



Word-Wall Education Game to Enhance Literacy Skills in Elementary Schools

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Abstract: Literacy is a crucial basic skill in education, helping students understand texts, express thoughts in writing, and gain broader knowledge. This research uses a quantitative method with a pretest-posttest control group design research design on grade 5 students of SD Negeri 132 Malele-Enrekang consisting of a control group (traditional method) and an experimental group (Word Wall Game). The research results show that the Word Wall Game significantly improves students' literacy skills. There was a consistent increase in reading, writing, and literacy understanding in the group that used the Word Wall Game compared to the control group. Teacher response to the Word Wall Game has been generally positive, seeing it as a tool that increases student engagement and creates a fun learning environment. This research concludes that the Word Wall Game has great potential in increasing the literacy of elementary school students. The practical implication is that the Word Wall Game can be used by teachers as an innovative learning tool to increase student literacy at the elementary level, creating more interesting and effective learning.

Keywords: Game-based learning, Literacy Ability, Wordwall Education Game, Interactive Learning

Introduction

In this increasingly advanced era of globalization, literacy is becoming increasingly important because we live in an increasingly complex and globally connected society. Literacy is not only required for reading and writing, but also the ability to understand, analyze, and convey information effectively and critically. The Indonesian government has issued several literacy policies to improve people's literacy skills, especially among children and teenagers. Some of the government's literacy policies include the National Literacy Movement (GLN) (Desi, 2019; Setyowati & Sari Lubis, 2020), Literacy Education in Schools, Increasing Access to Reading Materials, and Forming Literacy Communities (Obaid Ullah & Saira Nudrat,

2021; Rosier, 2015). It is hoped that with these policies, the literacy skills of the Indonesian people will increase and they will be able to compete in an increasingly complex and connected era of globalization (Nugraha & Octavianah, 2020).

Improving literacy skills in elementary schools is based on the importance of literacy in children's daily lives and future (Leu et al., 2011; Murnane et al., 2012). Literacy skills are the ability to read, write, and calculate which are very important in understanding information and making the right decisions (Downes & Zammit, 2001; Merchant, 2009). Children who have good literacy skills tend to be more successful in their education and careers in the future. However, there are still many children in Indonesia who experience

difficulties in mastering literacy skills, especially at the elementary school level (Arianto, 2018; Fitriani & Aziz, 2019). This can be caused by various factors, such as lack of access to books and learning resources, lack of support from the family and community, and less effective learning methods (Benjamin, 1993; Westbrook, 2011).

Analysis of literacy problems in elementary schools (SD) in the Enrekang district, especially MBKM partner schools, is an important thing to pay attention to because literacy is an important foundation for children's education and development. Some literacy problems in elementary school include (1) Lack of reading habits: Reading habits are very important to improve literacy. However, many children in elementary school are not used to reading, either due to lack of access to books or lack of motivation; (2) Limited Access to Reading Materials: Many elementary schools in rural areas find it difficult to obtain quality reading materials. This can hinder children from developing reading and writing skills; (3) Lack of Teachers' Role in Improving Literacy: Teachers are very important figures in helping to improve children's literacy. However, there are still many teachers who do not understand how to teach literacy well; (4) Environmental Factors: An unsupportive environment can also be an obstacle to improving literacy. For example, if the environment around children does not support reading activities, then children will be less encouraged to read; and (5) Lack of trained teaching staff: In many developing countries, the lack of teaching staff trained in literacy teaching is also a problem. This is especially true in remote areas where qualified teaching staff are difficult to reach (Ismaya et al., 2020).

To overcome these literacy problems, comprehensive and sustainable efforts are needed. Literacy problems in elementary schools can be caused by various factors such as students' lack of interest in reading, lack of support from parents and the surrounding environment, as well as teachers' lack of skills in teaching reading and writing. Therefore, innovation is needed in learning that can increase students' interest in reading and improve

their reading and writing skills. One of these innovations is using Word-wall as a learning medium (Fox Wilker & Funk, 2008a; Jasmine & Schiesl, 2009a). Word-wall Game is an interesting way to improve literacy skills in elementary schools. Word-wall is a puzzle game that is usually played in small groups and requires teamwork to complete challenges to escape the room. In a literacy context, Word-wall can help students improve their reading and writing skills in a fun and interactive way (Jasmine & Schiesl, 2009a; Lucretia M. Fraga et al., 2011). Apart from that, Word-wall can also help students improve critical and creative thinking skills (Southerland, 2011b).

