



EXPERIENCING ENGLISH LEARNING USING WORDWALL AND DIGITAL STORY IN PRIK MUNICIPALITY SCHOOL THAILAND

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ABSTRACT

This study explores the effectiveness of implementing Wordwall and digital story as a way of optimising learning English for elementary school sixth-graders. We used a mixed-methods approach in a classroom with 21 students, using questionnaires and direct observation to investigate language acquisition and student involvement. According to the study, using interactive resources like Wordwall creates an exciting learning setting and using digital story increases language application and creativity. The findings show a positive rise in student engagement and ambition, along with increased students' participation in learning English. The findings of the survey indicate that these approaches are well received and that they successfully satisfy a variety of learning preferences.

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Introduction

The present day condition of digital technology is causing fundamental shifts in the world. The growth of technology has made a change in the world as well as in education. As a result, both for teachers and learners have been facilitated significantly. Due to the various kinds of digital media, learners now have more flexible and extensive access to learning resources. Examples of these include educational applications, interactive learning videos, online learning platforms, and instructional software. Teaching English using digital media has benefited in many ways. The students will be able to understand it way more easily using visual media such as learning videos, educational online games, and more. It is also more fun and engaging to learn using media that catch students' attention and interest (Rispatiningsih, 2022).

Despite the various kinds of technology development, there is still limited use of digital media in the classroom. The teachers in Prik Municipality School Thailand teach from textbook or students' workbook and whiteboard. Being competent with digital media and platforms is crucial in the modern digital world especially in education. If digital media is not included into English learning practices, students may not be prepared to adapt to the changes in technology that dominate daily life and

communication. In order to introducing the students with digital media in English learning, the team chooses Wordwall and Digital Story as the media to teach English in Prik Municipality School Thailand. Due to the students' problem in learning English is mostly lack of English vocabulary and the understanding, the teaching material is focuses on vocabulary learning.

Wordwall is an internet-based platform that provides printable and interactive games. These games can be played on a variety of gadgets, such as tablets, mobile phones, and laptops. Accompanied by visual to help with comprehension, such as images or animations; particularly useful for young children and English language learners. Wordwall main purpose is enhances students' vocabulary mastery and can increase students' interest and active learning of English. Digital Story is the technique of creating narratives with digital media. To create an engaging multimedia experience, it involves combining text, animation, photos, video clips, music, voiceover, and other audio recordings with interactive features. Students who struggle with language or learning difficulties really are helped by this since it motivated the students' and gives them the opportunity to learn with different media (Alismail, 2015).

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Methods

The methodology for this study is mixed method. Qualitative approach was conducted with observing the class and interviewing the teacher and the students. The participant of this study is students of 6/1 grade in Prik Municipality School which consist of 21 students. The implementation of Wordwall and digital story is conducted for two weeks. For the Wordwall activity was the students are asked to play games fill in the blanks and matching games. For the digital story was the students are asked to watch animated story on YouTube in English with subtitles. The content of digital story was related to the game which was about Numbers, Sports and Daily Activities.

Data collected with observation and questionnaire. Observation was conducted during the implementation of Wordwall games and the digital story. It is to determine how the students responses and attitude toward the integration of Wordwall games and digital story in learning English. After implementing Wordwall games and digital story, the questionnaire was distributed to the students. The questionnaire was about students' perception on learning English using Wordwall and digital story.

Results and Discussions

Prior to the use of digital media in the classroom, it was observed that the students' attitudes toward studying English were uninterested. Only books and whiteboards are used by teacher in the classroom. Many students struggle to engage with learning English, largely due to a lack of varied learning media that could make the process more dynamic and enjoyable. Conventional approaches frequently feel monotonous, which limits interest and participation (Ziyadulla & Javliyevna, 2023). Many students in classroom commonly show passive or uninterested attitudes toward learning English before the introduction of interactive games like Wordwall.

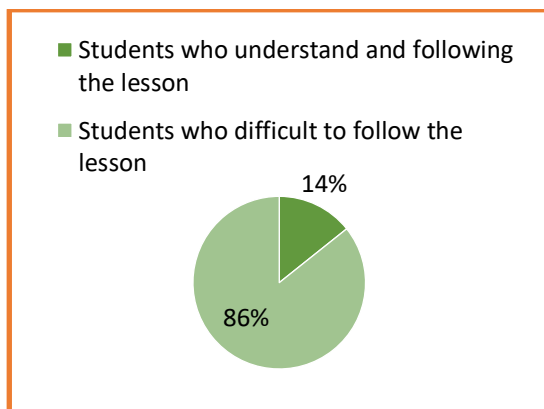


Figure 1. students' attitudes towards learning English are less interested.

After the observations were done, only 3 of the 21 students were found to be following and comprehending the material's instructions. According to the above diagram, only 14% of students comprehend and are following the lesson, while 86% of students appear to be having trouble following the lesson and are not interested in learning. In order to get over this problem, the team combines digital

stories and interactive games with Wordwall in order to help students in learning English through engaging media.

