



EFFECT OF WORDWALL IN TEACHING MALAY LITERATURE COMPONENT AMONGST FORM ONE STUDENTS

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Abstract

This research related to the technology in education which is to study the effect of Wordwall in teaching Malay literature component amongst Form One students at SMK Sungai Merah, Sibu, Malaysia. The objective in this research was to identify and analyse the difference of mean in achievement between pre-test and post-test among Form One student towards Wordwall. This research used a quantitative method where questionnaires and test given to 30 respondents. The results showed the level of understanding of respondents on the Wordwall is at a moderately low level with the overall mean 3.096. Majority of respondents said that Wordwall were very helpful in learning the Malay literature component which have high mean, 1.67. The findings also showed that there was a mean difference in respondents' achievement in pre-test and post-test. These findings showed a mean value increase of 44.5 in the post-test. This show that Wordwall is very effective in teaching the Malay literature component. In conclusion, this research is useful for teachers to apply technology in the teaching of literature.

Keywords: Effect, Malay Literature Component, Technology of Education, Understanding, Wordwall

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1. Introduction

The Ministry of Education (MOE) has been focusing on education research and development in Malaysia and has come up with an alternative to improve the quality and

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standard of education in Malaysia in 2014. It was found that 21st century learning can be the best learning style in education and should be applied to teaching and learning skills, especially by applying Information and Communication Technology (ICT) is helpful and effective for improving the existing educational system. (Aziz & Sieng, 2019; Arafani et al., 2021; Banseng et al., 2021).

UNESCO (2020) stated that the shutting down of schools and higher education institutions across the globe has been impacting the learning of over 90% of the world's student population. Hence, the government uses an online teaching and learning approach to cope with the syllabus where ICT is applied fully (Yıldırım & Uzun, 2021). There are many activities and techniques that can be used in teaching and learning that directly focus on the student (Ismail, 2022; Karani & Waiganjo, 2022). Since the shutdown of schools, teachers need to diversify their methods of teaching in the new norms (Sapian, et al., 2021). The new norms increase the use of ICT tools not only in teaching, but in publication, conference and competition (Suliman, 2021). The activities that apply in teaching and learning are flexible enough to be used in online or face-to-face learning. Thus, the Wordwall is one of the 21st century learning tools that have been chosen to be applied in teaching and learning, including the literature component.

The literature component helps students with enhancing their language proficiency, holistic development of potential students, balancing and integration in a manner that encompasses the intellectual, spiritual, emotional, and physical aspects (Mustakim, et al., 2018; Abikar, 2021). The literature component in Malay is also intended to contribute to generating the aesthetic part, which helps in creating a balanced and harmonious human being. The objective of learning literature component in Malay is similar with the curriculum of the Malaysia Ministry of Education (2009) in term of improving students' proficiency through reading, respond to text, draw lessons and insights from life, understand and appreciate other culture, relate to events, characters and own life as well as expose students to models of good writing (Kahveci & Şentürk, 2021). Hence, to complete the syllabus and achieve the objective of the curriculum, teachers have to be creative when applying the tools and applications of ICT.

Wordwall is a game-based education that becomes a learning tool. This technology of education many interactive games where teachers can create or change the game according to the topic, which helps students increase their vocabulary (Jackson, 2018). Meanwhile, Sari and Yarza (2021) added that Wordwall can make the teaching process easier and the students can understand it in a short time, which is why this application has been chosen for the teaching literature component in Malay.

The integration of the literature component in secondary schools began in the year 2001 and is considered important for its contribution to the aesthetic, affective, and intellectual growth of the learners (Collie & Slater, 1990; Rosenblatt, 1995; Vethamani & Nair, 2007; Handrianto et al., 2020). However, understanding the text in poems, short stories, dramas and novel become challenging as students depends on the teacher's interpretation (Rashid, et al., 2010), reading not become a hobby (Isa & Mahmud, 2012) and non-native students (Wei, et al., 2020). Evidence shows that non-native students amongst Orang Asli have low level in understanding literature texts (Ismail, et al., 2017). Learning Malay becomes difficult when students are forced to learn as it is not their first language especially amongst Chinese students

(Mahamod, 2021). This related to the difficulties in learning literature component in Malay. Thus, there is a need to study the effect of application of Wordwall in teaching Malay literature component.

