ENHANCING STUDENTS' SPEAKING SKILLS WITH WORDWALL GAME-BASED LEARNING: CLASSROOM ACTION RESEARCH

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Abstract: The research using the Classroom Action Research (CAR) method aims to help students enhance their speaking skills through Digital Game-Based Learning (DGBL) using the Wordwall game. This research is motivated by the low speaking skills of students at the elementary level who need innovative methods to increase their participation and speaking ability. This CAR method involves four steps, each consisting of observation, planning, action, and reflection. The findings of this research revealed a considerable improvement in the use of the Wordwall game, including increased active involvement and confidence in speaking. In conclusion, the use of DGBL with Wordwall proved effective in improving the speaking skills of students at the elementary level, as well as creating a more interactive and fun learning environment. This study recommends further use of this method in various educational contexts to improve students' speaking skills.

Keywords: *Classroom action research, Digital Game-Based Learning Wordwall Game, Speaking skills.*

INTRODUCTION

Speaking Skills play a crucial role in language acquisition as they enable individuals to communicate effectively and express their thoughts, ideas, and emotions orally. According Sharma,(2022) mentioned from a young age, speaking has been regarded as a necessary talent therefore speaking is seen as a crucial ability when learning a foreign language. English speaking skills are essential to language proficiency, enabling individuals to effectively communicate and interact in various social, academic, and professional settings. Proficiency in speaking English facilitates cross-cultural communication, fosters academic success, and enhances employment opportunities in today's globalized world. As English serves the purposes of international communication, most of the foreign language learners try to earn ift (Rao, 2019). Effective communication skills are essential for language learners to express themselves fluently, interact with others confidently, and participate actively in various social and academic contexts. However, traditional language teaching methods focus more on reading and writing, while speaking skills may receive less attention in the classroom.

During the observation, the researcher discovered an issue in the classroom the teacher and the students still use the Indonesian language during English learning class. As a result, many students have difficulty communicating effectively in English, both within and outside of the classroom. Because of the importance of English as a global language, speaking English is a difficult ability that must be cultivated and done effectively and efficiently for improved academic accomplishment and future profession (Abdullah et al., 2019). Consequently, the reliance on Indonesian during English Language lessons hampers

students' language development, reducing their capacity to communicate effectively in English, as well as their possibilities for academic and personal development. In the classroom, one key advantage is that game-based learning activities can temp internal learning motivation by integrating numerous 'joyful' features (Hartt et al., 2020). Addressing this challenge requires a concerted effort to shift instructional practices towards a more immersive and communicative approach, leveraging innovative strategies such as Digital Game-Based Learning (DGBL) to foster an English-rich environment in the classroom.

With the advancement of technology, the researcher can utilize technological tools and use DGBL as a method of teaching and learning. DGBL is a learning strategy that integrates educational content or learning designs into digital games (Chang & Hwang, 2019). DGBL offers a dynamic and interactive platform that captivates students' attention, encourages active participation, and facilitates an immersive language learning experience. By integrating digital games into the English Curriculum, educators can build an interesting learning environment that caters to the varied learning styles of primary school pupils. DGBL thus fosters an active learning process with new enjoyable and interactive activities for young learners, notably in language learning (Yusra & Lestari, 2020). Therefore, there is a pressing need to bridge this gap by embracing DGBL as a catalyst for transformative language learning experiences. By harnessing the immersive and interactive nature of digital games, educators can create dynamic English language learning environments that cater to the diverse needs and preferences of elementary school students. Moreover, integrating DGBL aligns with the border objectives of 21st-century education, emphasizing critical thinking, collaboration, communication, and creativity(Aulia, 2022). Considering this consideration, Exploring the potential of DGBL in the context of English Language Learning becomes paramount, as it holds the promise of revolutionizing traditional teaching practices and empowering students to thrive in an increasingly interconnected and technologically driven world.