The development of the Word-Wall Game as a medium for improving literacy skills in elementary schools is a series of previous studies that have been carried out by researchers with the title "Literature Study of the Use of Word-Wall Games as an English Learning Media in Elementary Schools (2021). Furthermore, in 2022 research will be entitled "Realizing Educational Transformation: The Role of Students and Field Supervisors in Strengthening Student Literacy in the Independent Teaching Campus Program". Based on previous research, the current research provides a framework and is a need to see the effectiveness of the Word-Wall Game as a medium for improving literacy skills in elementary schools. By collecting empirical evidence about the effectiveness of the Word-wall Education Game, it is hoped that it can have a positive impact on developing students' literacy skills.

The main aim of the research is to improve literacy skills in elementary schools. In this research, the Word-wall Game is used as a media or learning method that is expected to improve students' literacy skills, especially in reading, writing, and speaking. The analysis and review aim to answer the following research questions (RQ): (1) Can the use of the Word-Wall Game improve students' literacy skills in elementary schools? (2) How can using the Word Wall Game improve students' literacy skills in elementary schools? (3) How do teachers respond to the use of the Word Wall Game

as a medium for improving literacy skills in elementary schools?

Method

This research uses a quasi-experiment design with a pretest-posttest nonequivalent control group design. Classes in elementary schools will be divided into two groups, namely the experimental group which uses the Word Wall Game as a medium to improve literacy skills. Meanwhile, the control group used conventional learning. The control group did not receive the Word Wall Game treatment, so it can be used as a comparison in evaluating the effectiveness of using the Word Wall Game Education

2.1. Research Participants

Research participants were 5th-grade students at SD Negeri 132 Malele, Taulo Village, Alla District, Enrekang Regency, South Sulawesi Province. The selection of grade 5 students as research participants was based on several factors relevant to the research objectives, namely: (1) grade 5 students were at an interesting stage of development to study. They have reached a more complex cognitive and language level compared to previous stages of development, but are still in the early period of basic education. Research involving 5th-grade students can provide insight into their abilities in a variety of areas. (2) Comprehension ability: Grade 5 students generally have better comprehension abilities compared to younger grade students. They can follow instructions better and have the ability to provide more detailed and detailed responses. (3) Diversity: Grade 5 often represents a wide diversity in terms of academic abilities, cultural, and socioeconomic backgrounds. In a research context, it can help researchers understand individual differences and gain richer insight into the various factors that influence research outcomes. (4) Availability: Grade 5 students are often easily accessible and involve a sufficient number of participants for research. They are already enrolled in school and generally spend quite a long time in an educational environment.

2.2. Research Ethics

This research was conducted in compliance with the principles of research ethics, including that this research does not harm research subjects or other parties. Researchers strive to provide benefits and avoid unnecessary risks. Researchers provide clear and accurate information to research subjects about research objectives and procedures. Research Subjects are also willing to answer questions and provide clarification. Equally, the data obtained is used fairly and is not misused. The use of this data is limited to research purposes.

2.3. Data collection

Data was collected using literacy ability test instruments, namely reading tests and writing tests. Reading tests measure students' reading abilities in understanding texts and finding important information. The writing test measures students' writing abilities in expressing ideas clearly and structured. Data was also collected through observation and interviews to gather information about students' experiences in using the Word Wall Game.

2.4. Treatment Implementation

The treatment group received the Word-wall Game as a literacy learning medium for several sessions. The Word-wall Game is designed in such a way that it can improve students' literacy skills, for example by presenting interesting reading texts and asking students to solve problems using literacy skills. Meanwhile, the control group received conventional learning as usual.

2.5. Data analysis

Data were analyzed using statistical techniques such as the difference between two means (t-test) to evaluate the differences between the treatment group and the control group in their literacy abilities before and after treatment. Qualitative analysis was also carried out to evaluate students' experiences in using the Word-wall Game as a literacy learning medium.

