher is, the better the results will be.

This is in line with the researchers, Kung-Teck et al statement. They reveal that the mobilisation of mobile learning and heutagogy teaching instruction is highly advantageous, as it facilitates Interactive, versatile, and multi-modal learning via Google Docs, e-Portfolio, Twitter, YouTube, Quizizz and MindMap²⁷.

Media such as Word Wall can also elicit students' response. By changing the media used from whiteboard to web-based computer or printing out Word Wall question versions if reaching limitations, teachers can encourage students to study more energetically by implementing Word Wall. Kulik stated that using educational technology regularly can motivate and elicit them to learn more (Kulik²⁸; Warschauer²⁹)

²⁷ Kung-Teck, W., Muhammad, M., Abdullah, N., & Hamdan, A. Mobile-heutagogical practices among student teachers: Its pedagogical affordances and challenges. *International Journal of Interactive Mobile Technologies*, 14(2), 2020, 130–143

²⁸ Kulik, J. . Meta-analytic studies of findings on computer-based instruction. In E.L. Baker & H. F. O'Neil, Jr. (Eds.), *Technology assessment in education and training* (pp. 9–33). Hillsdale, N.J.: *Lawrence Erlbaum Associates*. 1994

²⁹ Warschauer, M. . Motivational aspects of using computers for writing and commu-

Unfortunately, having suitable media in the correspondent material doesn't mean that the objective of education is fulfilled. The education's purpose should make students gain knowledge, awareness, and adaptability in life with the learning process, but it can be difficult to achieve because of the inability to use aids in learning called media. In fact, it can become a counter attack for those who are less precise in using media in learning. This results in students only understanding the features in the media rather than the material listed, ineffective spending of time, and so on. Some researchers in the following agreed that having media alone is not enough.

Jonassen et al³⁰ asserted that one should not focus fully on the instructional method because back to start again, media are only best when it applied to learning, namely, to support learners' knowledge construction. It can be said that the quality of teachers is crucial. Their knowledge and awareness in the use of media is very influential in the learning process. Furthermore, the best use of instructional media should be effectively utilised by the qualified teacher who knows how to operate and implement the media in the right condition and situation.

It should be noted that no matter how useful Word Wall is, it's just a media. No matter how many interactive games resources, it still needs a user to operate it normally. In this case, teachers are the main point in the teaching learning process, as previously said several times, teachers act as main factors while Word Wall is being a facilitator. This is all to reach the best learning outcomes in which can be seen from conceptual understanding (cognitive aspects), student attitudes (emotional Aspects), and processing skills (psychomotor aspects)³¹

Nication. In M. Warschauer (Ed.), *Telecollaboration in foreign language learning: Proceedings of the Hawai'i Symposium* (pp. 29–46). Honolulu, HI: University of Hawai'i, *Second Language Teaching and Curriculum Centre*. 1996

³⁰ Jonassen, D. H., Campbell, J. P., & Davidson, M. E. .Learning with media: Restructuring the debate. *Educational Technology Research and Development*, (1994): 42(2)

³¹ Hadi, S. Efektivitas Penggunaan Video Sebagai Media Pembelajaran untuk Siswa Sekolah Dasar. *Prosiding TEP & PDs*, 1(15), (2017), 96–102.

Moreover, another researcher named Beatty³² and Lys³³ have argued that we must remember that media is only the medium whereas the pedagogical goals have to always be kept in mind. Furthermore, the instructional content and teaching method are worth focusing on as they take longer time to master than the media. As it's already said, the study objective is being kept in number one while the media or technology is second. This statement also added other points such as pedagogical goals, instructional content, and teaching methods, which are the key points to creating astonishing well-educated students.

Hoopingarner³⁴ states his writing opinion in an article about educational technology "The conclusion that I draw is that the textbook, blackboard, and computer are all tools. Tools should be used to help do a job, not do the job for us". It's clear on how important the use of technology is, nonetheless it's very important, but the user who uses it is more important especially for teachers who are qualified to teach, knowing when and how to deliver material via media, and are able to measure themselves well as their students.

On the other hand, The benefit of this research topic is Word Wall. By having different and unique ways of educational games based websites, Word Wall is able to point out the students' achievements, it can also make them grasp the materials online easier. As stated by Putri³⁵ in her research.

Azizah³⁶ also supports her in which she states that the implementation of Word Wall's media can improve students' mastery of

³² Beatty, K.. *Teaching and researching computer-assisted language learning*. London: Pearson. 2003

³³ Lys, F. . *It's the pedagogy, not the technology, we have to worry about: Developing New tasks for a changing language classroom*. *Fremdsprachen lehren und lernen*, 28, (1999): 128–144

³⁴ Hoopingarner, D. . *FAQs and fictions about computers and language teaching*. *CLEAR News*, 9(1), (2005): 1, 3–5.

³⁵ Putri, M. . "Efektivitas Penggunaan Aplikasi Word Wall Dalam Pembelajaran Daring (Online) Matematika Pada Materi Bilangan Cacah". *UIN Syarif Hidayatullah Jakarta*, 1(1), (2020): 145–165.

³⁶ Azizah, H. N. . Peningkatan Penguasaan Kosakata Bahasa Arab Melalui Penggunaan Media Word Wall. *Alsuniyat*, 1(1), (2020): 1–16.

vocabulary in Arabic subjects when she implements Word Wall in another language of English and different language components.

On the other hand, by implementing Word Wall in other aspects. Bachry et al., n.d.³⁷. His successful study states that Word Wall's media can increase cursive ability in deaf students.

In conclusion, the previous studies about Word Wall have benefited a lot to something like education such as Arabic mastery, English skill and someone such as a deaf student. As in this context, the researcher used National Plus Teacher in Surabaya in which might differ in quality of teaching as well as the teaching content (curriculum) with ordinary teacher as respondent, Added with how teachers used Word Wall in detail, it's appropriate to use it in different respondent than previous studies to gain different understanding of this potentially learning media.

2. Online Platform

According to the Commission, an online platform is a place which consists of two parties namely user and client coexist together, on the other words online platform is a middle provider party³⁸,. By its name, an online platform needs at least the following points: internet connection as its road to do activities, minimum two parties overtaking each task (service provider and consumer), and having values on each party.

In education perspective, online platform generally in form of website in which can be fulfilled three points above as a part of online platform: having internet connection, relying on two people to normally operate, and each of them have task and values.

Word Wall has reached the minimum requirements of becoming an online platform because it has an internet connection to access. Then it

³⁷ Bachry, H., Yuwono, J., Pd, M., Utami, Y. T., & Pd, M. (N.D.). Penggunaan Media Word Wall Untuk Meningkatkan Kemampuan Menulis Tegak Bersambung . 15.

³⁸ European Commission , 'Consultation on Regulatory environment for platforms, online intermediaries, data and cloud computing and the collaborative economy', 24 September, (2015): p. 5.

needs to be operated normally by many people because to put it simply, it provides resources as an online and interactive platform for games. There will be the user who creates those resources or consumes them. Each of these parties, either the provider of resources or the consumer, has their own task and values.

Word Wall, as one of the educational games websites, could be a part of an online platform that provides users with plenty of resources to choose and use in the teaching-learning process.

3. Online Learning

The terms of online learning refers to learners who learn outside the range of a traditional classroom. Mohammadi et al said that online learning is a term used to call learning with technology supported by network information and communication in the different place of that traditional class. This is the point of difference by using traditional learning which emphasised more on face to face in the same place, still using whiteboard or blackboard, marker, etc. While online learning gets used around the internet and technology. It can also depend on the signal, network, device, camera, and other things revolving around the internet and technology.

One of the problems in learning, especially in online learning, is how to elicit the students to increase their interests to study and easily get engaged with material presented. This statement was reinforced by another researcher in which they said online learning can operate smoothly without enough engagement, where traditional face-to-face environment attrition rates are lower than online learning, stated by Bolliger & Martin .

The previous studies of online learning can be found in the study entitled *The Effects of Word Wall Online Games (WOW) on English Language Vocabulary Learning Among Year 5 Pupils* was done by six researchers. It's an experimental research and the targets were year 5 pupils', different from this study which is a qualitative study, searched in

depth and focused on the teacher's and student's perception as targets. It used a questionnaire as a research instrument. The researcher found two potential problems in combining WOW online games; the two are the mobile devices number limitation and constant internet connection.

The next research by Bella Santika Retna Ningtyas and Mimin Ninawati focused on *the effectiveness of using Linktree and Word Wall applications on IPS learning outcomes of the student class V*. Quantitative research with a correlational approach is used. The researchers used questionnaires and tests as research instruments. The results showed that there is a positive correlation on IPS learning outcomes of the student class V in the use of Linktree and Word Wall applications. The research gaps can be found on the variables, methods, and research samples, which were totally different from this research.