The objectives of this study are: (1) To identify the understanding of Form One Students towards Wordwall in literature component in Malay; and (2) To analyse the difference of mean in achievement between pre-test and post-test among Form One student towards Wordwall in literature component in Malay.

2. Literature Review

There is some research carried out by other researchers about the use of technology-based education in teaching and learning among students. Ariffin and Ibharim (2019) mentioned that game-based learning can help in improving skills and knowledge gain among students. This supports the use of Wordwall as a tool in the learning literature component. In addition, Nisa and Renoningtyas (2021) proved that Wordwall can increase the interest and motivation of a student in learning. Student engagement during the lesson becomes more active.

Wordwall is very effective in enhancing students' vocabulary. Wardani (2016) revealed that Wordwall is suitable and effective when it comes to teaching and learning vocabulary. Wordwall helps Chinese students increase their vocabulary and become motivated in their learning of Mandarin. The data shows a significant difference between the control and treatment groups. Thus, Wordwall is believed to help students understand the text in literature.

The research conducted by Çil (2021) shows that Wordwall can also help in improving vocabulary among students in 5th grade learning English as a second language. The results show that Wordwall is effective in increasing vocabulary knowledge among students in Taiwan. Hence, Wordwall can be used in learning vocabulary that exists in the Malay literature component (Khairunnisa et al., 2022; Maulida et al., 2022; Rahman et al., 2022). Apart from Wordwall, there are some other ICT tools used in learning. Mada and Anharudin (2019) carried out research to investigate the effectiveness of Kahoot. The results show that Kahoot can engage students' memories regarding the topic in class. Besides, it shows that Kahoot increases motivation in learning. Therefore, Wordwall is expected to help in increasing learning motivation, especially for students who do not like to read.

Novrianti (2021) has conducted research about the effectiveness of Kahoot as an assessment tool to replace traditional assessment. The research conducted due to the use of paper tests has created problems for evaluation such as demotivation, psychological burden, and lengthy scoring processes and analysis of answers. Even though there is no significant difference between digital evaluations using the Kahoot application, the student becomes motivated as they learn. This is because the student becomes more motivated to get a better score. Thus, the Wordwall is also expected to help students score better results in the literature component in Malay.

3. Method

3.1 Research Design

This study used quantitative design to identify and analyse the difference of mean in achievement between pre-test and post-test among Form One student towards Wordwall. It applied two quantitative approaches: survey approach and quasi-experimental approach.

3.2 Participant

There were 30 Form One students from SMK Sungai Merah, Sibul, Malaysia involved as participants in this study. They filled in the survey questions and they were also involved in pre and post-test.

3.3 Data Collection Tool

The instrument used in this study was questionnaire which consists of two constructs and 17 items. It was adapted from several previous studies and had been piloted. The pilot study showed that the instrument was reliable and valid that can be used in actual study.

3.4 Data Analysis

Data were analysed by using SPSS 25 to find out the percentage, mean and standard deviation for survey study. The similar tool was also used in pre and post-test for quasi-experimental study to find out the difference of mean and standard deviation of participants.

4. Result and Discussion

4.1 Objective 1: To identify the understanding of Form One Students towards Wordwall in literature component.

Table 1. Level of the understanding of student toward Wordwall in literature component

No. Item	Statement	SA	A	N	D	SD	Mean	SD
		Frequency (student) and Percentage (%)						
B1	I know about Wordwall.	5 16.7	13 43.3	2 6.7	6 20	4 13.3	2.7	1.343
B2	I have ever play Wordwall in literature component lesson.	3 10	8 26.7	2 6.7	14 46.7	3 10	3.2	1.243
B3	I have ever learn <i>Pantun</i> by using Wordwall.	4 13.1	2 6.7	1 3.3	20 66.7	3 10	3.5	1.196
B4	I have ever learn values in novel by using Wordwall.	4 13.1	6 20	1 3.3	19 63.3	0 0	3.17	1.177
B5	I have ever learn <i>Sajak</i> by using Wordwall.	1 3.3	6 20	2 6.7	19 63.3	2 6.7	3.5	1.009
B6	I have ever learn lessons in novel by using Wordwall.	2 6.7	2 6.7	3 10	21 70	2 6.7	3.63	1.042
B7	I have ever learn aesthetic language by using Wordwall.	1 3.3	6 20	4 13.3	16 53.3	3 10	3.47	1.042
B8	I realize the existing of Wordwall since online learning.	19 63.3	7 23.3	2 6.7	2 6.7	0 0	1.57	0.898

