

TEACHER'S CHALLENGE IN UTILIZING WORD WALL FOR PROCEDURAL TEXT LEARNING

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Abstract

Word Wall is an innovative educational tool that supports teachers and students by incorporating digital-based learning media into the classroom environment. This study aims to explore the challenges encountered by teachers when using Word Wall to facilitate the learning of procedural texts. Conducted at a junior high school in Cirebon, the study focuses on 8th grade English teachers who implement Word Wall as a teaching medium. The study employs a qualitative methodology, utilizing interviews and document analysis to gather data. The findings reveal that the challenges faced by teachers in utilizing Word Wall can be divided into two primary categories. The first category involves the limitations associated with using Word Wall, such as technical difficulties and the necessity for teachers to develop creative instructional strategies. The second category highlights the benefits of Word Wall, emphasizing its efficiency and interactivity, which contribute to creating a more flexible and engaging learning environment for students. This study provides valuable insights into the practicalities of integrating digital tools in education, offering recommendations for enhancing their effective use in teaching procedural texts.

Keywords – Word Wall, Teacher's Challenge

Introduction

Teachers must become more creative in selecting learning media that can engage students, aligning with the material presented in the classroom. As times change, they inevitably impact the lifestyle of indigenous people, including the field of education. The rapid development of technology increasingly integrates into human life, aiding in discovering cases, rarities, and new phenomena. In education, technology can complement fundamental educational principles and fulfill the needs of both teachers and students. In the teaching and learning process, teachers must utilize learning media. These tools make the learning process more engaging, thereby motivating students and clarifying learning materials. As a result, students can easily grasp the content and achieve the learning objectives. (Puspitarini & Hanif, 2019) Thus, learning media can bridge the gap between the material and the students, allowing them to grasp and visualize the content. Consequently, the integration of education and technology can support teachers in effectively utilizing learning media. Therefore, with the progression of time and technological advancements, learning apps have been developed as digital tools specifically designed for classroom use. These applications cater to educational needs by offering easily accessible features and templates for teachers to create teaching materials. Additionally, they provide facilities such as direct feedback from teachers to students. Relevant theoretical underpinnings indicate that a growing number of primary level students are using mobile learning technologies to interact with their instructors (Camilleri, 2019). Therefore, it shows that students have awareness in using technology and media in an educational environment. Moreover the use of mobile apps can be an effective tool for fostering creativity, learning, and development in a variety of settings, both formal and informal (“Saevesh Raj Rocque” 2022) In the current era of technology, numerous learning applications are available for use as educational media by teachers and students. One such application is Word Wall.

Word Wall is a web-based application that serves as a learning medium. It offers a variety of templates that teachers can use and customize to fit classroom materials. A word wall is a collection of high-frequency sight words that are age appropriate, classified into groups or categories, and is located on the wall of a classroom for children to easily see and learn (Sartika, 2017) This statement is also relevant to the opinion of Green (1993) Research indicates that Word Wall can foster a dynamic learning environment for students and is designed to promote group learning. Therefore, Word Wall is an effective educational tool for teachers, enabling them to deliver a fresh, innovative, and creative learning experience. Word Wall offers 18 templates, of which 5 are available for free. For access to additional templates, teachers can subscribe to the service.

The effect of word wall media on learning outcomes is 79.4% (Hidayaty, Qurbaniah, & Setiadi, 2022) This statement is also relevant to Mahnun (2018) who stated that the Word Wall game quiz, which necessitates active student participation, has been shown to enhance learning outcomes and improve children's attitudes toward Science and Mathematics. While previous study has concentrated on enhancing the student learning process, this study shifts focus to examine the challenges faced by teachers in using Word Wall. Thus, this study is relevant to understanding the specific difficulties teachers encounter with this tool.

Methodology

In this study, a qualitative case study was employed through observation and interview instruments. This approach aims to provide a comprehensive understanding and detailed explanation of the data collected. The qualitative method is utilized to explore the phenomenon from the participants' perspectives (Sartika, 2017). Qualitative study will provide an overview of topics based on certain events and problems so as to obtain a detailed understanding. The instruments used in this study used observation and interview instruments. Observations were conducted by the researchers in the classroom while teachers were delivering lessons, followed by interviews with the teachers after the lessons were completed. According to Jhon W. Creswell in his book entitled "Education Research" said that observation is a process of gathering open-ended, firsthand information by observing people and place at a research site this study was conducted at one of the 8th grade Cirebon junior high school in English learning. Learning sessions occur once a week, typically within a 90-minute time frame. One of the English teachers at this school employs Word Wall as a learning medium in the classroom. The participant in this study is this teacher, who uses Word Wall for teaching English to an 8th-grade class. The researcher acts as a non-participant observer, focusing on the teacher's use of Word Wall. Data is collected through observations, with the researcher maintaining a non-participatory role during classroom instruction. Additionally, interviews with the teacher provide insights into the use of Word Wall in the learning process. The collected data encompasses both observational insights and interview responses regarding the application of Word Wall.

