

Use of Word Wall Learning Media to Improve Learning Outcomes Indonesian Learning in Elementary Schools

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ABSTRACT

One educational component that can aid in producing excellent learning results is the use of learning media. In Indonesia, word walls are used as a form of educational media as part of a larger attempt to boost learning outcomes for students. The purpose of this research is to find out how using word walls as a teaching tool for the Indonesian language affects the academic performance of primary school pupils in Palembang. The methodology of this investigation was quantitative. This study employed a pre-experimental design as its research methodology, which is an experimental approach. This study employed a single-group pre- and post-test research design. Thirty-three third-graders made up the study's sample. Tests are used to acquire data. T-tests are used as the approach for analysing the data. First, the average score was 56 on the test before using the word wall as a learning tool. Second, the average score after using word wall learning media is 70. Third, the t-test shows that the count t is greater than the table t ($3.546 > 2.037$). Thus, it can be concluded that there are significant differences in student learning outcomes in learning Indonesian before and after the use of word wall learning media. This study recommends teachers use word walls in Indonesian learning as an alternative to existing learning media.

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1. INTRODUCTION

One factor that can affect the improvement of student learning outcomes in learning is the learning media used by teachers when carrying out the learning process in class. Learning media is an

intermediary, container, or connector of learning messages (Sadiman, 2018). The use of learning media appropriately and variedly can cause enthusiasm for learning. Learning media is an important part of the learning process that can motivate students to develop their skills in the field of education (Daryanes et al., 2023). Learning media is also one of the factors that can affect student learning outcomes (Uliyandari & Candrawati, 2022). Teachers and students are required together to innovate in the use of learning media. Teachers no longer adequately maintain conventional learning. However, teachers are required to be able to adapt to the optimal use of technology in learning (Rahim et al., 2019). Interactive digital learning media is a strategic step that can be used by teachers in improving and maintaining good quality education (Puspaningrum et al., 2021).

One of the interactive digital learning media that can be used in the learning process to improve student learning outcomes is the word wall. Word wall learning media is a collection of words that are arranged systematically that are affixed to the classroom wall or displayed using other media in the classroom. The word wall is useful for teachers to direct students to a collection of words. The words and keywords being studied are related to the theme of learning (Marhamah & Mulyadi, 2020); (Azizah, 2020); (Joon Woei et al., 2021). The words are printed in large letters so that they are easily visible from all student seats. These words are referenced continuously throughout units or terms by teachers and students during various activities. The advantage of this media is that children will be easier to understand the vocabulary presented in the media. In addition, this media makes students feel comfortable in learning because it combines and matches with playing methods (Silvia & Wirabrata, 2021).

Using this word wall learning media can make the learning process interesting, motivating students, and easy to understand lessons to improve student learning outcomes. This is by the results of research that word wall learning media affects improving student learning outcomes (Azis & Ahmad, 2022). Other studies also say that using word wall learning media positively affects perceived usefulness and student comfort during learning (Esteban-Millat et al., 2018). Furthermore, other studies also state that the use of word walls can also increase student interest and motivation to learn (Nissa & Renoningtyas, 2021). Based on the findings of the study, teachers should make maximum use of learning media, especially word wall learning media. It recommend that the use of learning media can be optimized properly by teachers. However, the reality that often occurs in schools is that many teachers still use conventional learning media. So that this can make students bored to learn so that it can reduce student learning outcomes.

Many other researchers have studied the effectiveness of word walls and similar learning mediums. Previous studies on word walls have been conducted in a variety of contexts, including junior high school English classes (Mazelin et al., 2022) using transcripts of video recordings and surveys, fourth grade (Pradani, 2022) using an online learning process, and high school chemistry (Nenohai et al., 2022). The author's study included a word wall, Indonesian education at the third-grade level, and a projector set to highlight text on the wall.