Results And Discussion

In this study, three research questions were asked. For questions regarding the use of Word Wall Games that can improve students' literacy skills in elementary schools, researchers present findings based on several categories that emerged during data analysis, namely: planning, preparation, introduction, and explanation, playing Word-wall games, practice and enrichment, and evaluation. For the second question, the researchers reported a comparison of students who were given the Word Wall game as an intervention, while the other classes received no intervention and served as a control group. The second research question presents an analysis of quantitative data collected to determine student learning achievement or student literacy skills in elementary schools. Meanwhile, the third question is a questionnaire to collect teacher responses to the use of the Word Wall Game.

3.1. Description of Literacy Learning in Elementary Schools

3.1.1. Implementation of Literacy Learning in Elementary Schools with the Traditional Model

Literacy learning at SDN 132 Malale at the time this research was carried out still used traditional models by relying on methods that have long been used in the learning process. Even though it may not be as interactive or adaptive as modern learning models, traditional models still have an important role in building the basis of students' literacy understanding. In the traditional model, teachers act as the main source of knowledge and experience. They play a central role in transmitting information and literacy skills to students. Based on observation results, the implementation of literacy learning in elementary schools still tends to use the following model:

1) Direct Teaching: Teachers convey literacy concepts through lectures, presentations, and direct teaching in front of the class. Lesson materials focus on important aspects of literacy such as reading, writing, and comprehension.

- 2) Textbooks and Reading Materials: Textbooks and reading materials are the main sources used in literacy learning. Students learn from texts that have been selected and compiled by the teacher or the school curriculum.
- 3) Written Exercises and Assignments: Students are given written exercises and assignments to develop reading and writing skills. The training takes the form of assignments to read texts, write, or work on literacy-related questions.
- 4) Test-Based Evaluation: Evaluation and assessment is carried out through written tests that measure students' understanding of literacy learning material. Tests may cover reading comprehension, grammar, and writing skills.

In this model, the teacher has a very central role in directing learning and providing guidance to students. However, it should be remembered that traditional models have limitations in stimulating active involvement and creativity in students. Therefore, a balanced approach between traditional models and more interactive learning methods can help create a more comprehensive and motivating literacy experience for students in elementary schools.

3.1.2. Implementation of Literacy Learning in Elementary Schools Using the Word-wall Game

1) Planning

The use of the Word Wall Game for grade 5 students at SD Negeri 132 Malele, Taulo Village, Alla District, Enrekang Regency begins with choosing words or vocabulary that are relevant to the material to be taught. The reference book used is "Class 5 Student Learning Module Theme 1 My Environment Sub Theme 3 Socio-Cultural Environment Literacy and Numeracy Learning Module for Elementary School Distance Learning Program". Word Wall Game is an interactive learning method that involves using a wall or board with cards containing important words or vocabulary in the language being studied. When students are involved in face-to-face teaching that uses word-wall media, the words displayed

on the word-wall will be easy for them to read and remember (Southerland, 2011b; To'iqinova Diyora & Mohinakhon, 2022). This is the same as when used in a traditional classroom; the only difference is that modern versions of Word-Wall use more advanced technology. Word-Wall is a new way for teachers to use media to help students learn. Researchers are increasingly paying attention to the use of technological media in education (Southerland, 2011a; Van Staden, 2013). Word-wall is an educational entertainment website that offers a variety of vocabulary-building games, which can be played interactively or individually (Lucretia M. Fraga et al., 2011; Putri & Zulherman, 2022a). These games include picture matching, information matching, quizzes,

wheel of fortune, puzzles, and other similar activities.

In this planning step, the author uses a ready-made template and adds content (words and images) that is adapted to the subject matter that will be taught to 5th-grade elementary school students. For example, if the material to be presented is about "my environment", then words related to the socio-cultural environment such as "vehicle," "car," "signs," hitchhiking, driving, and "hitchhiking" will be selected to be included. into the Word-Wall Game. Next, prepare the game and teach it to students. The goal of the Word-Wall Game is to help students recognize, remember, and understand new vocabulary in an interactive and fun way.