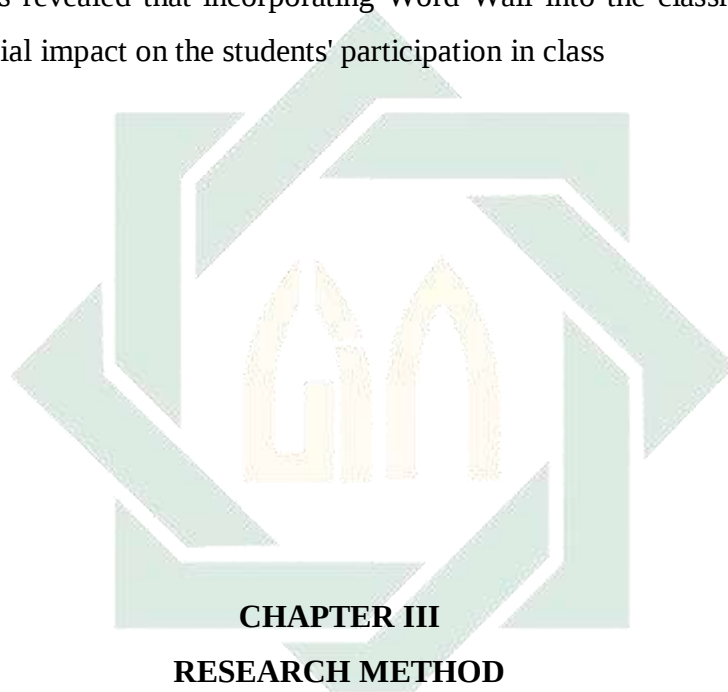
Ditania Oktariyanti, Aren Frima, and Riduan Febriandi emphasised on how Word Wall is prepared to use well and/ or enable the needs to develop the variable. By using ADDIE development model and Aiken's V to test validity of data, the researchers gained the results which is *media pembelajaran online berbasis game edukasi Word Wall tema indahny kebersamaan pada siswa kelas IV SD Negeri 58* is well-practised, valid, and recommendable for teachers to use Word Wall. The type of research used is different: Development type of research compared to descriptive qualitative research.

Next, Nafia Wafiqni and Fanny Mestyana Putri used Word Walls to support mathematics learning in elementary school class. They used mixed methods which are preferred in quantitative and qualitative data collection techniques, questionnaire and interview. The results showed that by implementing Word Wall on closing activity for online learning mathematics on whole numbers increased, meaning that it's been very effective. The gap can be found in this study, which is not only for maths teachers, but also searches in depth about Word Wall's media platform variables in the perspective of teachers.

Another study that used quantitative research with quasi-experimental design³⁹. The study aimed to investigate the effectiveness of Word Wall.net as an online website platform used by the first grade students at MTs Negeri 10 Jakarta. The subject was the seventh grade students at MTs Negeri 10 Jakarta in 7A class. The data were gathered through pre-test and post-test that had different questions but used the same test grid. The result showed that there is an effect on a student's vocabulary mastery after implementing Word Wall.net. Other different method study such as an action research is done⁴⁰. The object of study is to know the students' vocabulary achievement by implementing Word Wall strategy. The quantitative data were collected from giving tests to the students (matching test) to see the improvement of the students' vocabulary achievement by the score of pre-test and post-test. By collecting the data from 32 students, implementing Word Wall strategy in teaching can improve the students' vocabulary achievement. The last

⁴⁰ Wati Sipayung R., The Effect of Word Wall Strategy on Students' Vocabulary Achievement at SMP Negeri 5 Pematangsiantar in the Academic Year 2018/2019. Budapest International Research and Critics Institute-Journal (BIRCI-Journal) Volume I, No 3, October 2018, Page: 251-263

previous study used a mixed method to identify the impact of implementing Word Wall on students' participation in the ESL classroom and to examine the students' perception of implementing Word Wall in the ESL classroom. The participants were 24 students in this study⁴¹. The findings revealed that incorporating Word Wall into the classroom has a beneficial impact on the students' participation in class



CHAPTER III

RESEARCH METHOD

The research design is presented in the beginning, followed by the scope of this research, the time and place subject settings, the data and source of data, the instrument used in obtaining data, and finally data analysis which is further increased in later pages. This chapter contains the discussion of presented data.

A. Research Design

This study needs more in depth information to dig into which results to choose a qualitative research design. Qualitative methods are research procedures that obtain descriptive data in written or oral form from people and their observed behaviour as stated by Bogdan and Taylor. This approach aims to seek an understanding of an existing phenomenon by focusing on the

⁴¹ Mazelin N., Maniam M., Benjamin Jeyaraja S.S., NG M.M., Xiaoqi Z., Jingjing Z., IMPLEMENTING Word Wall TO IMPROVE STUDENTS' ENGAGEMENT IN ESL CLASSROOM, International Journal of Asian Social Science. 2022

overall picture rather than breaking it down into separate variables. The aim is to get a broad and deep picture rather than numerical analysis data. Additionally, Fraenkel & Wallen wrote that qualitative researchers usually try to understand how things happen by going to natural settings without applying any intervention. It uses the natural setting of an event, behaviour or process as the direct data source. direct interaction between researchers and participants during the study are important as Creswell said.

One of many types of descriptive qualitative research is research with a case study approach and it's called a case study. A case study usually incorporates data collection methods such as library documentation, observation, questionnaires, and interviews.

In addition, what happened in the training process was naturally absorbed without anyone's intervention. Through the use of qualitative descriptive methods, information about the informants' experiences including ideas, activities, motivations, personality traits, and even their nature can be well surveyed and thoroughly understood. Furthermore, this method can also be applied to find out a more extensive understanding of the extent of knowledge and skills of various events experienced by the informants. All questions containing the 5W (What, where, when, who, why) and 1H (How) are a good way to start the data search approach to sources. Data in qualitative research is reported in non-numeric form, meaning that it is presented in the form of words, phrases, sentences, and paragraphs. The data analysis gained qualifications to build on more complete formulated research questions by analysing based on words to words, sentences to sentences, and paragraphs. In truth, given the nature and type of data in the research question, using a descriptive qualitative design is justified.

On the topic of this research title which is Teachers Use Of Word Wall As an Online Platform: Using English As Teaching Media Instruction In Any Classes During Online Learning. The researcher used qualitative research based on the data gathering method and data analysis. According to the data gathering methods in which participants were interviewed and

documentation. Gathering data in depth is a must because the process of qualitative approach is done not artificially through a certain laboratory, it happens naturally according to just the way it happens. By having this structured fitting law, it can also prevent the bias that most likely happen according to Anguera⁴²,

B. Research Subject and Settings

In research, the subject can be taken from an individual, a group, an agency and even society. There are several steps made in the research process, namely, first, the researcher determines the problem, then chooses the appropriate research design and instrument, after that he/she collects the data and followed by analysing the data that has been obtained, finally the last step is preparing a report based on research. The final result of the research is that researchers are able to get a deep and broad picture of a certain phenomenon. The starting point that can be made to develop the ability of a researcher, especially a new researcher in making a case study design, can be started by creating a beginner research design. The research problem taken can be in the form of a simple phenomenon that is often encountered in the surrounding environment. From this, researchers can at least feel familiar with what is usually done in a research and its impact.

This research was conducted in Surabaya Grammar School. The subjects of this research were three Elementary school teachers who used Word Wall's media in their teaching and learning processes. These type of teachers have their own names familiarly, in fact they are called as national teacher plus teachers in which means that they have met the criterias such as the school itself (SGS) used foreign country curriculum to be exact Singapore's and they also used English as daily interactions

A bountiful number of teachers got used to implementing Word Wall as media, the type of school that is rarely to be used in common media

⁴² Anguera, M. T. . La metodología observacional en evaluación de programas [Observational methodology in program evaluation]. Rev. Mex. Anal. Conducta 17, (1991): 121–145

research, and the quality of teachers might be related to different perspectives of data were the reasons the researcher chose it. In addition, the main reason why the researcher chose elementary school students is because elementary school students tend to be very active and happily learning while playing in their own world, therefore it's very suitable to implement media such as Word Wall in this case.

C. Research Instruments

This study used interview guidelines aimed at teachers to find out how Word Wall acted as well as its effect in teaching English lessons. The researcher used this method to gain the data related to the list of questions that the researcher has made through the recording section to store data evidence. Unfortunately, the researcher could not do either direct or indirect observation because Word Wall isn't used by teachers nowadays in offline class. Therefore the instruments used in this research were only both interview and documents analysis. The instrument of interview guidelines which was created by the researcher's own and then confirmed as well as validated by the expert/lecturer is as follows.

1. Apa itu Word Wall menurut pendapat Anda?
What is Word Wall according to your opinion?
2. Apa media Word Wall dapat membantu Anda dalam mengajar?
Mengapa?
Why is Word Wall's media able to help you in teaching?
3. Kapan Anda menggunakan Word Wall?
When do you use Word Wall?
4. Mengapa Anda memilih Word Wall daripada media online lainnya seperti Kuis, Kahoot, dll?
Why do you choose Word Wall over other online medias such as Quizzes, Kahoot, etc?
5. Mengapa Word Wall cocok untuk siswa berdasarkan perspektif Anda?
Why is Word Wall suitable for students based on your perspective?

6. Bagaimana proses menggunakan Word Wall dalam pembelajaran?
How is the process of implementing Word Wall in detail?
7. Apa keuntungan dari penggunaan Word Wall?
What are the advantages of implementing Word Wall?
8. Apa kelemahan dari penggunaan Word Wall?
What are the disadvantages of implementing Word Wall?
9. Masalah apa yang mungkin Anda temui saat menggunakan Word Wall?
What problems that you encountered while implementing Word Wall?
10. Solusi apa yang Anda lakukan untuk mengatasi masalah-masalah tersebut?
What solutions did you take to overcome these problems?

D. Data Collection Techniques

The researcher conducted interviews with teachers with several questions while recording at the same time. This aims to find out how teachers use Word Wall as a medium in the English learning process, then the implementation or response of students who provide Word Wall as a medium in the learning process. The teacher will use the Word Wall application to facilitate the use of students' media in teaching in the classroom.