Leveraging technology to enhance the learning experience is becoming increasingly important. One such innovative tool is Word-wall, a digital platform designed to engage students through interactive games while encouraging skills development across a range of subjects and designed to meet the needs of primary school students. Through engaging game formats such as word searches, matching exercises, and interactive quizzes, students are immersed in an enjoyable learning environment where they can practice and refine their speaking skills in a stress-free setting. According to Yudha & Mandasari, (2021) The students learn more efficiently when they believe they are making progress, and games allow them to practice and overcome their fears. Another reason why the researchers use Word-wall as a teaching medium is because it is simple to use and free for everyone, so it is very comfortable for a teacher to use Word-wall.

Several studies investigated the use of Wordwall as a learning media in (Umairoh & Agustina, 2023) In the study "The Effectiveness of Word-wall Game in Teaching Speaking Class for Eighth" by using quantitative methods the researcher discovered the Wordwall is an effective way to improve students' speaking skills because students can gather their thoughts before speaking, and playing the game Wordwall allows students to expand their vocabulary. Other studies using Word-wall as media in teaching learning in the study of (Pradini & Adnyayanti, 2022;Hasram et al., 2021;Az Zahrah & Anwar, 2023a;Purwitasari, 2022; Makrub, 2023;Az Zahrah & Anwar, 2023b) This study refers to the use of Word-wall as one of the tools in the teaching and learning process with specific skill is vocabulary skills in

online or offline English classes. Also, the study of (Amri & Sukmaningrum, 2023;Yanti et al., 2022) using the Word-wall game is valuable in improving students' writing skills. The Wordwall game provides an interactive and engaging activity for learning English. Based on the previous studies, the researcher has not found studies on using Word-wall games as a learning medium for young learner students, specifically in improving their speaking skills.

RESEARCH METHODOLOGY

Conducting Classroom Action Research (CAR) to investigate the effectiveness of teacher teaching methods in the classroom. CAR-based instruction is characterized as the teaching and learning process by stressing that the research process has two connected parts: the research process and the research outcome (Meesuk et al., 2020a). According to (Kemmis & McTaggart, 1988) CAR is a four-step study cycle that includes preparation, implementation, observation and reflection.
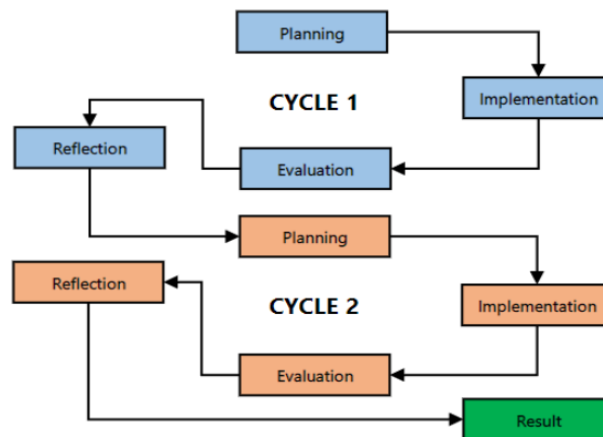
Picture 1. Classroom Action Research (CAR),(Feiyue, 2022).

Initially, the planning phase sets the groundwork, encompassing a comprehensive evaluation of pertinent literature to establish a robust theoretical framework. Subsequently, the implementation plan is meticulously crafted, delineating clear objectives, methodologies, and implementation strategies, then in the implementation phase the researcher keenly observes students' engagement levels. Concurrently, data collection methods take pre and post-tests. Following the evaluation stage, reflection becomes paramount, as researchers critically analyze the entirety of CAR progress. Through reflective practices, valuable lessons are gleaned, informing future CAR, and contributing to the continuous improvement in the teaching and learning process. This stage determines whether the proposed strategy is successfully implemented in the learning practice. When a cycle fails or dissatisfies, the educator reattempts in the next action until the expected satisfactory results are reached (Elvyra & Pratiwi, 2023)

The researcher uses CAR in the implementation of teaching and learning because the use of CAR provides many significant benefits as (Meesuk et al., 2020b) mentioned that CAR will expose the direction of teaching development. Some benefits obtained that is, it enables the teacher to systemically improve their teaching practices through cycles of

reflection, action, observation, and evaluation, also CAR enables the adoption of an evidence-based approach to educational improvement.