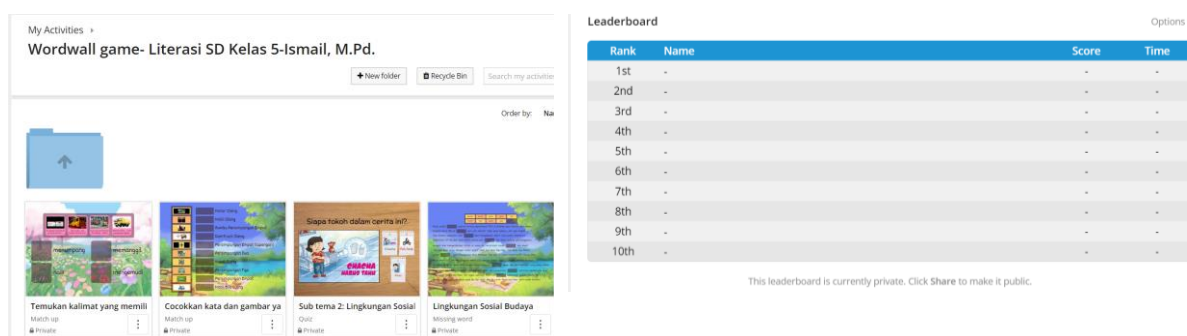


Figure 1. Interactive Word-Wall and Scoring Board Interactive Word-Wall

2) Word Wall game preparation

Researchers prepared a Word Wall Game with laptop, LCD, and internet quota facilities in the classroom which were used to display words or vocabulary according to the theme to be studied. Through the use of the Word Wall Game, it is hoped that grade 5 students at SD Negeri 132 Malele can more easily remember and understand vocabulary relevant to the subject matter, as well as improve their memory in understanding important terms. Apart from that, this method can also increase student interaction and participation in the learning process, create a more active and enjoyable classroom environment, and improve overall learning outcomes.

3) Introduction and Explanation

Researchers introduced the concept of the Word Wall Game to students regarding the game's objectives, rules, and benefits in improving students' literacy skills. In the initial stages, the researcher carefully introduced students to the basic concepts of the game, outlining the ultimate goal, rule mechanisms, and potential benefits that could be obtained through active participation. For example, in 5th grade elementary school, researchers explained that the Word Wall Game is a method that combines learning and games. The goal is to help students improve their understanding of new words through in-depth and creative interactions.

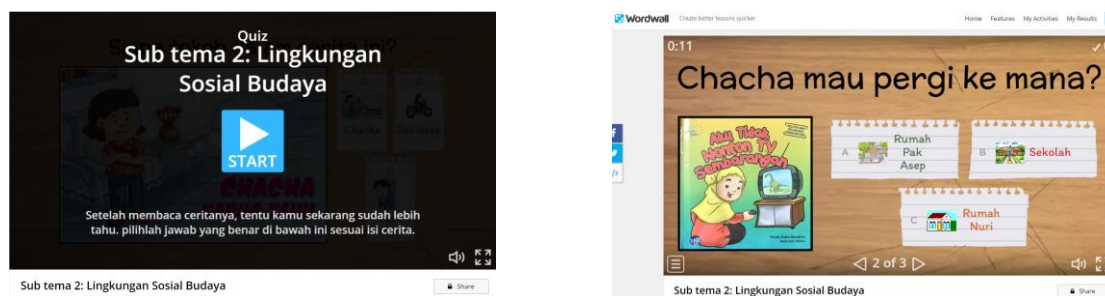


Figure 3. Introduction and Explanation of the Word Wall Education Game

Furthermore, the researcher elaborates on the game rules in more detail. For example, in the Word Wall Game, students select random words from the word board prepared by the researcher. They are then expected to connect these words with their meanings, illustrate them, and even use them in relevant sentences. Through these interactive steps, students not only memorize words more effectively but also gain a deeper understanding of the usage and context of these words.

4) *Playing Word Wall Education Game*

Students actively participate in the Word Wall Game. The researcher divides the students into groups or pairs based on the class size. Each group or pair takes turns selecting a type of game from Word Wall and plays it. They engage in various ways, such as finding sentences with words that have the same meaning, matching words and the correct pictures, filling in blanks with suitable words, and other games. Each type of game has a time duration, and of course, the duration for each type of Word Wall game varies depending on the complexity of the game, the number of words involved, and the objectives of the activity. Swift responsiveness indicates their level of understanding and readiness to tackle the presented concepts or vocabulary. It can also serve as a measure of their literacy skills and ability to think quickly in connecting information. Although quick response is not the sole determining factor, it can depict the students' skill level and

confidence in engaging with the learning material.