This research used semi-regulated/structured interviews, which is well-known for its practicability and flexibility.

The researcher interviewed the subject of research, the three elementary school teachers at a time in Surabaya Grammar School, 17 October 2022. Aside of ten questions taken from three research questions that can be seen in the interview guidelines (see Appendix 4), the researcher also included informed consent (*Lembar Persetujuan*) and validation letter (*Surat Validasi*) validated by the expert (the lecturer) of the ten questions in the interview guidelines. This study also provides documentation from the data collection process (see Appendix 7). The process of collecting the data is by interviewing three teachers sequentially. However before the interview began, the respondents had to make sure to fill the informed consent form to

make everything clear and clean. The next step is to ask questions based on the interview guidelines. While in the process, the researcher also did not forget to record the whole process. After the interview ended, the documentation process took place.

Document analysis which was taken from any documents used by teachers when implementing Word Wall such as their lesson plans, their list of questions in the game, and the link to the interactive games as well. All of them were then collected and further analyzed in the data analysis techniques.

E. Data Analysis Techniques

Data management and analysis steps are generally carried out after the data from participants have been collected. This is in truth with the proper step of doing research. The definition of data analysis is a process of penetrating and composing data systematically obtained from interview and document analysis in the case of this research. The next step is organising the data into categories, breaking them down into units, and organising them into patterns. Choose the ones which are essential and shall be studied. The last step is to make a conclusion regarding the result as to prefer making it easily understood by the reader.

After doing both data collection techniques such as interview and document analysis in which the former was thoroughly described and listed in the previous sub-bab of data collection technique, document analysis consisted of teacher respondents' lesson plans, their list of questions in the game, and the link to the interactive games. Such examples of them are displayed below.

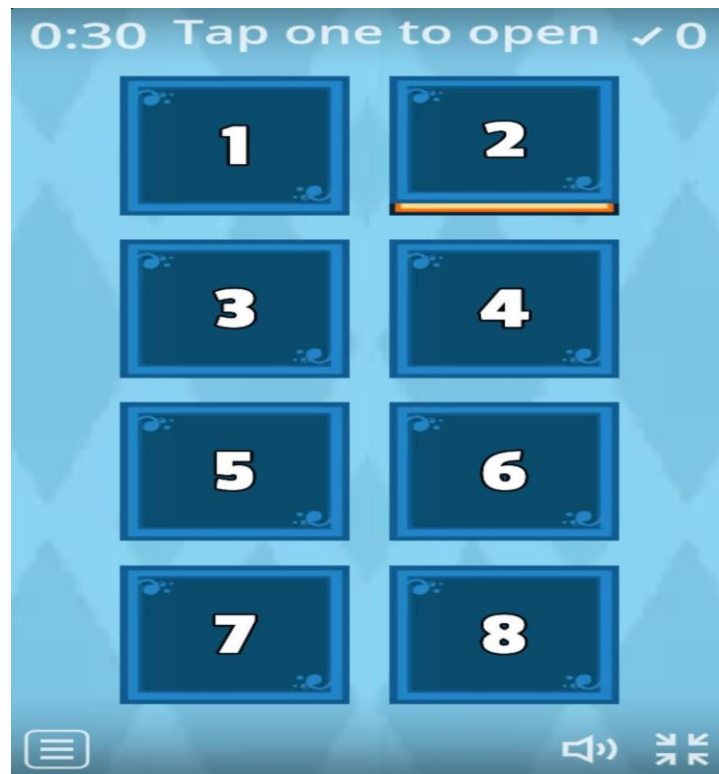


Week : 14 (Fourteen)

Subject : Science

Principal's signature

Image 3.1 Teacher's Lesson Plan



Adopted from Word Wall.com -used in document analysis

Image 3.2. Open The Box Game

Interview technique was then further analyzed by using the theory of Miles, Huberman, and Saldana regarding data analysis⁴³. The process of analyzing data is as follows: first the researcher used data reduction in which is the process of choosing, concentrating as well as cutting off unnecessary data, making more comprehensible and altering the collected data. After the data gets altered, the next researcher does data display which is organising, condensing, compiling information, so that after concentrating and lessening data, the researcher tries to organise and retrieve a data point. Finally the third step which was drawing conclusions and verification, in this analysis the researcher concluded by drawing, verifying data and information.

⁴³ Miles, M. B., Huberman, A. M., & Saldana, J. *Qualitative Data Analysis, a Methods Sourcebook* Edition 3. Sage Publications. 2014

F. Validity and Reliability

Data is one of the important elements in a research. For the research to meet predetermined standards, it cannot be separated from the quality of trustworthiness the data presented. One way to show the validity of the data credible or not is through a triangulation test. Sugiyono⁴⁴ argues that triangulation is screening the data from multiple sources based on multiple conditions, needs, and times. Validity shows the accuracy between the data that occurs in the field (subject) and the data collected by the researchers.

This study used interviews and document analysis in data collection. Due to its nature, triangulation in this study is based on more than two data sources. Furthermore, because of the nature of this study in which it is qualitative, the researcher chose to provide the whole process of implementing Word Wall by the teachers in the Findings section chapter IV. This study also provides the teachers' lesson plan when implementing Word Wall, the Word Wall's characteristics, and the detailed pictures as well. In this way, validity and reliability are proven substantially.

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⁴⁴ Sugiyono . Metode Penelitian Kombinasi (Mix Methods). Bandung: Alfabeta. 2015

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter is presented to deliver the research findings, and discussion. It is divided into two parts: the findings and the discussions. The findings are explained through the result of this research, while the discussions revolve around the researcher's explanation of the finding and the related topic from existing theory. The following are devoted to this research's question presented in chapter 1.

A. FINDINGS

The results of comprehensive interviews and documentation will be presented in chronological order. The findings are displayed using narrative explanation and images.

1. Teachers Implementation Of Word Wall As an Online Platform: Using English As Teaching Media Instruction In Any Classes During Online Learning

This section describes the way teachers implemented Word Wall as an online platform: using English as teaching media instruction in any classes during online learning. Word Wall media implemented in the learning process by teachers cannot be separated from three core elements in this study: the process of implementing Word Wall, the time when Word Wall is implemented, the reasons why Word Wall is implemented, and its general definition according to the respondents. Three teachers as respondents implemented Word Wall in different subjects: teacher's BY implemented Word Wall in learning rights, duties, and responsibilities in citizenship education subject, while teacher's MA implemented Word Wall in learning the human respiratory system in natural sciences subject.

Class	: Primary 5	Week	: 13 (thirteen)
Term	: II (two)	Subject	: PPKn

	Monday 12 Oct 2020	Tuesday 13 Oct 2020	Wednesday 14 Oct 2020	Thursday 15 Oct 2020	Friday 16 Oct 2020
			07.50-08.20 (P5-2) 08.30-09.00 (P5-5) 09.55-10.25 (P5-6) 10.35-11.05 (P5-4) 11.20-11.55 (P5-1) 12.30-13.00 (P5-3)		
1	Hak, Kewajiban dan Tanggung Jawab (Contoh-contoh hak, kewajiban dan tanggung jawab)				
2	Ss will be able to: - Know the examples of right, obligation and responsibility - Recognise the examples of right, obligation and responsibility as a child				
3	- Teacher do review - Ss watch the video - Teacher asks to the Ss related the video - Ss discuss about examples of right, obligation and responsibility as a child - Teacher give instruction how to do the ws - Ss do the ws				
4	Explanation: Senang Belajar kelas 5 video Worksheet: wordwall.com				

Principal's signature

S U R A B A Y A

Image 4.1 Teacher's Lesson Plan

Meanwhile, based on data collection techniques such as interview and document analysis, the following is started implementing Word Wall in teacher's BY during the lesson stages.

1. The first step is the teacher gives instructions on how to do a worksheet through Word Wall, the first she does is showing Word Wall games and then gives the instructions.
2. The second step is students do the worksheet, students follow the teacher instructions and they can start to play, and lastly teacher gives the example of them

It's implied that readers are able to see that in the teacher's BY lesson plan, she implemented Word Wall as the medium of learning rather than becoming the focus from the beginning. It's clearly stated that Word Wall is a media facilitator that provides its features to teachers to use, unlike as the main tool in teaching, that's the reason why in her lesson plan, Word Wall is positioned at the end of lesson as the tool of assessment in the form of Worksheet. In essence, it's not surprising the way of using Wordwal media at the theme like mentioned plus implementing Word Wall media as part of the lesson plan cannot be separated from its feature in interactive game resources.



Week : 14 (Fourteen)

Subject : Science

Principal's signature

Adopted from one of the teacher's lesson plan

Image 4.3 Teacher's Lesson Plan

The process of implementing Word Wall according to teacher MA is similar to the previous teacher's model (teacher BY). She used project in practical way as a preparation step of implementing Word Wall as in the following:

1. The first is showing the pupils a pre-constructed lung model, students are expected to do the project.

2. The second is gently pull down and release the knot on the balloon stretched around the cut end of the plastic bottle alternately and ask the pupils to observe what happens.
3. The third is to ask the pupils some questions to elicit their responses, the questions are about what happens to the space inside the plastic bottle when the knot on the balloon is pulled down. How does this explain why the balloon inside the plastic bottle increases?
4. The fourth is to guide the pupils to conclude that air is drawn into the balloon in the plastic bottle when the space inside the plastic bottle decreases.