The views of students to the use of digital media in the class were very favorable. Students showed excitement and interest in the new learning media once Wordwall and digital storytelling were introduced to them. The games were interactive, and students were encouraged to participate actively, which added to the enjoyment of the learning process. Compared to the more passive experience of utilizing textbooks, the vocabulary-based games allowed the students to acquire new words in an enjoyable and participatory way, which grabbed their interest. The following chart is the data of students' responses towards Wordwall and digital story as learning media in class.

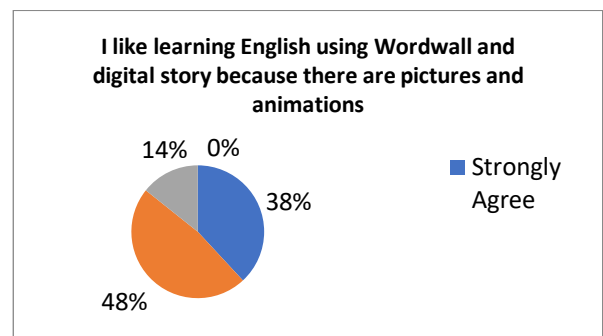


Figure 2. I like learning English using Wordwall and digital story because there pictures and animations

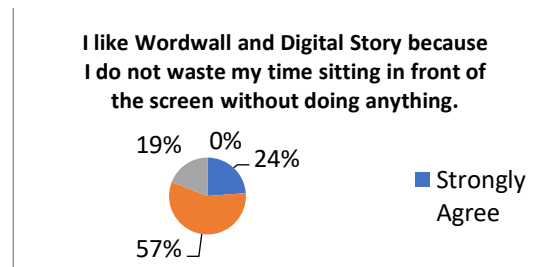


Figure 3. I like Wordwall and digital story because I do not waste my time sitting in front of the screen without doing anything

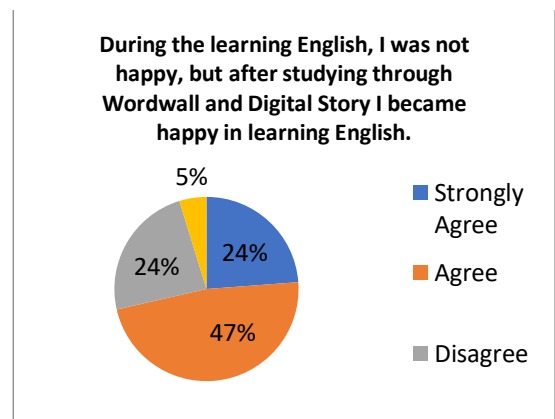


Figure 4. During the learning English, I was not happy, but after studying through Wordwall and digital story I became happy in learning English

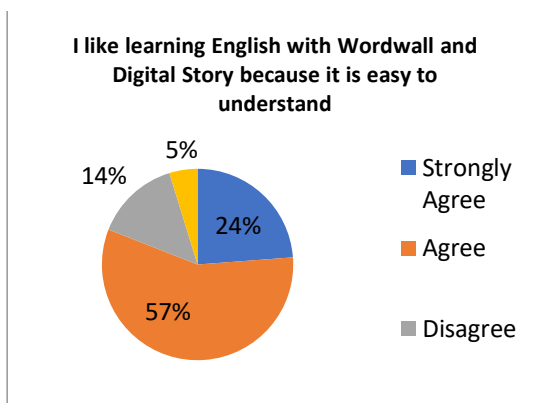


Figure 5. I like learning English with Wordwall and digital story because it is easy to understand

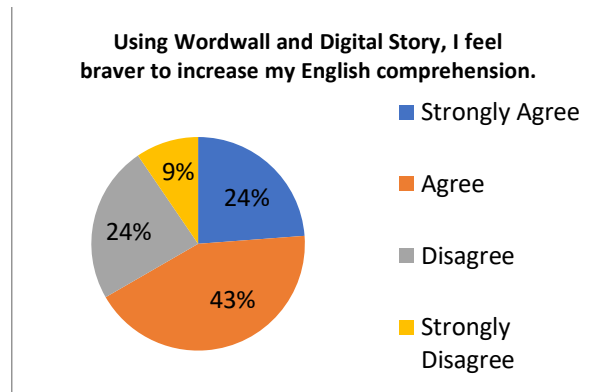


Figure 8. Using Wordwall and digital story, I feel braver to increase my English comprehension

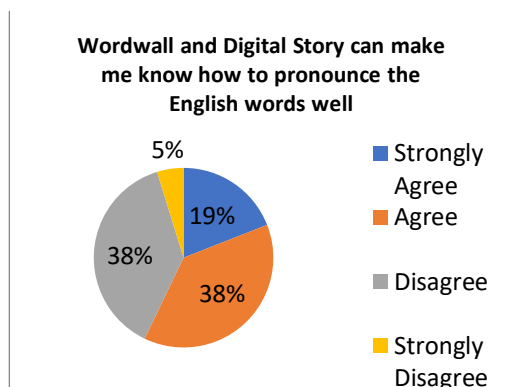


Figure 6. Wordwall and digital story can make me know how to pronounce the English words well