Participants

The Participants in this research were elementary school-level students involved in the English Language teaching program at Education Republic, as well as teachers who taught in the classroom. There were 2 students in the class, aged between 6 to 12 years old, learning English as a foreign language, and having a 24-year-old English teacher. These Students have varying levels of English understanding and ability from beginner to intermediate level. Additionally, they also have varying cultural backgrounds and learning experiences that may influence how they respond to digital game-based learning methods.

Instruments

To collect the data, the writer observed the class first, Then the Researcher prepared the data needed before the implementation. As for measuring the student's engagement, the authors used closed-ended questions distributed after the implementation. The Researcher also conducts pre-tests and post-tests so that the author knows the ability of students and the improvement of students' speaking skills, and to evaluate the students, the writer uses a holistic rubric. The following rubric assessment is sourced from the Education Republic.

No	Aspect	Skor	Description
1	Pronounce	5	Easy to understand with a native speaker's accent
		4	Easy to comprehend even with a certain accent
		3	There are pronunciation issues that require the listener to concentrate fully and there are occasional misunderstandings.
		2	Pronunciation issues can make it difficult to understand, prompting repeated questions.
		1	Pronunciation issues are important, and they cannot be understood.
2	Grammar	5	There are no or few grammatical faults
		4	Occasionally makes grammatical blunders but does not alter the meaning
		3	Frequently makes grammatical errors that impact the meaning
		2	Many grammatical faults disrupt meaning and frequently change phrases
		1	Grammatical faults are so making comprehension difficult
3	Vocab	5	Uses native-like vocabulary and expressions
		4	Sometimes uses inappropriate vocabulary
		3	Often using inappropriate vocabulary, limiting conversations
		2	Using words inappropriately, making it difficult to comprehend
		1	Limited vocabulary prevents meaningful conversation
4	Fluent	5	Fluent as a native speaker
		4	Fluency appeared slightly hindered by linguistic issues
		3	Fluency issues can cause some disruption to fluency
		2	Frequently hesitate and stop due to linguistics problems.
		1	Talking occurs intermittently and pauses, making discourse impossible
5	Understanding	5	Understand everything without Effort
		4	Understand practically everything, though there is repetition in some portions.
		3	Understands most of what is said when speech is somewhat slowed down despite repetition
		2	Difficult to follow what is being said
		1	Difficult to grasp even a simple conversation

Table 1. Rubric assessment of student speaking skills. (Education Republic)

To measure the success of students in class, it is given a standard benchmark criterion. Benchmark criteria have a value of 65, which is the minimum achievement standard (MCC value) for students (Syawaluddin et al., 2020). Therefore, the researcher sets the lowest score as 65 then it can be said that the method is successful. To determine the value based on the rubric that has been made, researchers follow the assessment that comes from the Education Republic. Here is the scoring table;

TOT CORRECT	TOT	%	SCORE	TOT CORRECT	TOT	%	SCORE
25	25	100	100	12.5	25	100	50
24.5	25	100	98	12	25	100	48
24	25	100	96	11.5	25	100	46
23.5	25	100	94	11	25	100	44
23	25	100	92	10.5	25	100	42
22.5	25	100	90	10	25	100	40
22	25	100	88	9.5	25	100	39
21.5	25	100	86	9	25	100	36
21	25	100	84	8.5	25	100	34
20.5	25	100	82	8	25	100	32
20	25	100	80	7.5	25	100	30
19.5	25	100	78	7	25	100	28
19	25	100	76	6.5	25	100	26
18.5	25	100	74	6	25	100	24
18	25	100	72	5.5	25	100	22
17.5	25	100	70	5	25	100	20
17	25	100	68	4.5	25	100	18
16.5	25	100	66	4	25	100	16
16	25	100	64	3.5	25	100	14
15.5	25	100	62	3	25	100	12
15	25	100	60	2.5	25	100	10
14.5	25	100	58	2	25	100	8
14	25	100	56	1.5	25	100	6
13.5	25	100	54	1	25	100	4
13	25	100	52				