Meanwhile from now on, she implemented Word Wall in her lesson as a carrying media in facilitating the learning process:

1. The first is to guide the pupils in carrying out the activity through Word Wall and filling the answers.
2. The second is workbook time for students

As the common function of media, Word Wall is operated maximally as a facilitator supporting the learning process, rather than focusing on material. It's heavily implemented to emphasize and know students' understanding after receiving the materials from the teacher. Such an example is from a lesson plan from another teacher, MA above. She explained material from a pre-constructed lung model to explain the human respiratory system. After teaching students lessons through simulation and Question and Answer (QnA), she directly activated or used Word Wall as the assessment tool.



Image 4.4 Anagram game

Students must answer each question correctly first before going to the next questions. As the features, Word Wall also provides music and sound effects that can be turned on or off in the corner right side. The instructions written in the application are as follows:

[◀ Back](#)

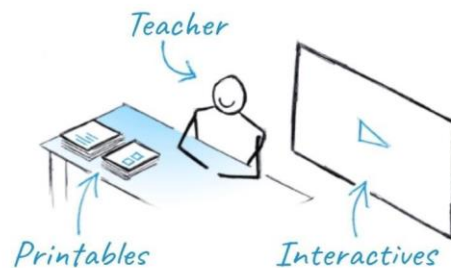
Adopted from Word Wall.com

Image 4.5 Word Wall's link resource

For further information about this game, here is the link to access the material in detail

<https://Word Wall.net/resource/24045624>

On the other hand, regarding the time when the teachers implemented Word Wall, they agreed on one common thing. They used Word Wall when online learning was the best method the world chose, the beginning of the pandemic outbreak around 2-3 years ago. They used it through the Zoom application. The three teachers said/explained: *“At that time when online learning is mostly used in pandemic, we implemented Word Wall through a zoom application”*. Furthermore, there are reasons why teachers implemented Word Wall and how they defined it.



38,420,503 resources created

The easy way to create your own teaching resources.

Make custom activities for your classroom.

Quizzes, match ups, word games, and much
more.

Adopted from Word Wall.net

Image 4.6. The Homepage of Word Wall

Amongst the three respondents, they all viewed Word Wall in a positive view. Teacher BY and teacher MA have pretty similar views. Teacher BY views Word Wall as children's essential media that is very recommended. The reason is that implementing Word Wall makes children easier to understand because it's like their own world. On the other hand, teacher MA views Word Wall as making it easy for children to understand.

“...Word Wall makes it easier for children to understand a lesson because in fact it is their world”, said BY.

“...A website that supports the teaching and learning process that emphasizes whether children understand or not in learning.”, said MA.

The last respondent, teacher BA, emphasized the best method to elicit the students' interest. She said that by implementing Word Wall, the children are subconsciously learning even though on the surface what they do is playing. Teacher BA said, *“Word Wall is such an online learning application that allows children to play while learning or learning while playing”*.

Based on all the respondents' answers, the researcher gains a solid finding that Word Wall is an online platform in the form of a website that can serve as an online learning application to support the teaching and learning process. The implementation of Word Wall is divided into two stages: (1). Preparation before implementing Word Wall and (2) During lesson implementing Word Wall.

The preparation before implementing Word Wall has four steps : The former consists of the following: the first step is the teacher does a review according to BY and shows the projected model according to MA. The second step is for students to watch the video by teacher BY and teacher works on a project by teacher MA. The third step is the teacher asks the students to elicit their responses, and the fourth step is the student's discussion process to guide their correct answers.

The process during lesson stages implementing Word Wall according to both teacher BY and MA based on data display started in the first step in which the teacher gives instructions on how to do a worksheet through Word Wall, the first she does is to show the Word Wall game and carry a guide to students by giving the instructions. The second step is for students to do the worksheet by filling in the answer, students follow the

teacher's instructions, and they can start to play, and lastly teacher gives the example of them.

Subsequently, based on its properties, online platform learning media learning in the form of educational games, they said that when children are playing on Word Wall, it looks like they are playing even though they are learning at the same time. Affected by these subconscious learnings, the children get easier to understand because in fact Word Wall is their world.

2. The Teachers' Perspectives on the Suitability of Word Wall as an Online Platform: Using English as a Teaching Media Instruction in any Classes During Online Learning

To use something, the user can not be separated from the interest and benefit in a thing. There is no exact difference with Word Wall media; there are reasons why teachers rather choose this media over other media because of Word Wall suitability, the usefulness of Word Wall in helping teachers, the need of students based on teachers' perspectives, and the advantages of Word Wall will be explored in the following.

The first point discussed the usefulness of Word Wall in helping teachers teach. There are different points of views regarding this point. Nonetheless, more than less similarities are in certain areas. Three respondents regard Word Wall in positive vibes because of its properties, nonetheless similar in answers yet different. In this case BY stated that Word Wall has a free version that is more than enough for daily teaching. The reasons are plenty of interactive game resources as well as the available time.

“...The free Word Wall version is sufficient in teaching because there are about 10 or 12 games and the time can also be set as needed.”, said BY.

The second teacher, BA, has a broader opinion. She said that Word Wall is suitable with students because of its helpful system (the created task and available games such as hanging man, guessing the letters, flip the card, etc). She said “Word Wall helps solve a task/ a problem/ a task, for example, words or sentences that children can find out the definition of from there. They (the children) like games like hangman, guessing letters, flip the card, are looking for the same, or something like a pac man”.

Teacher MA also agreed with other teachers. She gave one example of interactive game resources and how it could make children understand. She stated “*Word Wall really helps me in teaching in terms of media facilitator -one example- scramble words, where the children have to scramble the sentences into correct sentences and make sense*”.

The next point concerns why Word Wall is chosen over other media such as Kahoot, Quizzes, etc. Two teachers chose Word Wall over other media because of great accessibilities: easy to access, affordable prices, and variety of games.

“...*The operation of Word Wall is easier in the sense that children are easy to remember and play,*” said BY.

“...*Word Wall has a selection of games that are more accessible, inexpensive, and more plentiful than quizzes such as Popping Balloon, Hangman, Whack a mole, and etc.*”, said BA.

While the third teacher, MA stated differently, She said that because it's the first time she used Word Wall, there have been differences compared to Quizzes in her previous media use. She said, “*Word Wall has a new/many looks and functions so it's more refreshing for students who are using it for the first time.*”,

The last point is the advantages of implementing Word Wall. Two teachers stated something similar yet different. They both agreed about the advantages of implementing Word Wall: variety of interactive game

resources, manageable lesson, easy accessibility, good flexibility (can be used in various levels in elementary students), and good elicitation interest of students method.

“...Many various templates, lessons are easy to understand at any level, and can be accessed on mobile”, said BY.

“...The display is more attractive. There are many different forms of games available. There are many templates that teachers can create. For free users, there are quite a lot of game templates available. Flexible: can be used for various levels of elementary school students. Interesting and not monotonous. Can be accessed anywhere and anytime, and encourage students to be more active”, said MA.

On the other hand, the second teacher, BA, stated differently. She said that implementing Word Wall allows children to easily memorize and understand the material because basically it's repeated. Teacher BA said, *"Children understand more easily because basically the questions are repeated until they are memorized"*

Based on these three teachers' point of views, the researcher gains the data display as a foundation of findings as follows.

The teachers as respondents thought that the material would be easily accepted by the students as long as they used Word Wall. In short, implementing Word Wall to students, especially to elementary ones as the teachers this study taught to, is as the same as learning while playing. The students may work on something, for example, a descriptive text. Using one of the game features on Word Wall such as 'Popping Balloon', they can find the right answer by popping the balloon from air that gives the answer and pop it matching the running train with different questions. It may be boring and simple in the eyes of adults, but it is great for children, especially elementary students who like to move their body parts anytime

when doing something. By implementing Word Wall, the teachers explained that they look like they are having fun. In fact, they are subconsciously learning even though in reality they look like they are paying. It means that Word Wall is easy to use or operate, very helpful in teaching, and attractive to children.

“...children prefer to play rather than boring learning. It’s like their world. So as a teacher I need to grasp the method on how to make them get attracted to the material. Word Wall makes those two activities at once possible”, said the teachers

The reasons why Word Wall in the teaching learning process was implemented was that it worked very well in class/online zoom meetings. Word Wall has plenty of games that match every situation or class material. Such examples are Flip the Cards in which the students need to choose the correct answer by flipping the card, Maze Chase that requests the students to run to the correct answer zone while at the same time they have to avoid the enemies, and many more.

There are dozens of more different simple games in Word Wall. Each of them is useful for teaching, proven by 37 million resources created on its website (Word Wall.net), which originally comes from the users and clients that create and visit their own type of materials through available games. The respondents prefer it because unlike the other online platform learning media in which the users/students commonly only need to click and click to use the game, Word Wall filled with variety of finger movements to prevent the users get boring quickly such as tap the answer, swipe the letter, drag the keyword, spin the wheel, drop the item, deal out cards, hit the mole, pop the balloon, run to the correct answer, fly to get answer, and many more.