According to researchers, this research is important to be carried out in elementary schools because teachers still do not use this word wall learning media much in Indonesian learning. Word wall learning media based on the results of several previous studies can be used because it is able to increase student interest (Putri & Zulherman, 2022), help students remember the material taught, able to increase student motivation and enthusiasm in learning (Lubis & Nuriadin, 2022), and improve the completeness of student learning outcomes (Wafiqni & Putri, 2021).

Based on the descriptions above, in this study, researchers want to know about student learning outcomes in Indonesian learning before and after the use of word wall learning media. So that the results of the study can be used as recommendations to teachers who teach in grade 3 elementary schools, especially those learning Indonesian.

2. METHODS

This study used a quantitative research approach. The method used in this study is an experimental method using a pre-experimental design as a research design. The type of research design used in this study is one group pre test-post test design. The one group pre-test-post test design is used to determine the effect of certain treatments on other treatments under controlled conditions and there are still variables that affect the formation of independent variables, and compare before and after treatment based on values obtained through pre-test-post tests (Sugiyono, 2022). The sample used in this study was 33 grade 3 students of State Elementary School 249 Palembang. Sampling using the sampling technique is intended because there is only one class in grade 3 in the school. Data is collected through tests. The test used in the form of multiple choice amounts to 10 questions. The data analysis method is carried out using t-tests. The design can be seen in Table 1.

Table 1. Design Research One-Group Pre-Test and Post-Test (Rosalia Dwi Putri et al., 2021)

Group	Pre-Test	Treatment	Post-Test
Ekspriment	O ₁	X	O ₂

Description:
 O1: Pre-test results (before treatment)
 O2: Post-test results (after treatment)
 X: Treatment (Word Wall Learning Media).

Based on table 1 above, it can be explained the stages in conducting this study; namely researchers giving tests before using word wall learning media. After obtaining the test result scores are calculated to get an overall picture of Indonesian learning outcomes. The next stage is for researchers to treat experimental classes using word wall learning media. After this treatment was carried out several times, in the next stage, the researcher gave a test after using word wall learning media to the experimental class. The test result scores obtained were then analyzed using the t test to obtain conclusions about the differences in student learning outcomes scores in Indonesian learning, before and after the word wall learning media application.

3. FINDINGS AND DISCUSSION

In this study, the use of word wall learning media in Indonesian language learning was conducted with a sample of 33 grade 3 elementary school students. The research findings are described as follows.

3.1 Description of Pre-test Value Data (Before Using Word Wall Learning Media)

Researchers conducted interviews related to Indonesian language learning that had been taught by the class teacher in the classroom. The researcher conducted this interview before using the word wall learning media for Indonesian language learning. The interviewed class teacher also participated as an observer and saw and participated in learning activities during the meeting. Furthermore, researchers also conducted a pre-test for class 3 before starting the learning process using word wall learning media in Indonesian language learning. After the value of the pre-test results is obtained, then it is processed, and the results of the pre-test compilation can be seen in Table 2 below.

Table 2. Description of Pre-Test

Description	Score
Mean	55.97
Median	60.00
Std. Deviation	21.845
Minimum	13
Maximum	93

Table 1 shows that students' pre-test results for learning Indonesian before using word walls range from 13 to 93. It use simple statistics to get the following numbers: average = 55.97, median = 60.00, and standard deviation = 21.845. This math shows that there is not much difference between the mean and the middle. This shows that students' pre-test scores for learning Indonesian before using word wall learning tools tend to be spread out normally.

3.2 Description of Post-Test Data (After Using Word Wall Learning Media)

After obtaining and processing the pre-test results, the researcher conducted several treatments for 33 grade 3 elementary school students using word wall learning media on Indonesian language learning. Furthermore, researchers conducted a post-test after the treatment was completed. Table 3 below provides an overview of the results obtained by students after receiving the treatment.

Table 3. Description of Post-Test

Description	Score
Mean	70.30
Median	80.00
Std. Deviation	23.778
Minimum	5
Maximum	100

Based on the description in Table 2, it can be seen that the post-test scores of student learning outcomes in Indonesian learning after using word wall learning media vary from the lowest score of 5 to a maximum score of 100. Based on basic statistical calculations, the following figures are obtained; mean = 70.307, median = 80.00, and standard deviation 23.778. This calculation shows that the mean and median are not much different. This shows that the post-test scores of student learning outcomes in Indonesian learning after using word wall learning media tend to be normally distributed.

