

UTILIZING ICT IN ENGLISH LANGUAGE TEACHING : WORDWALL.NET APPLICATION FOR JUNIOR HIGH SCHOOL STUDENTS

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ABSTRACT

In order to make the classroom more enjoyable and comfortable for students learning English as a second language, teachers must be creative and varied in their approach. This will increase students' enthusiasm and motivation to attend. Wordwall.net is a great tool for enhancing student learning in English lessons since it combines the use of ICT in teaching with gaming. This study is categorized as qualitative research. In this instance, the teacher taught vocabulary to a class of 26 kids in the fourth grade using wordwalls. Interviews were used to gather data. The information demonstrated the pupils' attitudes on English and wordwall usage. The findings demonstrated that both the teacher and the pupils were highly

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INTRODUCTION

Learning a language is a laborious process that can occasionally be frustrating. It takes constant work to comprehend, speak, and write in the target language. But these are not just the assignments for language learners; teachers also need to know how to simplify and improve the learning process. It is expected of teachers to use their creativity in distributing knowledge and boosting students' motivation by utilizing a variety of learning resources and their areas of expertise. According to Krashen in Wang (2011), Learners with high motivation generally do better, and learners with self confidence and a good self-image tend to be more successful.

In order to improve students' English proficiency, teaching tactics and approaches have been devised to keep pupils motivated and confident. One such approach that is currently well-liked in the study of foreign languages is the use of games. The usage of games in conjunction with ICT use is unavoidably changing as technology for ICT use in language instruction advances. The purpose of this study is to determine how the wordwall.net application, an ICT product, is used in language instruction.

The term ICT refers to a wide range of technologies, including all electronic tools that humans use to collect, record, and store information as well as to communicate and disseminate information with others, according to UNESCO (2010) in Carmona and Marin (2013, p. 428). It is crucial to understand that ICT encompasses a variety of devices, including smartphones, tablets, and other mobile devices, in addition to computers and the internet. On the other hand, Yeul (2013, p. 238) defines ICT as

gadgets that use computers, televisions, and communication to encode, store, organize, process, retrieve, transport, and present information.

Technology is being added to the teaching-learning process as a creative tool. According to Davis and Tearle (1999, cited by Amin), it has the capacity to innovate, accelerate, enhance, and deepen skills; to motivate and engage students; to help connect the classroom to the workplace; to promote economic viability; to strengthen teaching; and to support school reform.

Amin distinguishes between two categories of information and communication technology used in the educational process: ICTs for Education and ICT in Education. While information and communication technologies (ICTs) in education refer to the basic components of ICTs that are adopted in the teaching and learning process, ICTs for education relate to the development of ICTs for teaching and learning purposes.

The revitalization of educators and learners can be facilitated by the incorporation of information and communication technology. It can contribute to raising and developing the standard of education by offering targeted assistance in challenging subjects. In order to do this, educators must work together on projects and design intervention change techniques that use ICT as a tool in teaching partnerships. Thus, it can improve the quality of education in a number of ways, including by boosting learner motivation and engagement, making it easier for students to pick up foundational skills, and improving teacher preparation. ICT-based learning approaches offer several options for constructivist learning because they facilitate resource-based, student-centered environments and allow learning to be connected to practice and context. (Berge, 1998; Amin cites Barron, 1998). To help the students understand the teachings more quickly, teachers might be enlivened and visually appeal to their lectures.

The Longman Dictionary of Language Teaching and Applied Linguistics (Richards, Platt, & Platt, 1995: 89, cited by Wang, Shang & Briody, 2011: 128) defines a game as a structured activity that typically consists of a specific goal or task, a set of rules, player competition, and verbal or written communication. According to Wang, Shang, and Briody (2011: 128; Hadfield, 1984: 23), games are characterized as an activity that have rules, a goal, and an element of enjoyment. Furthermore, according to Flexner and Hauck as referenced by Wang, Shang & Briody (2011: 128), a game is an activity in which two or more people compete using skill, luck, or endurance while following a set of rules, usually for their own entertainment.

When teaching language, games can assist the instructor in creating relevant and practical circumstances for the students to acquire the language (Wright, Betteridge & Buckby, 1984). Furthermore, according to Ersoz (2000), games are very motivating since they are both entertaining and difficult. They encourage and boost cooperation in addition to using language that is relevant and helpful in everyday situations.

According to Kim (1995:35), there are a lot of benefits to employing games in the classroom; Games provide a nice change of pace from the language class's typical schedule, they provide inspiration and difficulty, acquiring language proficiency necessitates a substantial amount of work and aids learners in initiating and maintaining the learning process, games help with language development across a

range of abilities, they promote communication and interaction among the pupils, and they give language use a purposeful context.

Variation is necessary for language learners to become more motivated. One such item to boost motivation is a game. Nevertheless, the teacher must take the students' age, skill level, and need into consideration when creating games for the language classroom. All age groups can play games, but educators must make sure that the games they choose are appropriate for the students' ages and neither overly simple nor difficult. For this reason, educators should be familiar with the interests and social dynamics of the younger pupils in order to design games that are both academically stimulating and substantial.

Motivation is the degree to which someone works to learn a language out of a desire to do so and the satisfaction that comes with it. Wimolmas cites Gardner (1985). It is said that a student's motivation for learning the English language may have an impact on the outcome of their studies. As mentioned by Wimilmas, Gardners (1982) also notes that motivation is said to consist of three components: emotion, desire, and effort. Effort is a measure of a learner's motivation and the amount of time they devote to language learning. Affect denotes the learner's emotional responses connected to language study, whereas desire represents how much the learner wants to become fluent in the language.