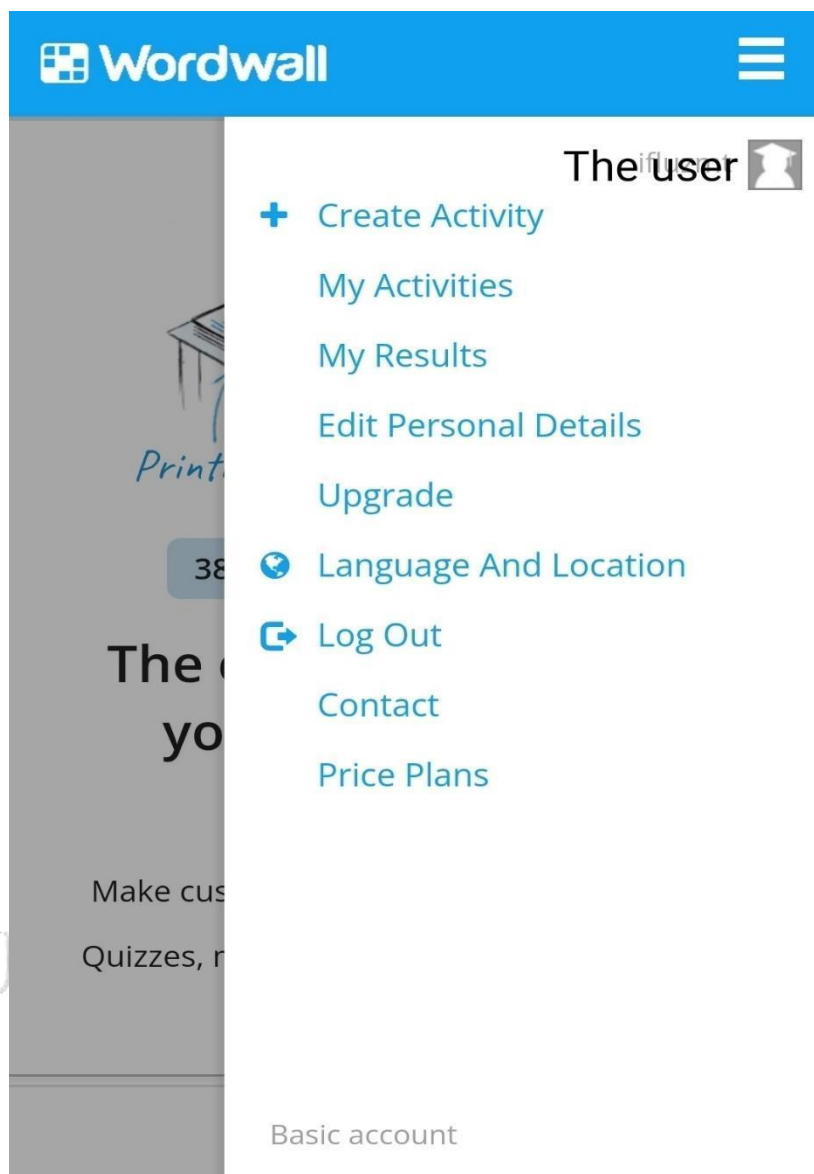
Furthermore, as a commercial website, the user doesn't need to pay to be able to use Word Wall. Of course, it would be limited either in

feature, game, or time. However, one thing that is preferred is choosing Word Wall over the other online platform learning media such as Quizzes and Kahoot. According to the interviewees, the user is able to access and use it in free mode without upgrading the account. The free user can still access various games and set their own material-creating times.

“...Using the free version of Word Wall is more than enough. I can still access 10 or 12 games to facilitate learning at that time”, said BY, one of the three teachers.

There is also a fascinating yet simple display in Word Wall that makes the user easily navigate the functions. The ribbon's composition consists of home, features, contact, price plans (Pro version). Below are log in and sign up, and the bottom is language. The functions are clear therefore it's easy for anyone with internet and basic knowledge to understand.

UIN SUNAN AMPEL
S U R A B A Y A



Adopted from Word Wall.net

Image 4.7. The Features of Word Wall

"...I need my students to access Word Wall and using it is easy",
said MA, one of the teachers.

On the other hand, memorizing is one of the basic principles of teaching learning. It's clearly embedded in Word Wall. It has the function of basically repeating questions. Teachers do the same thing over and over again to maximize the material received by the students. Teacher BA said, *"The children got easier to understand because in the essence, the questions are just repeatables"*,

As an online platform media learning, Word Wall does have its properties, it is accessible. Word Wall can be accessed everywhere and anytime and with simple electronic devices such as smartphones, laptops, PCs, etc. Subsequently, Word Wall can also be used in a variety of stages in elementary students. It's very flexible, meaning that it can be used from the first class to the 6th class students. Of course, all it needs is the manual guide of teachers. The smaller the children are, the more thorough the teacher's instruction will be.

"...I teach class 5 students and it goes well", said MA.

Word Wall encourages students to be more active in learning, making the material get received easily by them, and earth-changing innovation media for teachers. As a media that was created originally to facilitate the learning process, Word Wall is suitable for students based on teachers' perspectives.

3. The Problems That Teachers Encounter When Implementing Word Wall As an Online Platform: Using English As a Teaching Media Instruction In Any Classes During Online Learning.

This section's outline described the problems teachers encounter when implementing Word Wall, the advantages and disadvantages of implementing Word Wall, and the solutions to the problems. Starting from the problems teachers encounter when implementing Word Wall and the solutions. Ultimately, all teachers agreed that the main problems in implementing Word Wall are divided into two types: pedagogical and technical. The pedagogical problems can be found on (1). The difficulty of understanding questions by students and (2). The difficulty of keeping fair and just while answering on Word Wall. Meanwhile the technical problems are generally similar with the other online platform media such as slow internet connection, the need for new user adaptation, and the limited free usage.

The first pedagogical problems when implementing Word Wall can be found in the difficulty of understanding questions by students. Both teacher BY and BA agreed that students need to be checked well by asking them a few times about any problems that they can find in the middle of working at Word Wall.

“We have to explain to them about this and that question several times before they start to understand it” said both teachers BY and BA.

The second problem is the difficulty of keeping fair and just while answering on Word Wall. Teacher BY stated that it's not easy to keep the students to answer the questions fair and just unbiased towards the internet and other sources. She said *“It's a challenge for me to keep them focusing to answer by themselves because when I was seeing one of my students searching the answer on google, it's over”*

Meanwhile, technical problems in Word Wall started from the need for a good internet connection. Three teachers explained *“Slow internet connection is unavoidable”*. To solve this problem, two of the three teachers, BY and BA, have a common idea to overcome it: using teachers' quota internet. Meanwhile the third teacher, MA has a different idea which is by using a portable wifi.

“...The solution can be by using your own quota”, said BY.

“...Yes, with the internet backing up. It can be from wifi usage to personal quota”, said BA.

“...By buying a portable wifi to overcome the internet connection”, said MA.

The advantages and disadvantages are inseparable from each other. As like two sides of the same coin, it can not be separated. After discussing the advantages, it's unavoidable to discuss the disadvantages of Word Wall that still binds to the nature of technology created by human beings, it has weaknesses. According to the first teacher, BY. Word Wall has a weakness: the pro version needs a user to pay to access it.

“...The weakness of Word Wall is that it costs you money to upgrade to the pro version even though it will give you many advantages' ”, said BY.

Different cases with BY, teacher BA and teacher MA agreed that the main problem is internet connection. They said, *“It also requires internet network”*,

Teacher MA also added a different point of view regarding the weakness of Word Wall. The reason is because she used other online learning media in the past therefore there has been a stagnation in operation for the new one. She said, *“Unfortunately, in the beginning I don't get used in implementing Word Wall”*. At the same time, because of

Word Wall properties of both online platforms and online learning, another learning supplement such as a book for giving guides is essential to keep track of the learning progress. Teacher BY also added that *"Other than media, device, and internet, I usually use the book as a guide while teaching to keep track students' learning progress"*.

Based on these three teachers' points, the researcher gains the data display as a foundation of findings about the problems teachers encounter when implementing Word Wall. Although it seems perfect, Word Wall, like something else, is not without weakness. The user must prepare for the upcoming problems that commonly happen in the properties of online platforms. Hence, maximizing the result by doing a backup plan is the best preparation. There are three weaknesses of Word Wall according to the interviewees.

The first is it needs an internet connection to start, similar to other online platforms. Internet connection is needed to connect two different positions: user and client. A good internet connection allows Word Wall to be used smoothly and freely.

One important note is that it has a 'print out' version that doesn't exist in other competitors. The developer gives a chance to use the game features without the need of having an internet connection. Yet, it's not as free as the normal one. The mechanism of using the 'print out' version isn't too different from the online version. Sadly, it doesn't exist in the basic/free version. To use this feature properly, the user needs to upgrade their account by buying either standard or pro version.

Sign up, choose the game feature or make it your own (resources), copy the link, spread the link, and download. The latter needs to be done in order to get 'print out' or offline version. Unfortunately, although it can give you service in the form of offline, it can be paper or so on. The user cannot choose another game after downloading. It means that they need to work twice from the start to get changed. For example, providing the

children to do memorizing for example is fine, the media can be repeated, but to have changeable materials or the need to change another type of games suited to current material, or even the upcoming material. It takes more effort for a user to be able to accomplish it. In short, 'print out' version or offline version can be an alternative, but the researcher didn't find the interviewees using this method.