Table 2. The grading scale of student speaking skills. (Education Republic)

For some information, the researcher categorized the result of the assessment into several categories as follows;

SCORE	CATEGORY
81-100	Very Good

71-80	Good
61-70	Quite Good
41-60	Poor
4-40	Very Poor

Tab le 3. rubric assessment (Marsevani, 2022)

Data Analysis

During the implementation, the researcher obtained data from students through pre-test and post-test assessments. The data analysis process began with the administration of a pre-test to measure students' baseline speaking skills before the intervention. This pre-test was designed to assess various aspects of speaking skills, including Pronunciation, grammar, vocabulary, fluency, and understanding. Following the pre-test, the intervention which involved the Wordwall game, was implemented in the classroom setting according to the established action plan. Students participated in gameplay sessions aimed at enhancing their speaking skills over a specified period.

Following the intervention phase, the students were given a test to see how the DGBL technique affected their speaking skills. The post-test, like the Pre-test, tested the same components of speaking ability, allowing for direct interpretation of the result. The data collected from both the pre-test and post-test were analyzed to determine any improvements in students' speaking skills because of the intervention. Statistical analysis was conducted to measure the effectiveness of the Wordwall game in enhancing students' speaking abilities.

Additionally, the teacher's perspective was analyzed through interviews conducted before and after the implementation. The interviews aimed to gather insights into teachers' experiences, perceptions, and challenges related to implementing the Wordwall game in teaching speaking skills. The interview transcripts were analyzed qualitatively to identify recurring themes, patterns, and key findings. Teachers' feedback provided valuable insight into the effectiveness of the game-based learning approach and helped in understanding its impact on students' speaking skills from the teachers' perspective.

RESULT AND DISCUSSION

This research aimed to investigate and improve teaching practices through iterative cycles of preparation, action, observation, and reflection. By using the CAR method, the aim is to observe and understand the development of students' speaking abilities such as pronunciation, grammar, vocabulary, fluency, and understanding. This research, initially, represents one cycle of applying CAR to increase speaking skills. The result of this CAR method involved a systematic analysis of the data collected from various instruments, including observations, pre-tests, and post-tests. These insights provide a comprehensive understanding of the progress observed during the teaching and learning process.

Result

The CAR method began with planning teaching-learning materials related to the results of observations that have been carried out in the classroom. After conducting observation and planning, in the next meeting, the researcher prepared a quiz for learners to do as their pre-test. In the next meeting, the researcher applied the CAR method in class. The researcher implemented teaching using the CAR method for elementary students. The

teaching-learning materials included rubric performance assessments, worksheets, and speaking videos. The teaching media uses the Wordwall game, and for additional teaching and learning processes, researchers use PowerPoint (PPT) presentations and videos from YouTube. To find out the comparison of the average score before using CAR method and after the researcher conducted a post-test to the student.

During the first meeting, the researcher observed the classroom and identified that students were still using Indonesian during the teaching and learning process. Therefore, before implementing the CAR method, a pre-test was conducted to assess the students' initial proficiency levels in pronunciation, grammar, vocabulary, fluency, and understanding. The table below shows the results of the pre-test data that has been done in the classroom.

ASPECT	NAME	
	STUDENT 1	**STUDENT 2**
Pronunciation	3	3
Grammar	2	3
Vocabulary	3	3
Fluency	2	2
Understanding	2	2
AVERAGE SCORE	25:2= 12,5	
TOTAL SCORE	50	

Table 4. Students Pre-test Score

Table 4 represents the pre-test scores of students with assessed aspects of pronunciation, grammar, vocabulary, fluency, and understanding. The pre-test assessment indicated that students faced considerable difficulties with pronunciation, grammar, vocabulary, fluency, and understanding. Scores generally ranged from 2 to 3, highlighting issues such as being hard to understand, frequent grammatical errors, and limited vocabulary usage.