Additionally, the faster students complete the games or answer questions in the Word Wall Game, the more actively engaged they are in the learning process. This reflects their enthusiasm and eagerness to participate and interact with the learning material. Quick responses can also indicate the mental readiness of students to grasp new information rapidly, as well as their ability to associate different concepts. However, it is essential to note that while the speed of response holds value, the quality of answers remains crucial. It is important for students not only to respond quickly but also to provide accurate and high-quality answers. Striking a balance between speed and accuracy is highly important in the learning process.

In the context of the Word Wall Game, the speed of completing the games can also foster healthy competition among students. This can motivate them to continuously improve their literacy skills and be more active in the learning process. However, competition should be structured in a way that supports an inclusive environment, allowing every student to participate without feeling pressured. When conducting the Word Wall Game or similar activities, attention to the varying levels of students' understanding, individual needs, and desired learning outcomes is key. By creating a well-balanced approach that considers speed, accuracy, and deep comprehension, the Word Wall Game can be an effective learning tool for enhancing students' literacy skills.

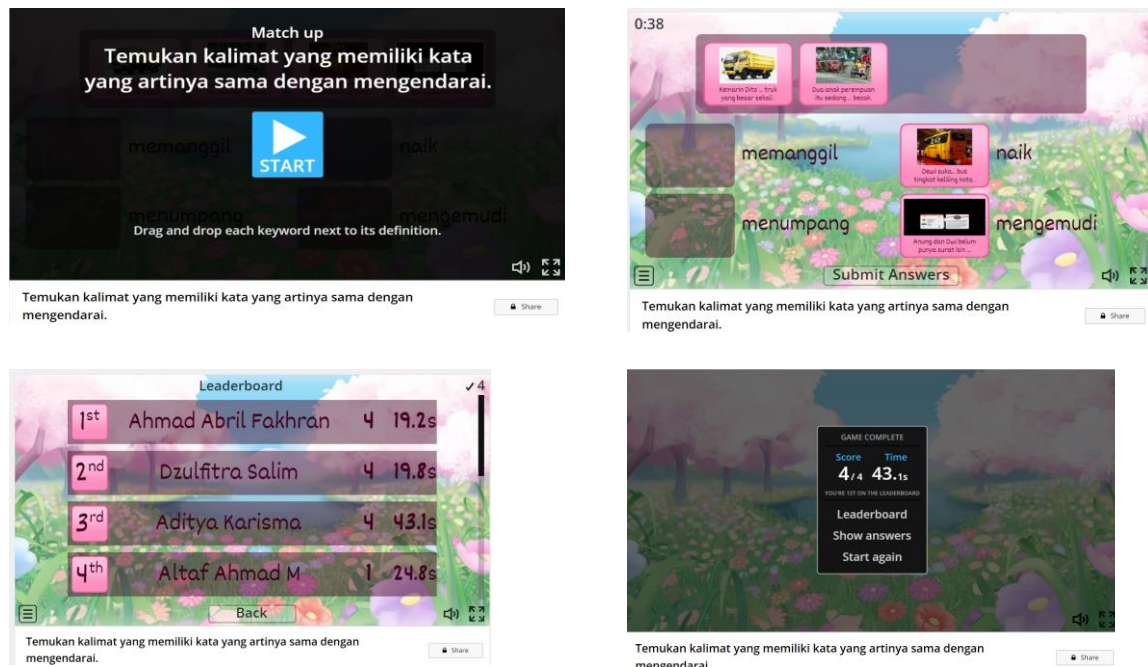


Figure 4: Playing the Word Wall Education Game

5) Discussion

After the completion of the game, the researcher facilitates a discussion and dialogue with the students. This discussion aids students in understanding the appropriate usage of the chosen words and provides constructive feedback. The researcher also broadens the discussion by relating the words to broader topics or contexts.

Following the conclusion of the Word Wall Game session, the researcher assumes the role of a facilitator to guide a discussion and dialogue involving the students. This phase plays a crucial role in ensuring that the meanings and usage of the words selected by the students are comprehensively understood. In a relaxed yet attentive environment, the researcher encourages students to share their perspectives on how they apply these words in sentences or real-life situations.

In this context, the researcher can steer the discussion by posing profound questions regarding the proper usage of words derived from the game. For example, are there specific situations where these words can be used? Are there synonyms or antonyms that can represent the same concept? Questions like these stimulate critical thinking among students and

encourage them to apply new vocabulary in various situations.