Lennartsson (2008:7) cites Saville-Troike (2006:85–86) as saying that another factor contributing to the success of certain L2 learners over others is individual motivation. Students will learn a new language more easily if they are more motivated. According to Palmer (2007), which Williams cites, a key component of a high-quality education is students' motivation. When children pay attention, get right to work, ask questions and offer volunteer answers, and seem excited and eager, we know they are motivated.

Krashen contends that “learners with high motivation generally do better, and learners with self-confidence and a good self-image tend to be more successful,” as reported in Richards and Rodger, 2001:183. It has to do with teaching English using games. To boost the pupils' enthusiasm. Chen (2007), referenced by Wang, Shang & Briody (2011: 130), supports the idea that games are effective because they may quickly grab students' attention, affecting their motivation and improving their English proficiency.

Teachers may design interactive games and printed materials for students using Wordwall.net. We automate the rest; teachers only need to enter the content they desire (Wordwall.net, 2022). There have been numerous developments for the Wordwall.net application since the original idea was conceived. The Wordwall.net application offered eighteen primary functions to help teachers prepare lessons and activities before this research was conducted.

Aribowo (2021) states that WordWall is an online tool that facilitates the creation of educational content, including but not limited to quizzes, matchmaking, pairing, anagrams, word randomization, word search, grouping, and more. WordWall media has

a number of engaging features that allow students to actively participate in the learning process, making it one of the most enjoyable and effective learning tools for enhancing students' vocabulary mastery. According to Widikasih (2008, p. 4) states that WordWall has several advantages, namely; 1) helps students improve their spelling and vocabulary so that they can write better; 2) includes references to help students write better during English lessons. This benefit will assist students who struggle to express their ideas in writing. 3) Because WordWall is arranged according to concepts associated with the specified theme, this media can also assist students in creating paragraphs, 4) This media also provides many activities that allow students to practice writing instantly and automatically.

Thus, it can be said that WordWall media is an educational tool in the form of a web application with a variety of games that can be customized to the needs and subject matter to be taught. In addition, this media can be utilized as a tool for learning assessment. This is in line with Sun'iyah's (2020) assertion that the wordwall is focused on learning evaluation and is flexible enough to adjust to the subject matter, the class, the students, and the teacher's preferred teaching method. Furthermore, WordWall offers a variety of game template types for use. An example of how one of the games looks in the Wordwall application is shown in the picture below. students will be more engaged in the learning process when interactive learning resources like Wordwall applications are used, as they help grab students' attention and enhance their participation. This application can be used to create learning media such as quizzes, matchmaking, pairing, anagrams, random words, word searches, grouping, etc.

RESEARCH METHOD

This research used a qualitative approach. SDs IT IPHI Payakumbuh served as the study's location. Interviews with an English teacher who teaches classes 1.4 and 6 were the main focus of the study. The interview took place on Tuesday, May 7, 2024, over the phone through WhatsApp. To make the interviews more convenient for the source, they were done remotely through WhatsApp calls. With the source's permission, each 15-minute interview was audio recorded for transcription and analysis at a later time.

RESULTS AND DISCUSSION

Based on the interview, it can be concluded that The explanation above demonstrates how positively teachers view Wordwall.net's user-friendliness. Most of the respondents said they agreed with every statement made. This is consistent with what Rahmawati & Wijayanti (2022) found. They came to the conclusion that one benefit of using Wordwall.net is that it makes it simple for teachers to organize, design, and implement lesson plans.

The teacher feels helped by the various features in the Wordwall application. They also have no trouble setting up the learning activities in a way that allows the teacher to run the class in phases. This is consistent with learning theory, which states that the teacher, as the one who plans the curriculum and assigns assignments, needs to

have a strategy or plan in place before implementing it in the classroom. This plan will guide learning and assess its effectiveness (Mawati et al., 2021).

Instructors who participated in the survey concur that students find the Wordwall.net application to be visually appealing. In addition, the application's instructions are simple to follow. Effective classroom management revolves around providing instructions that are both clear and simple to comprehend. Students' ignorance of class activities is purportedly caused by unclear instructions and multiple interpretations. This is consistent with Doringin's (2019) viewpoint. According to a report on the Binus University PGSD website, Doringin thinks that students who receive clear instructions will be more receptive and engaged. He also added that effective body language contributes to the effectiveness of instruction.

It is crucial that applications be quick and simple to use. Numerous intriguing and practical features can be found in an application. The user will become angry and frustrated, though, if those impede the access speed. Learning's primary objective won't be accomplished. According to the description given above, teachers generally feel that the Wordwall.net application is fast enough and that there are no network issues preventing them from using it. This is made feasible by the incorporation of some of the newest technologies into the web-based application.

The teacher is satisfied and according to the teacher's perception, students are even more motivated after using the Wordwall.net application. This is in line with the findings of Rahmawati & Wijayanti (2022). They discovered that when students used the Wordwall.net application in the classroom, they were more engaged and excited to learn. They went on to say that teachers also find it useful in a variety of situations, such as when assessing the performance and activities of their students. Teachers don't have to worry about visiting each student individually because this application has a record feature that makes it simple for the teacher to view the student data.

CONCLUSIONS AND SUGGESTIONS

In conclusion, According to researchers, both teachers and students find the Wordwall application's appearance to be highly appealing and entertaining. The teachers did not discover any notable barriers in terms of access speed. Despite the large number of features and games in this application, the user's access to the web-based application is still quite quick. This is as a result of the application utilizing some cutting-edge technology. The teachers generally concurred that they are happy with how the Wordwall.net application is being used in the learning process.

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