The next instrument used was an interview, which was essential for complementing the data gathered through observations. The interviews provided additional insights and a more comprehensive understanding of the research subject's experiences and perspectives (Adhabi & Anozie, 2017) Interviews offer a detailed overview of events, including their disadvantages, advantages, and challenges, by providing specific and accessible data. They are relatively straightforward to conduct, whether in person or remotely. Data validation is crucial for researchers as it helps identify any shortcomings in the data collected. This process ensures that the findings are accurate and reflective of real-world conditions. The purpose of data validation is to reinforce the reliability of the results, making them suitable for reporting and presentation.

Data analysis technique is the process of collecting data sequentially to make it easier for researchers to get conclusions, conclusions can be used to correct data. According to (Helaludin and Wijaya 2019; 74) said that data analysis can be interpreted as an activity to discuss and understand data in order to find meaning, interpretation and certain conclusions from the overall data in the study, it can be interpreted by data analysts helping researchers obtain significant results there are three kinds of data analysis techniques, This study uses Miles & Huberman Interactive data analysis techniques (Helaludin and Wijaya, 2019: 94) there are three types of data analysis techniques: 1) Data collection obtained through documentation, analysis, observation and interviews that are recorded descriptively and reflectively, 2) data reduction, data that has been obtained and then sorted according to needs or discarding unnecessary data, 3) data presentation describes the situation that occurs can be 4) conclusions after the data is deemed sufficient adequate, then further conclusions are drawn.

Word wall

Study conducted by (Sartika, 2017) examines the strategy of using word walls in the learning process. Help high school students create descriptive texts and students' opinions about using word walls. The primary focus of this study was to assess the effectiveness of Word Wall in teaching and learning, particularly in helping students write descriptive texts. Titled "Implementing Word Wall Strategy in Teaching Writing Descriptive Text for Junior High School Students," the study aims to explore how to strategically use Word Wall and gather students' opinions on its impact on writing descriptive texts. Utilizing qualitative methods, the study finds that Word Wall plays a significant role in enhancing students' ability to write descriptive texts, with over 50% of student responses being positive regarding the use of Word Wall.

Procedure text

English learning, of course, students must have 4 basics to expertise, yaitu They are listening, speaking, reading and also writing (Sugesti et all, 2021) A procedure text is designed to describe a sequence of steps or instructions for achieving a specific outcome in the correct order. The ability to write a procedure text involves detailing each step involved in carrying out an action or process. This type of text provides clear, organized guidance on how to complete a task effectively (Safitri & Maisaroh, 2022). Procedure text can be understood as a series of instructions used to explain how to achieve a specific outcome. In everyday life, we frequently encounter procedure texts designed to guide readers through detailed steps on how to perform a particular task or process. These texts aim to provide clear and comprehensive understanding, making it easier for readers to follow and execute the outlined procedures.

In writing procedure text, there are elements of writing that must be done by the writer. that generic structure of procedure text are; 1) Goal or aim, 2) Materials means describe the material needed, and 3) Steps means describe the steps to do something (Harahap, et all 2017). The three elements have certain purposes and understandings in the first part explaining why and what the text is for and the second part what media must be prepared and finally an explanation of the making of the topic, Students are expected to be able to write the procedure text because this text will be read by others so it needs to be considered to be able to write the text, according to (Harahap et al., 2017) lexicon grammatical features of procedure text consist of simple present tense, simple future tense, imperative sentence, adverb of manner, and linking word because there are words that use adverbs, connecting sentences or words that shape the future such as "In this recipe you need sugar."

Teacher's Challenge

Study by (Wardat, et all 2024) investigates the opinions of mathematics teachers, perceptions of the implementation of AI systems and applications in Abu Dhabi Emirati schools, this study includes 580 mathematics teachers in Abu Dhabi Emirati schools who were selected by random sampling for one semester in the 2022-2023 school year, This study also uses a descriptive method of analysis with instruments using questionnaires, the researcher uses this method because of its suitability with the context of the study entitled "Artificial Intelligence in Education: Mathematics Teacher's Perspective, Practices and Challenges. Shows the most critical challenges faced by mathematics teachers in the application of AI systems and applications

Findings

Word walls as a learning medium present three main challenges. According to the interview results, teachers noted that while Word Wall has both drawbacks and advantages, it poses specific challenges that need to be addressed. These challenges include ensuring that the use of Word Wall aligns with the material being taught. The interview data reflect these issues and highlight the need for careful adjustment to fit the instructional content.