Fortunately, there is a solution to this problem. When internet connection can't work properly, the user only needs to get something else/device with a similar function. It takes more effort-money-, but personal internet quota can be an alternative. Activating internet data on the sim card, then sharing wifi hotspot to the students. This way, the students can also be connected to the internet to fulfil the minimum requirement to access Word Wall. The other way can be in the form of personal mifi. It's similar to wifi in function, but having a little difference. Mifi doesn't need a constant supply of electricity, it has a pluggable battery therefore as long as the energy is filled enough, Mifi can still be active until the energy in the battery runs out.

“...Internet connection is our main problem. Our school has wifi and complete devices ready to use. But sometimes the former isn't too stable because too many people use them. The solution can be in the form of personal quota as a back-up or personal mifi (mobile wifi)” said the teachers.

The next problem according to the respondent teachers can be found on the new users who didn't get used to Word Wall. It may be difficult yet simple. The user should check each feature before they implement their plan in teaching. Because there are some choices in tab ribbon, a new display, and too many games available. There might be the need to adapt to the situation for a while.

However, it doesn't mean to be feared. For new users, it should just take a short time to adapt.

"...From Quizzes to Word Wall, I feel many similarities, yet a huge difference. It takes time for me and my students to adapt to the new look, features, and games," said M.A, the teacher.

At the same time, implementing Word Wall media needs a guide material such as a book to implement and give instruction on the process well. Teacher BY specifically said that in order to keep track of the students' progress and the implementation of the lesson plan, having a book in hand is a must.

The last problem is not as severe as above because it's the freedom of choice for the user to choose. One of the interviewees said that although Word Wall is free, it's limited to features, time, and games. To gain the maximum benefit, the user needs to upgrade their account by buying the standard and pro version existing types.

UIN SUNAN AMPEL
S U R A B A Y A

School plans >

☒IS

Image 4.8. The Price Plans of Word Wall

Word Wall divides two choices in the pro version: individual plans and school plans. Individual plans consist of basic/free, standard, and pro versions. The basic version can use 18 interactive game resources, 0 printables, and 5 times the user themselves can create resources. To activate the standard version, a user needs 36k IDR per month. They will get 18 interactive game resources, 16 printables, and unlimited times they

can create their own resources. Lastly, the pro version is 54k IDR per month, the user will get 33 interactive game resources, 16 printables, and unlimited times resources they can create.

“...I want to have more interactive game resources to vary the method of teaching, sadly it’s not in the basic version. Fortunately the basic one is more than enough to implement in teaching” said BY, one of the teachers.

The pedagogical problems can be found in the difficulty of understanding questions by students and pedagogical problems when implementing Word Wall. Both teacher BY and BA agreed that students need to be checked well by asking them a few times about any problems that they can find in the middle of working at Word Wall. The biggest problem according to them by far was students often did not understand the questions well, therefore they had to explain several times in order to make students understand well thus not getting stuck in the middle of reading questions.

The second problem is the difficulty of keeping fair and just while answering on Word Wall. Teacher BY stated that it’s not easy to keep the students to answer the questions fair and just because students tend to search the answers from the internet and other sources if they were in dire state. It’s nearly impossible for teachers to keep paying attention in the whole process, therefore the new method is needed. Rather than solving the problem, prevention is better. Such activity can be in the form of clear punishment, question adaptable difficulty, and timely structure observation.

B. DISCUSSION

The discussion part advocates the finding and related theory. The results of this study will be correlated with the existing theory.

1. Teachers Implementation Of Word Wall As an Online Platform: Using English As Teaching Media Instruction In Any Classes During Online Learning.

Teachers' implementation of Word Wall views the process of implementing Word Wall, the time it's implemented, the reasons why it is implemented, and its definition. The process of implementing Word Wall is taken from three teachers' lesson plans in the following:

The implementation of Word Wall is divided into two stages: (1). Preparation before implementing Word Wall and (2) During lesson stages implementing Word Wall. The preparation before implementing Word Wall has four steps : The former consists of the following: the first step is the teacher does a review according to BY and shows the projected model according to MA. The second step is for students to watch the video by teacher BY and teacher works on a project by teacher MA. The third step is the teacher asks the students to elicit their responses, and the fourth step is the student's discussion process to guide their correct answers.

The process during lesson stages implementing Word Wall according to both teacher BY and MA based on data display started in the first step in which the teacher gives instructions on how to do a worksheet through Word Wall, the first she does is to show the Word Wall game and carry a guide to students by giving the instructions. The second step is for students to do the worksheet by filling in the

answer, students follow the teacher's instructions, and they can start to play, and lastly teacher gives the example of them.

On the other hand, regarding the view of the Word Wall of the time it is used.

The teachers, as the subject of data in this study, used Word Wall when online learning was the best method the world chose at the beginning of the pandemic outbreak around 2-3 years ago. They used it through the Zoom application. They didn't have a choice to use offline media and the unused usual class therefore massive revolution is needed. Although online learning does differently with offline learning, it needs to keep the method, instructions, and system well maintained to maximize the learning process. Another researcher Al-Fraihat et al⁴⁵ said that determinants of perceived satisfaction with online learning are the quality of technical systems, quality of information, quality of service, quality of support systems, quality of students, quality of instructors, and perceived usefulness.

Regarding the reason why Word Wall is chosen, the results showed that Word Wall, as an online platform in the form of a website that can be an online learning application to support the teaching and learning process, creates a wonderful atmosphere in which the students enjoy the process of learning. Application such as Word Wall that created originally as an online learning media, is truly helpful in supporting the success of the learning process, as stated in the result of previous studies by the researchers, Ningtyas and Ninawati⁴⁶. By having valid media, the percentage of having success in learning increased significantly.

⁴⁵ Al-Fraihat, D., Joy, M., Masa'deh, R., & Sinclair, J. Evaluating E-learning systems Success: An empirical study. *Computers in Human Behavior*, 2020, 102.

⁴⁶ Ningtyas B. S. R., Ninawati M., *The Effectiveness Of Using Linktree And Word Wall Applications On Ips Learning Outcomes For Class V Sdn Cilangkap 01.*, International Journal Of Social, Policits, and Humanities, 2021.

It's inevitable that in the learning process, the teacher has to prepare an assessment in order to know the students' level of standard. The needs of using media as a helpful tool is essential. By implementing Word Wall that consists of dozens of interactive games resources, at least teachers can skip the process of creating assessment or starting activity that wastes time and only focus on the assessment to students. This way, time and efficiency increased significantly. With good quality of both assessment and teacher, there must be a positive impact. The results of study from Wafiqni and Putri are in line in this case⁴⁷. They found that the implementation of Word Wall's media can be seen from the results of learning achievement that run effectively with the completeness of the participants on maths tests with a percentage of 80.35%.

Additionally, the three teachers as main respondents ultimately agree that implementing Word Wall makes the lesson more enjoyable for children, proven by their respective observation in which the students feel playing is the same as learning. They (the children) do their best to play, however they do not realize that what they are doing is subconscious learning. This process is called subconscious absorption of language through meaningful use in Brown's book, *Teaching by Principle*⁴⁸.

Word Wall in which students don't need to focus on such as grammatical language of question, hence the answer of the very question on the screen is what they fully concentrate on, added with the way they learn through Word Wall i.e playing games. They do not even realize that they are entering the gate of the learning process. They are concentrating on the instructions, trying to find the right

⁴⁷Wafiqni N., Putri F. M., Efektivitas Penggunaan Aplikasi Word Wall dalam Pembelajaran Daring (Online) Matematika pada Materi Bilangan Cacah Kelas 1., Elementar (Elementary of Tarbiyah): Jurnal Pendidikan Dasar, 1(1), 2021, 68-83.

⁴⁸ Brown, H. Douglas., *Teaching In Principles: An Interactive Approach To Language Pedagogy*. Second Edition:Longman. 2000. P.55

answers to solve the problem, for example: popping balloons in the running train. They are waiting for the exact question represented by the running train. Their eyes focused, as long as they found the right train, their hands would click the balloon, automatically popping it, making the answer of the balloon fall and be put on the train. By here, they do subconsciously learning through meaningful use a.k.a Word Wall's media. According to him, this process is called automaticity. Focusing on the key purpose of something e.i result, rather than relying on the form, is the key of automaticity in H. Douglas Brown's book.

On the other side, learning through Word Wall also includes the interconnection materials and the children's interest in playing. The former means that what they have learnt in Word Wall is connected to the main material at that time and it does have connection to the previous, hopefully the future as well. Furthermore, it doesn't apply when bits of pieces of information come without having information related to cognitive structures a.k.a playing games as the children they would be in their ages.

This process is called meaningful learning. It happens when some requirements are met. Such conditions are devoted to powering the learning process by preferring students' interest, academic purposes, and future goals. Elicit the students' interest with new material with the previous one they already know, and avoid too much grammar, abstract principles, and drilling instructions. This study is related strongly with the former two, while the last one is not too correlated.

On the other hand, students definitely yearn for something when they get their answers true. By implementing Word Wall, such activities happen non verbally when the students choose the correct answers. Humans normally would act differently when there is a clear purpose and potential reward. They either do more vigorously or get

worse. If the method to do the anticipation of reward is correct then most likely the students will do more vigorously implementing Word Wall compared to traditional methods. Having something like fireworks erupted when choosing all correct answers, 'score' list, or the display/screen changes when the answer is correct. It happens all the time when implementing Word Wall. This theory is connected to Teaching by Principle H. Douglas Brown as 'the anticipation of reward'⁴⁹.