Specifically, pronunciation scores of 3 indicate that while the students were somewhat understandable, there were still noticeable issues that could hinder clear communication. Grammar scores, which were 2 for student 1 and 3 for student 2, suggest frequent grammatical errors, impacting the overall clarity and correctness of their spoken English. Vocabulary scores of 3 show that although students have a basic grasp of necessary words, their limited vocabulary likely restricted their ability to express more complex ideas. Fluency scores of 2 for both students highlight a significant struggle with maintaining a smooth and coherent flow in their speech, often pausing or hesitating, making it challenging for them to follow and engage in conversation effectively.

Overall, the average score is 50 categorized as poor according to Table 3. The average score is obtained by calculating the total assessment scores of Students 1 and Student 2, then dividing the total by 2, resulting in an average score of 12,5. According to Table 2, a score of 12,5 corresponds to a final assessment value of 50. This indicates that the students were

below the standard minimum score target which is 65. This comprehensive assessment underscores the necessity for targeted interventions to enhance their pronunciation, grammar, vocabulary, fluency, and understanding of English.

These findings from all activities that had been done in implementation, that is, initially, in observations identified a prevalent issue that students continued to use Indonesian during the teaching and learning process. After the pre-test, the class discussed introducing the topic of hobbies through a structured approach involving a PPT presentation, video, and interactive Wordwall game. Despite these efforts, during the performance assessment of the teaching method implementation, students exhibit shyness, lack of confidence, and unclearness. Hesitant pronunciation when telling their hobbies. These highlighted the need for further reinforcement and feedback to improve their English-Speaking skills.

After the pre-test, in the next class meeting, the researcher introduced the topic of hobbies by using the DGBL approach using the Wordwall game. First, the researcher introduced the concept of hobbies and various types of hobbies using PPT. After the explanation, students watched a video containing hobbies. After that, the next session is playing a game called Wordwall game. In this game, students listen to the audio while the flashcards are displayed, and then students practice pronouncing the word from the audio. Next, the flashcards were shuffled, and students were asked to pronounce words without the audio, then the researcher corrected any mispronunciations. Following that, the students participated in role-playing exercises in which they discussed their hobbies with their friends, encouraging more spontaneous language use and hands-on application of vocabulary.

During the post-test, the performance of the assessment was conducted. In this assessment, students deliver a short presentation about their hobbies. The researcher assessed their performance using a rubric similar to the one used in the pre-test. However, after the intervention phase, where Wordwall games were integrated into the teaching plan, post-test results showed marked enhancements across all assessed areas. Students' pronunciation became clearer, and their vocabulary use was more precise and varied, with most scores increasing. These findings suggest that game-based learning, when applied systematically through CAR, can significantly improve students' speaking ability in a supportive and stimulating classroom environment. The post-test scores showed significant improvement across all aspects. The table below displays the results of the post-test data that was conducted in the classroom.

ASPECT	NAME	
	STUDENT 1	**STUDENT 2**
Pronunciation	4	4
Grammar	3	4
Vocabulary	4	4
Fluency	4	4
Understanding	3	4
AVERAGE SCORE	38:2 = 19	
TOTAL SCORE	76	

Table 5. Students' post-test Score

Based on table 5, reveals a significant improvement in all assessed aspects. Both student 1 and student 2 received scores of 4 in pronunciation, indicating that their speech was much clearer and more understandable compared to cycle 1. Grammar scores increased by 3 for student 1 and 4 for student 2, both students achieved scores of 4 in vocabulary and fluency demonstrated more effective use of vocabulary and more confidence in speech with fewer hesitations. For understanding, student 1 scored 3, and student 2 scored 4, showed a slight need for further development in this area. The total average score is 76, like the pre-test score, the average score is obtained by calculating the total assessment scores of Students 1 and Student 2, then dividing the total by 2, resulting in an average score of 19. According to Table 2, a score of 19 corresponds to a final assessment value of 76. Indicating that the students have moved from below the expected proficiency level to a more satisfactory level of performance. However, continuous efforts are needed to further strengthen their grammar and understanding to achieve even higher proficiency levels.