A. Disadvantages

1) Technical Issue

The effective use of Word Wall requires a stable network connection through a laptop or mobile device. However, in this school, Wi-Fi facilities are limited and are only available in the teachers' room, which means that classrooms located on the second floor cannot access this network. To address this issue, the teacher has resorted to using personal cellular data to enable the use of Word Wall. Despite this solution, reliance on personal data often results in network lag, which can lead to delays and make the process more time-consuming.

2) Creativity

In the classroom teaching process, it is essential for teachers to select appropriate media that aligns with the material being presented, which significantly impacts their creativity. Word Wall offers a range of free templates that teachers can utilize. However, it is crucial for teachers to carefully choose the template that best fits the instructional content to ensure effective communication of the material. Selecting the most suitable template helps facilitate students' understanding of the concepts being taught, thereby enhancing the overall learning experience.

B. Advantages

1) Interactive

Determining the learning media teachers must consider whether the media will enhance student interactivity and contribute to a more dynamic classroom environment. Word Wall effectively meets this criterion by fostering increased student engagement. For example, when using Word Wall, students become more interactive by participating in activities such as mystery quiz questions, drawing boxes, and spins. Typically, students may feel nervous and hesitant when required to come to the front of the class to answer questions. However, Word Wall encourages greater confidence, as evidenced by students approaching the front of the class with assurance to respond to quiz questions. This interactive approach helps create a more active and engaged classroom atmosphere.

This is evident in the use of Word Wall, which promotes student interactivity. For instance, when using Word Wall, students actively participate by coming to the front of the class to engage with mystery quiz questions, boxes, and spins. Generally, students may feel nervous and hesitant when approaching the front of the class to answer questions, which can hinder their performance. However, with Word Wall, students exhibit greater confidence and enthusiasm, willingly stepping up to answer quiz questions and participate in activities. This enhanced engagement contributes to a more dynamic and interactive classroom environment.

2) Efficiency

Efficiency is highly valued in the use of educational tools, including Word Wall. Word Wall can be set up within 30 minutes before the learning process begins, allowing teachers to prepare the teaching materials in advance, such as PowerPoint presentations or instructional videos. For teachers who have not had the opportunity to prepare Word Wall materials in advance, the tool remains accessible and can be utilized during critical moments. Additionally,

Word Wall materials can be used repeatedly, enhancing the efficiency and flexibility of the teaching process.

Discussion

In this study, following observations and interviews, several advantages of using Word Wall were identified. Word Wall is valued for its interactivity and efficiency, enabling students to engage actively in learning activities until completion. It fosters a dynamic classroom environment where students feel comfortable stepping forward to answer quiz questions and interact with the teacher without hesitation. This active participation contributes to a more engaging and responsive learning experience, this is in line with (Fakhrudin, 2021) which states that word walls can increase students' vocabulary, in addition to that word walls can increase students' literature content (Of, In, Malay, Amongst, & One, 2022) also supported by opinions (Çil, 2021) said that word walls can increase student learning.

The use of technology-based media, such as Word Wall, requires a stable data or Wi-Fi connection to function effectively. For Word Wall, connectivity to the teacher's cellphone or laptop is essential. According to interview results, challenges and limitations in using Word Wall arise due to the restricted Wi-Fi network, which is only available in the teacher's room and not accessible in the classroom. Consequently, the teacher has to employ alternative methods to ensure that the learning process remains uninterrupted for students. In the findings, after conducting observations and interviews, the researcher discovered that the English teacher involved in the study adhered to the lesson plan as outlined. This adherence is evident in the Learning Media, Core Activities, and Learning Outcome Assessment sections of the lesson plan. Specifically, the teacher utilized Word Wall as a learning medium in the classroom, as well as for assessing student learning outcomes.

Conclusions

Based on the findings, Word Wall presents several advantages, as highlighted by the teacher's responses during interviews. The use of Word Wall enhances interactivity within the classroom, as evidenced by students being called individually to the front of the class to answer quiz questions. Students display increased confidence when their names are called and actively participate in answering questions. Additionally, when students struggle with quiz questions, peers are engaged in providing assistance, and other students actively ask questions, further enriching the learning experience. The teacher also noted that Word Wall is efficient, as it requires minimal setup time and is user-friendly. These observations indicate that Word Wall is highly suitable for classroom use, as it facilitates an interactive and efficient learning environment, aligning well with the instructional material and enhancing the overall student learning process.

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- International Journal of Innovative Technologies in Social This work is licensed under a Creative Commons Attribution EVALUATING THE EFFECTIVENESS OF MOBILE APPLICATIONS IN ENHANCING LEARNING AND. (2022), 0–8. <https://doi.org/10.31435/rsglobal>
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