When the students do what they want without having the force of an external zone such as teachers, they habitually form an intrinsic motivation. It usually happens when they face something they enjoy, for example, playing games in Word Wall. It's not like students do slowly or lazily what teachers want them to do because their hands are tied, on the contrary when they at least get interested in what they are facing, that's the starting of intrinsic motivation. As stated above, they play, click or 'other verbs' countless times without noticing that what they do is learning. When you do something that you are originally enjoying, you can hold on to it much longer than usual. This is supported by the intrinsic motivation principle by Brown.⁵⁰

As a result of the research, by implementing Word Wall when playing the games, they subconsciously learn, it means that the children are unaware that what they have done is helpful for themselves. It can be narrowed as the form of successful teachers' strategy in dealing with common problems for students. Strategic investment's theory supports this in Brown's book. It talks about adjusting to those teachers who did their best to provide an enjoyable medium for teaching: the need to provide each student with different strategies and tactics according to their learning styles, and the need to

⁴⁹ Ibid

⁵⁰ Brown, H. Douglas., *Teaching In Principles: An Interactive Approach To Language Pedagogy*. Second Edition:Longman. 2000. P.59

attract the students' interest when teaching. Such problems are the exact opposite of the principles the research mentioned before.

The essence of not keeping the spirit of learning never fades away. Controlling students' ego is quite difficult. The need to have enough preparation to avoid the upcoming problems that have the terrifying effect such as lower students' motivation to learn is essential. This important task, that needs to be borne by teachers, is quite all teachers' responsibilities. In this case, this study uses Word Wall to avoid problems like mentioned. Teachers need to be aware of how to keep the students' learning spirit high. Ultimately, by implementing Word Wall, this problem can be kept up or even solved. Enjoyable learning style supported by interactive games is one of the reasons why implementing Word Wall can keep students' language ego stable. This is supported by Brown's Teaching by Principle Language Ego⁵¹.

Furthermore, by implementing Word Wall, the teacher can create their own teaching resources or get directly from the templates created by others. Another reason is because by implementing Word Wall learning style, the students believe at least that 'this is their world (play)' and 'they definitely can do this'. At least, there is more to give an eye when implementing Word Wall compared to those who are not. This is in line with the self confidence principle by Brown in his book entitled as Teaching by Principle. Self confidence is needed to keep up students' language ego, in another sentence it means to let them avoid going downhill in terms of learning motivation. The principle of this is all lessons are equal to students' capacity. It's dangerous and irresponsible to have high material value, giving to the students. However, the opposite is also not suggested to give lower materials they should have mastered long ago. It can create a gap and decrease language ego for the former cause. On the other hand, the letter can give students a low sense of challenge, there will be a high chance they

⁵¹ Ibid

will be bored and do everything lazily. That is against all the principles, especially 'intrinsic motivation' and 'language ego'. The trick to do 'self confidence' well is to build up from lower phase to high as students gradually catch up with the material. This happens to avoid dropping students' motivation because they don't have self confidence. In this study, this problem is not to heavily guard up against.

If a student stops at a certain problem, the teachers need to help and lend them a hand. In Word Wall, this problem is adjusted easier, it means that students who choose the wrong answer still have a chance to review what they have done wrong and the correct answer. Aside from getting the truth directly, there is also teachers' review therefore there are two at the same time. By having more reviews, it increases the chance of understanding the material. It's in line with the researchers of previous study⁵². They said that the use of online games promotes engagement via repetition and contributes to a deeper understanding of the vocabulary and the ability to recall spelling easily. The repetition provides meaning of having reviewed multiple times as to make sense of the material received by the students. Furthermore, this argument is also supported by Risk-taking principle from Brown's book⁵³. It is an important principle in which the students need to know where their capabilities are located. As the famous saying goes, success is not without failure. It's important to recognise one's ability when facing a problem.

Word Wall's material and other materials pay attention to language-culture involvement. Whenever a play is generated, the questions the teacher created or taken from resources must have its

⁵² Hasram S., M. Nasir M. K. ., Mohamad M., Daud M. Y., Abd Rahman M. J., Wan Mohammad W. M. R., The Effects of Word Wall Online Games (WOW) On English Language Vocabulary Learning Among Year 5 Pupils. *Theory and Practice in Language Studies*, Vol. 11, No. 9, 2021, pp. 1059-1066.

⁵³ Brown, H. Douglas., *Teaching In Principles: An Interactive Approach To Language Pedagogy*. Second Edition:Longman. 2000. P.63

own language culture relation. For example, the material for that time is descriptive text. The screen presents the image of 'national food from Indonesia' such as Sate Kambing, Nasi Padang, and others. This is in line with the theory of Brown's Teaching by Principle rationally about The Language-Culture Connection. According to him, this seemingly innocent thing can be dangerous if it doesn't use it properly. The importance of 'acculturation stages' is clear therefore teachers should emphasize more on the explanation that 'having different cultures makes no value of degrees, no one is better than others especially with the different cultures. They also need to add that learning language is to understand the acculturation process easily.

2. Teachers' Perspectives On The Suitability Of Word Wall As an Online Platform Using English As a Teaching Media Instruction In Any Classes During Online Learning

Based on the result of data obtained from teachers, the reasons why Word Wall is suitable with students are: it has many useful games to be exact dozens of those games, free access is more than enough for daily teaching, using the technique of memorization in dealing with important notes, and lastly Word Wall is very flexible.

Word Wall is not without educational games. This online platform is in the form of a website, revolving around games and learning media. As interviewees in this research, teachers said that the elementary students they teach like to play with Word Wall because they are in the same area. Children can focus on what they are doing if what they do is in their preferences. At their ages, playing is what they like the most. Word Wall, as a platform that provides a change for learning through playing, makes the most of the learning process for

elementary students. Furthermore, this is emphasized by Zapalska⁵⁴. This researcher said “It is believed that in the learning process, when students have the opportunity to participate in decision-making, they are more likely to enjoy learning because they regard “learning” as “playing”. With implementing Word Wall, teachers have another choice regarding using online platform learning media in the teaching learning process.

On the other hand, the researcher obtained that it has 18 interactive games in free/basic that any users can access. The standard version is the same, but the pro version has 33 interactive games, almost double the basic version. The user can access at least 18 interactive games and 33 interactive games the most. It undoubtedly has way more games than 'the other' online platform learning media. In other words, the quantity can be more in terms of value to quality according to the context.

Besides the quantity of educational games, teachers said they also need to keep the guides when the students are playing. It makes them get on the right track and avoid having too many inputs. The results can be maximized with the quantity of games supported by teachers' guidance throughout the process. This is supported by the theory from Coplan, Ferrara, and Han⁵⁵. They said that several studies have found positive links between guidance during play and children's academic and socio-emotional outcomes, including spatial language production, vocabulary development, and prosocial skills.

Another plus point by the teachers as interviewees is, the free or basic version of Word Wall is enough to use in daily teaching. Having 18 interactive games and 5 chances to create their own choices

⁵⁴ Zapalska A., Brozik, D., and Rudd, D. *Development Of Active Learning with Simulations and Games*. US-China Educ. Rev.2, 2012. 164-169.

⁵⁵ Coplan, R. J., Schneider, B. H., Matheson, A., & Graham, A. *'Play skills' for shy children: Development of a Social Skills Facilitated Play early intervention program for extremely inhibited pre-schoolers*. Infant and Child Development, 19, 2010. 223– 237

of game templates. Even though there is no chance to have a 'print out' version or called printables for offline use, it's more than enough to use basic Word Wall as teachers said. This is supported by another theory from four Germany researchers⁵⁶, they said that a free offer improves perceived quality as the perception of benefits of the service. Meanwhile participants perceive free offers as having no sacrifice. As basic application is enough to use, teachers possibly thought that free offers of Word Wall is the best deal ever for them.

On the other side, another reason Word Wall is suitable with students' based on teachers' perspective is originally related with image interactive games. By having those interactive games, students can understand and do memorization easily. It gives greater chance for students to have some things that need to be memorized i.e the image of elephant, synonymous with the adjectives 'big as truck', 'weight in tons', etc. As long as it's displayed a few times, the students will easily understand. The teachers acknowledge themselves that it's really easy to use memorization techniques in Word Wall. This is in line with Edens Potter, Van Meter, Wammes, Meade & Fernandes⁵⁷. These researchers said that they expect the use of drawings results in better memory and recall because of its appeal to mental imagery.

The last reason is because of Word Wall's flexibility. As the researcher said many times before, learning with Word Wall is the same as entering the children's world. They enjoy learning with Word Wall as the teachers said. The teachers don't need to explain anything as the students are in full control of their actions. Teachers are just being facilitators that review throughout the process. In short, "learning based on students' needs and preference, compiled with

⁵⁶ Niemand T., Tischer S., Fritzsche T., Kraus S. *The Freemium Effect: Why Consumers Perceive More Value with Free than with Premium Offers*. AIS Electronic Library. 2015. Page 15

⁵⁷ Edens, K. M., & Potter, E. *Using descriptive drawings as a conceptual change strategy in elementary science*. *School Science and Mathematics*, 103(3), 2003. 135–144

giving priority to learner control" as it's stated by Demetriadis, Pombortsis⁵⁸, and Herat⁵⁹.