During the discussion, the researcher also plays a vital role as a provider of constructive feedback. This involves acknowledging the students' efforts in applying words in context while offering suggestions for improvement or variation. This feedback can pertain to grammar, syntax, or even the potential use of words in more formal situations.

Furthermore, the researcher also has the opportunity to expand the scope of the discussion by linking the words chosen by the students to broader topics or relevant contexts. For instance, if one of the words that emerged in the game is "ecosystem," the researcher can steer the discussion toward the environment, conservation, or global ecosystem vulnerability. By connecting words to real-world issues, students will feel more connected to the material and better understand the significance of the vocabulary they have learned.

Overall, this discussion and dialogue phase adds a profound dimension to learning through the Word Wall Education Game. It ensures that vocabulary is not merely mechanically memorized but is genuinely understood and capable of being

applied in various contexts, fostering a more robust literacy comprehension.



6) Exercises and Enrichment

The researcher provides additional exercises to students to strengthen their understanding of the words learned through the Word Wall Education Game. These exercises may include solving problems, creating sentences using words from the Word Wall, or other writing activities. The researcher also offers enrichment materials for students who have mastered basic words and require further challenges.

7) Evaluation

As the final step, the researcher evaluates the students' literacy skills. This is done through a posttest assessing students' ability to use the words learned through the Word Wall Education Game. The evaluation helps the researcher assess the effectiveness of the Word Wall Game's use

and determine the student's progress in literacy skills.

3.2. Identification of Student Understanding of Word-wall in Literacy Components

The researcher reports a comparison between the group of students who received the intervention through the use of the Word Wall Education Game in the 5th-grade students at State Elementary School 132 Malele and the control group of 5th-grade students at State Elementary School 123 Banti. The second research question focuses on the analysis of quantitative data that has been collected, to measure the students' learning achievement and literacy skills in the 5th grade. The pre-research students' AKM (Initial Literacy Ability) in the intervention group was 6.885 (SD = .7390), and in the control group, the average score was 6.625 (SD = .6784).

Table 1. Pretest Results of Initial Literacy Ability (AKM)

		Group Statistics			
	Group	N	Mean	Std. Deviation	Std. Error Mean
Pre-test	Intervention	26	6.885	.7390	.1449
	Control Group	12	6.625	.6784	.1958

These results provide an overview of the initial understanding of students in the literacy component in both groups before the intervention with the Word Wall Education Game. This comparison will assist the researcher in evaluating the impact of the intervention on students'

literacy comprehension in the subsequent stages of this research.

Furthermore, to determine if there is a difference in the improvement of literacy competence between students taught with the Word Wall Education Game and students not taught with Word Wall. The following posttest results depict findings

organized based on the literacy AKM exam results obtained by fifth-grade students after six weeks of sessions. In the data analysis, two groups are compared, namely the intervention group consisting of 26 students

and the control group consisting of 12 students. The posttest results are measured in the form of mean, standard deviation, and standard error of the mean.

Table 2. Posttest Results of Initial Literacy Ability (AKM)

		Group Statistics			
	Group	N	Mean	Std. Deviation	Std. Error Mean
Post-test	Intervention Group	26	7.692	.4915	.0964
	Control Group	12	6.792	.4981	.1438

The findings indicate that the intervention group taught using the Word Wall Education Game method, exhibited an average improvement in literacy competence of 7.692 with a standard deviation of 0.4915 and a standard error of the mean of 0.0964. In contrast, the control group, not taught with this method, showed an average improvement in literacy competence of 6.792 with a standard deviation of 0.4981 and a standard error of the mean of 0.1438. These results demonstrate that the intervention group

(taught with the Word Wall Education Game method) had a higher average improvement in literacy competence compared to the control group. Additionally, the lower standard error of the mean in the intervention group suggests that these results are more consistent and reliable. To analyze the difference in average performance between the pretest and post-test among 5th-grade elementary school students using the Word Wall Education Game, refer to the following table:

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

	Group	N	Mean	Std. Deviation	Std. Error Mean
PRETEST	Intervention Group	26	6.8846	.73902	.14493
	Control Group	12	6.6250	.67840	.19584
POSTEST	Intervention Group	26	7.6923	.49147	.09638
	Control Group	12	6.7917	.49810	.14379

Table 5 shows that the average pretest score in the intervention group was 6.8846, while the pretest score in the control group was 6.6250. In contrast, the mean post-test score in the intervention group was 7.6923, and the mean post-test score in the control group was 6.7917. These results indicate that the average post-test score is higher than the average pre-test score. Therefore, there is a significant difference between the pre-test and post-test results, and significantly, Word-Wall Education Game has an impact on literacy education in elementary school. These results can be summarized as game-based learning can enhance students' learning outcomes (Fox

Wilker & Funk, 2008b; Revathy Tiagarajah, 2021).