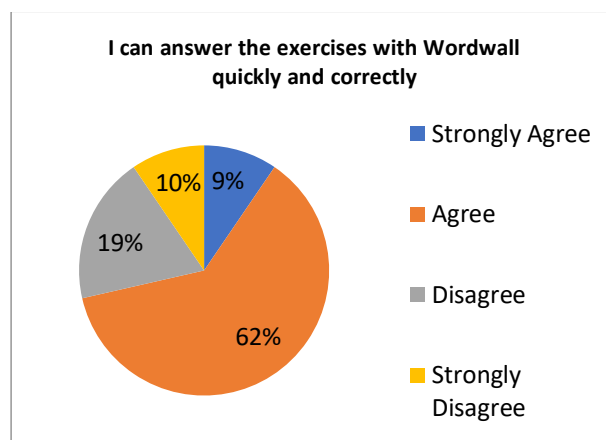


Figure 9. I can answer the exercises with Wordwall quickly and correctly

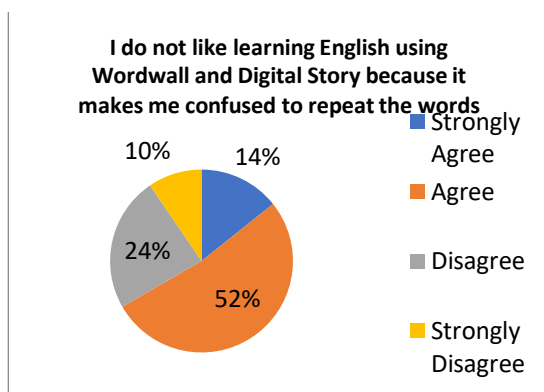


Figure 7. I do not like learning English using Wordwall and digital story because it makes me confused to repeat the words

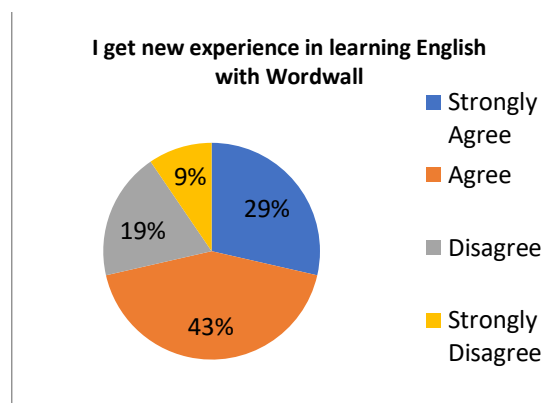


Figure 10. I get new experiences in learning English with Wordwall

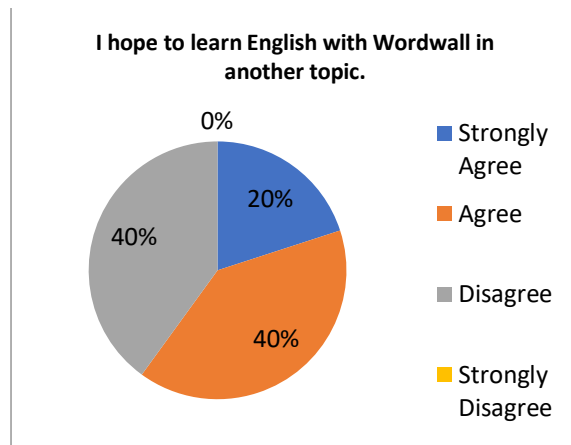


Figure 11. I hope to learn English with Wordwall in another topic

Based on the positive results, it's clear that digital media should be included in future English learning programs. It does more than just keep students interested; it offers a fun and flexible way to learn that suits different learning styles. By using digital tools, teachers can create a more interactive classroom that helps students improve their English while also building important skills like critical thinking and teamwork. In the future, schools should continue using and expanding digital media as an important part of English lessons.

Conclusions

Implementing Wordwall and digital story has been shown to be a useful strategy for expanding vocabulary. The animated stories engaged the students, and the combination of visual and audio features helped reinforce the use and meaning of new vocabulary. The students' ability to remember and use the new terms from the stories was shown in the follow-up exercises, indicating that digital storytelling was successful in increasing their vocabulary and improving their comprehension of the language.

It is obvious that digital media should be included into language teaching in the future considering the positive reviews and the enhanced learning results. Even if textbooks and other conventional media still have a place in education, incorporating digital technologies can improve student engagement and create a more interactive learning environment. The findings imply that instructional games and digital storytelling can be useful tools for upgrading English language instruction and bringing it into line with the preferences of today's learners.

In relation to the results, digital media should be included into language learning practices further along as a useful addition to conventional teaching techniques. By doing this, teachers may be better to deal with the needs of today's students by establishing a more dynamic, student-centered learning environment.

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