3. The Type Of Problems That Teachers Encounter When Implementing Word Wall As an Online Platform Using English As a Teaching Media Instruction In Any Classes During Online Learning

One of pedagogical problems is that students were having difficulty in understanding the questions posted. Mastering the content of teaching and its methodology are the least requirements for teachers in the field. However, it's inevitable that a fresh-graduate teacher who only knows those two which barely passed in reality is facing obstacles. The fact shows that experience is really important as it can skip the ways they face to reach maximum benefit with least efforts. One of the common problems in teaching according to them is to make students understand the question well. In short, an experienced teacher knows that students are confused about the questions based on their rich experiences of teaching, such as students' faces constantly changing. This is supported by the following theory in which they agreed that student confusion is relatively easy for an experienced teacher to detect in face-to-face settings⁶⁰.

It is common sense that rather than solving the problem, prevention is better. It's in line with the problem of students getting caught cheating in answering the question. The teachers themselves stated that it's not easy to keep the students to answer the questions

⁵⁸ Demetriadis, S., & Pombortsis, A. *E-lectures for flexible learning: A study on their learning efficiency*. Educational Technology and Society, 10(2), 2007. 147–157

⁵⁹ Herat, S. *Education and training for cleaner production: A flexible learning approach*. Journal of Cleaner Production, 8(5), 2010. 361–364

⁶⁰ Lepper, M. R., Woolverton, M. "The wisdom of practice: Lessons learned from the study of highly effective tutors," in *Improving Academic Achievement: Contributions of Social Psychology*, ed J. Aronson (Orlando, FL: Academic Press), 2002, 135–158.

fair and just, the reason is because students tend to search the answers from the internet and other sources if they were in dire state. It's nearly impossible for teachers to keep paying attention in the whole process, therefore the new method is needed.. Such activity can be in the form of clear punishment, question adaptable difficulty, and timely structure observation. Two researchers supported this theory by stating that apart from direct proctoring, there are some techniques such as controlling the browser, limiting exam time, randomizing questions and choices, etc⁶¹

Connecting to online platforms surely tied up with a networking that connects the user and the website itself. Word Wall with similar properties, can't escape the fate of being activated without an internet network. This is in line with this study. The teachers tried their best to avoid this problem, however even they can't escape fully from it, at least what they can do is to change from using wifi to personal quota. The less people using the same network, the faster it can get. Furthermore, it is in line with previous studies from five Malaysian researchers that in their study, two significant challenges for pupils in incorporating WOW online games which are the limited number of mobile devices to access WOW and a stable internet connection⁶².

Furthermore, Fabio et al. Statement⁶³. He said that the group revealed one of the three barriers and challenges that students encountered in online learning was a good internet connection . On the

⁶¹ Dendir, S., & Maxwell, R. S. *Cheating in online courses: Evidence from online proctoring*. Computers in Human Behavior Reports, 2020.

⁶² Hasram S., M. Nasir M. K. ., Mohamad M., Daud M. Y., Abd Rahman M. J., Wan Mohammad W. M. R., The Effects of Word Wall Online Games (WOW) On English Language Vocabulary Learning Among Year 5 Pupils. *Theory and Practice in Language Studies*, Vol. 11, No. 9, 2021, pp. 1059-1066

⁶³ Fabito, B.S., Trillanes, A.O., & Sarmiento, J.R. *Barriers and challenges of computing students in An online learning environment: Insights from one private university in the Philippines*. *International Journal of Computing Sciences Research*, 5(1), 2021. 441-458

other hand, Chung et al.⁶⁴ also said that wherein internet connection is one of the great challenges of learning online among students. As it contains what it should be based on the properties, implementing Word Wall in the normal way (not print out) certainly can't escape being connected.

On the other hand, the other weakness is the need for adaptation for new users in Word Wall. Every new user has to face the new template, display, and the use. Certain button has a certain function, likewise all symbols must have certain meanings in it. All it needs gradually done, as is the way information enters our brain. When the time comes, hardworking and talented users are definitely able to adapt. This is supported by statement from other researchers⁶⁵, they said that teachers need to adapt for yet to come in history-online learning- to maximize students' learning and teaching process.

The last technical weakness according to the interview is, of how Word Wall originally arranged the form. It is free, but the features, games, and time are normally limited. How to solve this problem is actually depending on the teachers themselves. They have to answer the following questions: is it appropriate, how many times they will use it, the current financial situation, and many more. After answering these questions, the teacher should have a general idea of whether to buy it. It's commonly known that the pro version is always better, as with Word Wall which has a standard and pro version. Both of these provide the user with more game resources, more options of offline version (print out), and unlimited opportunities to create their own resource templates. Hsu and Lin support this, they said that Important factors that can influence buying interest in paid mobile

⁶⁴ Chung, E., Noor, N.M., & Mathew V.N. *Are you ready? An assessment of online learning Readiness among university students*. International Journal of Academic Research in Progressive Education & Development, 9(1), 2020b. 301-317

⁶⁵ Apriansyah, R., & , Lindawati, Yustika I., *Analisis peran guru dalam proses pembelajaran daring dimasa pandemi Covid-19*. Edu Center: Jurnal Ilmiah Pendidikan. 2022. Vol 1 No 6

applications include performance/quality, value for money, emotional value, and social value⁶⁶.



⁶⁶ Hsu, C. And Lin, J.C. *What Drives Purchase Intention for Paid Mobile Apps? An Expectation Confirmation Model with Perceived Value*. Electronic Commerce Research and Applications, 2015. 14, 46-57

CHAPTER V

CONCLUSION & SUGGESTIONS

A. Conclusion

The researcher conducted research about Teachers Implementation Of Word Wall As an Online Platform: Using English As Teaching Media Instruction In Any Classes During Online Learning. This research includes three research questions that have been discussed clearly. Word Wall is an online platform in the form of a website that can be an online learning application to support the teaching and learning process. The national plus teachers -the school itself has foreign curriculum as well as the use of English as daily conversation- or as interviewees, used Word Wall to teach elementary school students. The result is quite satisfactory as the children seem to enjoy the material. The teachers said that because learning through Word Wall is the same as playing.

Meanwhile, the process of implementing Word Wall according to the three teachers is a little bit of difference between the sequence steps. In conclusion, here is the process of implementing Word Wall in teaching the learning process according to the teachers. The implementation of Word Wall views the process of implementing Word Wall that is divided into two stages: preparation before implementing Word Wall and during lesson plan implementing Word Wall. The preparation before implementing Word Wall has four steps : the first step is the teacher does a review according to teacher BY or to show the projected model according to teacher MA. The second step is for students to watch the video by teacher BY or teacher works on a project by teacher MA. The third step is the teacher asks the students to elicit their responses, and the fourth step is the student's discussion process to guide their correct answers.

The process during lesson plan implementing Word Wall according to both teachers, BY and MA can be concluded as in follows: started in the first step in which the teacher gives instructions on how to do a worksheet through

Word Wall, the first is to show the Word Wall game and carry a guide to students by giving the instructions. The second step is for students to do the worksheet by filling in the answer, students follow the teacher's instructions, and they can start to play, and lastly teacher gives the example of them.

Based on its properties, online platform learning media learning in the form of educational games, they said that when children are playing on Word Wall, it looks like they are playing even though they are learning at the same time. Affected by these subconscious learnings, the children get easier to understand because in fact Word Wall is their world. Additionally, Word Wall is suitable for students-based teachers' perspectives because by implementing Word Wall, students feel that learning is as the same as playing, in Word Wall also there are dozens of useful games. Word Wall provides free access which is more than enough in daily teaching. It also provides enough game resources that underline the importance of memorization for elementary school children, and lastly Word Wall is very flexible to users, they can do what is instructed without having the burden being pointed anytime. In this case, the teachers are just facilitators.

On the other hand, problems that teachers encounter when implementing Word Wall are main problems which are divided into two types: pedagogical and technical. The pedagogical problems can be found on (1). The difficulty of understanding questions by students and (2). The difficulty of keeping fair and just while answering on Word Wall. Meanwhile the technical problems are generally similar with the other online platform media such as slow internet connection, the need for new user adaptation, and the limited free usage. How to solve or prevent the problems are Internet connections which are not stable. It can be solved by using personal quota or portable mifi (wifi with battery), it can also be a problem for new users trying Word Wall, it can be solved by doing adaptation for a while. Teacher also needs a book as a guide in the process of teaching, lastly, the free version is enough yet limited to interactive game resources, zero chance of having printables (print out offline version), and only 5 chances creating own game

templates. To solve this problem, the user needs to upgrade their accounts into standard or pro versions. The pedagogical problems can be solved or prevented by adjusting difficulty level, controlling the browser, limiting exam time, and randomizing questions and choices

Even though this research is enough to dig out all of the online platform learning media that's called Word Wall, there may still be other potential aspects about this Word Wall in which the researcher doesn't consider yet. In terms of data gathering, perhaps more respondents are needed to obtain more data, resulting in a variety of results.

B. Suggestions

Based on the researcher's conclusion and unfortunately limited time of study, the researcher provides suggestions as follows

1. For future researchers

To gain different results, the future researchers need different research patterns. It is expected to be able to use quantitative methods or mixed methods to gain better results, in addition, other planning such as doing future research to be exact varying or multiplying the variables is also a better choice.

2. For English teachers

There may be untapped potential regarding Word Wall. However as a conclusion from this research, it's effective enough to use it in classroom thereby the researcher hope teacher is able to use and optimize Word Wall as an online learning media

3. For language teacher education program

In facing the changeable education environments, the researcher hopes for a language teacher education program to prioritize cutting-edge media such as Word Wall to be used in assisting the teaching learning process.

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