3.3 Description of T-Test Data

Table 4. Description of T-Test Data

		Paired Samples Test							
		Paired Differences			95% Confidence Interval		t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	Lower	Upper				
Pair 1	X - Y	-14.333	23.223	4.043	-22.568	-6.099	-3.546	32	.001

Based on table 3 above, it can be explained as follows: H_0 and H_1 hypotheses.

H_0 : There is no difference in learning outcomes in Indonesian student learning before and after the use of word wall learning media.

H_1 : There are differences in learning outcomes in student Indonesian before and after the use of word wall learning media.

Conclusion: Since t count = $-3.546 > 2.037 = t$ table, then H_1 is accepted. So that there are differences in student learning outcomes in Indonesian learning before and after the use of word wall learning media or a significance level of 0.05, because of two parties (two tails), so the significance of $0.05/2 = 0.025$. With significance $p = 0.001$. The significance is less than 0.025. The level indicates that H_1 is accepted and H_0 is rejected. This means there are differences in learning Indonesian before and after using word wall learning media. These results show that the use of learning media, in general, can improve student learning outcomes in learning.

Discussion

In grade 3, researchers are in charge of the learning process. Before giving medicine, researchers gave each student a set of 10 multiple-choice questions. Researchers looked at the answers students gave before they used word walls as a learning tool. From what we know about the students' scores on the pre-test, the lowest score was 13, and the best score was 93. Most students got a number between 40 (18%) and 67 (15%). Also, when students were treated with word wall learning tools, they got an average score of 70.30, with the lowest score being 5 and the highest score being 100. Most students got grades between 87 (27%) and 80 (18%). Before and after using word wall learning media, the average and median scores on the pre-test and post-test weren't that different in this Indonesian learning. This shows that students' scores on tests before and after learning Indonesian with word wall learning media tend to be spread out in a normal way. Mujiyatun and his coworkers say that if the mean and median are not too different from each other, this means that pre-test scores tend to be normally distributed (Mujiyatun, Nyayu Khodijah, and Abdurrahmansyah3, 2021).

Furthermore, the researcher obtained the value before and after using word wall learning media. The value is analyzed using a t-test. Based on the t-test calculation, the t-data is calculated at -3.546 . t count is greater than the t table (2.037), so it is concluded that the use of word wall learning media can improve student learning outcomes in learning Indonesian. So, based on the results of these calculations, this identifies that the use of this word wall is very supportive of the learning process Indonesian in improving student learning outcomes in Indonesian learning. The difference in pre-test and post-test scores obtained before and after treatment using this word wall also shows that the use of this word wall is effectively used to improve student learning outcomes (Nurhamida, 2020; Minarta, Sakinata Maulidina & Pamungkas, 2022), can provide intrinsic motivation to students (Nurafni; Mimin Ninawati, 2021), can increase the acquisition of the city, said students (Azizah, 2020; Silvia & Wirabrata, 2021), and increase students' interest in learning (Akbar & Hadi, 2023).

4. CONCLUSION

This study contributes to a general understanding of the value of word walls as a tool for enhancing the educational experiences of Indonesian students. It is evident from comparing student learning outcomes before and after introducing word walls as a teaching tool. Challenges include the need for researchers to prepare their own projectors as a support for using word walls as learning media, worries about a disconnect between the laptop and the projector, and classrooms with too much light, making it difficult to see the highlighted words on the wall. One researcher advised another that, in order to avoid stumbling across roadblocks in the field when using this word wall learning media, it would be wise to bring along the most up-to-date applications on laptops and any other supplementary tools that might be useful.

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Conflicts of Interest: "The author declares no conflict of interest." This is because the results of the reported research were carried out in the school where the research was carried out and there was no interpretation from anyone. The writing of this article is purely a report from the results of research conducted in the field.

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