Discussion

Practicing speaking in English is essential for developing proficiency and one effective way to facilitate this in the classroom is through the consistent use of English by the teacher. At times, teachers spend more time speaking to their students in the classroom, however, this opportunity is a chance to develop their English language skills (Sharma, 2022). Train students' speaking, one of the ways teachers can do this is by using the fun and exciting DGBL teaching method. The DGBL method offers a promising solution by creating an engaging and interactive environment that motivates students to practice speaking in a fun and effective way. According to Xu et al. (2020) DGBL is a digital and entertaining activity to achieve objectives and assess students' learning.

DGBL introduces an engaging and interactive environment that encourages students to participate actively in the learning process. Thus, adding a digital game-based method into education can effectively align the preferences of both teachers and learners. In essence, DGBL enhances student engagement, coordination, and creativity (Adipat et al., 2021). Recent studies have consistently highlighted that game-based learning can enhance students' engagement, motivation, and ultimately, their language acquisition. For instance, a study by (Hung & Yeh, 2023) found that integrating language games into the curriculum improved students' vocabulary retention and pronunciation skills. These interactive activities provide a dynamic and supportive environment that encourages active participation, crucial for developing speaking abilities.

The Effectiveness of DGBL in encouraging language acquisition through interactive and engaging platforms. According to a systematic review by (Dehghanzadeh et al., 2021) and (Zhang & Yu, 2021) gamification increased students' interest and passion for games, making learning more entertaining and less intimidating. For instance, activities like Wordwall games, where students listen and repeat words or phrases, enable them to improve their pronunciation and fluency in a fun and supportive environment. Wordwall emerges as an asset in English vocabulary teaching, providing a combination of pleasure and information that increases students' engagement and improves learning outcomes (Wandari et al., 2024). When students work together on using Wordwall games activities, they engage in discussions, practice conversational skills, and learn from each other. This social aspect of learning is confirmed by the research of (Lee et al., 2023), who discovered that collaborative

game-based learning environments improve communication skills and build a feeling of community among students.

The use of Wordwall in the classroom setting improves the learning experience by making it more interactive and engaging. Incorporating tools like the Wordwall game into teaching classes can further enrich the learning experience, making language acquisition a more enjoyable and successful endeavor. This DGBL tool effectively improves students' speaking skills by providing immediate feedback, promoting collaborative learning, and aligning with both teacher and student preferences. The use of Wordwall can support and enrich language learning, leading to better student outcomes in speaking proficiency.

CONCLUSION

Based on the result, it can be concluded that the implementation of the Wordwall game in the classroom significantly improved students' speaking skills. The success of this improvement is attributed to the use of the DGBL strategy, which involved incorporating the Wordwall game to create an interactive and engaging learning environment. The strategy was conducted by incorporating Wordwall exercises into normal lessons, allowing students to practice vocabulary and pronunciation in a fun and supportive environment. However, some challenges were encountered, such as limited time for each session and the small number of students, which occasionally restricted extensive practice opportunities. To address these issues, future implementations could consider extending session durations and increasing students' participation. Despite these limitations, the strategy proved effective, as evidenced by the noticeable improvement in students' speaking proficiency during the sessions. Even with the constraints of time and the small class size, the approach successfully enhanced language skills within a limited number. For future studies, it is suggested to explore the long-term effects of using Wordwall games in larger and more diverse student populations. This is important to determine the scalability and generalizability of the strategy, ensuring that the benefits observed can be extended to different educational contexts and larger groups of learners.

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