Total (Mean & Standard Deviation)	3.096 0.629
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Based on Table 1, most of respondents just realize the existing of Wordwall since online learning which recorded 63.3% equal to 19 of them. While 14 of the respondents never play Wordwall in literature component with percentage 46.7%. There were 13 respondents know about Wordwall with total percentage 43.3%. This can be show by the total of mean (3.096) and standard deviation (0.629). This show that Wordwall become obvious in education since online learning (Nissa & Renoningtyas, 2021; Adam et al., 2022; Nengsih et al., 2022).

Table 2. The effect of Wordwall in learning literature component

No. Item	Statement	SA	A	N	D	SD	Mean	SD
		Frequency (student) and Percentage (%)						
C1	I am having fun playing Wordwall.	21	6	1	2	0	1.47	0.860
		70	20	3.3	6.7	0		
C2	I become active when playing Wordwall.	12	11	0	6	1	2.10	1.242
		40	36.7	0	20	3.3		
C3	I can learn about <i>Pantun</i> easily by using Wordwall.	7	13	4	6	0	2.30	1.055
		23.3	43.3	13.3	20	0		
C4	I like to learn about <i>Sajak</i> by using Wordwall.	6	12	1	9	2	2.63	1.299
		20	40	3.3	30	6.7		
C5	I can identify values in the novel by using Wordwall.	7	15	0	8	0	2.30	1.119
		23.3	50	0	26.7	0		
C6	I can differentiate the lesson in novel by using Wordwall.	6	18	2	4	0	2.13	0.900
		20	60	6.7	13.3	0		
C7	I can easily understand aesthetic language by using Wordwall.	3	20	2	5	0	2.30	0.877
		10	66.7	6.7	16.7	0		
C8	I can complete all the task excellently by using Wordwall.	9	11	1	7	9	2.40	1.329
		30	36.7	3.3	23.3	30		
C9	I believe that Wordwall is very helpful in learning literature component.	14	13	2	1	0	1.67	0.758
		46.7	43.3	6.7	3.3	0		
Total (Mean & Standard Deviation)							2.144	0.629

Table 2 shows the result of the effect Wordwall in learning literature component among Form One students. There was 21 of the respondents strongly agree that they were having fun playing Wordwall, which was equal to 70%. While 12(40%) of them become active when playing Wordwall. Besides, 11 of them agree and 9 strongly agree that they could complete all the task excellently by using Wordwall. This result showed that Wordwall was very helpful in literature component with record of mean 2.144 and standard deviation was 0.629. So, teaching skill based on technology can really help to deliver all the knowledge to the students (Hamat et al., 2020).

4.2 Objective 2: To analyse the difference of mean in achievement between pre-test and post-test among Form One student towards Wordwall

Table 3. Mean of pre-test and post-test

		N	Mean	Sd	T	Sig.
Pair 1	Pre-test	30	36.63	10.377	-19.866	.000
	Post-test	30	81.13	6.585		

Table 3 shows that mean for pre-test was 36.63. While mean for post-test was 81.13. According to the result, mean for post-test was larger than mean for pre-test. Standard deviation for pre-test was 10.377 and post-test was 6.585. This data was using 0.05 significant. This result showed the level of significant below than 0.05, which is recorded 0.000. It means that there is the different between the result of pre-test and post-test. So, the null hypothesis is accepted because there is significant effect Wordwall in teaching literature component. This result can be concluded that game based learning can improve the student's result (Rosli, et al., 2021).

5. Conclusion

Wordwall is suitable to apply in education, especially in literature component. This is because the results show positive effect in teaching literature component. This can be proven by the improvement in result of students in post-test. So, the teacher can use this game to teach literature component Malay language in future. Thus, we would like to suggest other researchers to further this kind of research on other subject in school.

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