3.3 Teacher Response to the Use of Word Walls in Literacy Instruction in Elementary Schools

This research aims to uncover teacher responses to the use of Word Walls in literacy instruction at the elementary school level. Data on teacher responses to Word Walls used in literacy instruction are analyzed in Table 4. This table includes statements regarding the use of Word Walls in literacy instruction, the number of responses in each category, the frequency of each response, and the mean and

standard deviation (SD) of teacher responses.

Based on Table 4, most respondents were aware of the importance of the existence of Wordwall since online learning was recorded at 66.66% or as many as 6 teachers. Meanwhile, 7 respondents stated that students felt happy after being introduced to literacy learning through the

Wordwall education game with a percentage of 77.77%. Likewise, most teachers seem positive about the use of Wordwall in literacy learning, especially in terms of making students active when playing Wordwall (Statement 3), and making it easier for students to understand literacy (Statement 4).

Table 4. Teacher Understanding Response to Word Wall in Literacy Instruction

Item	Statement	SS	S	TS	STS	Mean	SD
		Frequency and Percentage (%)					
1	I realize that Word-wall is important in online learning.	4 (44,44)	2 (22,22)	2 (22,22)	1 (11,11)	3,00	1,118
2	Students' joy in learning through playing Word-wall.	3 (33,33)	4 (44,44)	2 (22,22)	0 (0,00)	3,11	0,782
3	Students become active when playing Word-wall.	4 (44,44)	2 (22,22)	3 (33,33)	0 (0,00)	3,11	0,928
4	Students can easily understand literacy by using Word-wall.	3 (33,33)	4 (44,44)	1 (11,11)	1 (11,11)	3,00	1,000
5	Students can complete all assignments very well using Word-wall.	4 (44,44)	2 (22,22)	2 (22,22)	1 (11,11)	3,11	1,054
6	I believe Word-wall is very helpful in learning the components of literacy.	3 (33,33)	3 (33,33)	2 (22,22)	1 (11,11)	2,89	1,054
7	Students are actively involved in learning and become increasingly skilled in using learning aids.	2 (22,22)	5 (55,56)	1 (11,11)	1 (11,11)	2,89	0,928
8	The display and assessment results on the word wall are easier to evaluate.	4 (44,44)	3 (33,33)	1 (11,11)	1 (11,11)	3,11	1,054
9	Students are enthusiastic about being involved in learning activities.	3 (33,33)	2 (22,22)	2 (22,22)	2 (22,22)	2,67	1,225
10	The use of Wordwalls can improve students' problem-solving abilities.	3 (33,33)	2 (22,22)	3 (33,33)	1 (11,11)	2,89	0,928

However, there were variations in teacher responses related to several statements, such as whether students can complete all assignments very well using Wordwall (Statement 5), teachers' beliefs that Wordwall is very helpful in learning literacy components (Statement 6), and whether the use of Wordwall can improve students' problem-solving abilities (Statement 10). In addition, some teachers also stated that students may not always be enthusiastic about engaging in learning activities with Wordwall (Statement 9). This could be an area that needs further consideration. Furthermore, the assessment results on Wordwall are considered easier to evaluate by most

teachers (Statement 8), and most teachers also see that students are actively involved in learning and increasingly skilled in using learning aids (Statement 7).

Overall, the results of the analysis show that the majority of teachers have a positive response to the use of Word-Wall in literacy learning in elementary school. This is indicated by the total mean value (2.98) and standard deviation (0.123). However, there are some variations in their views, which could be a focal point for further development in the use of Word-Wall in the context of literacy learning in elementary school. This shows that Word-Walls has become apparent in the world of education

since online learning (Grace et al., 2022; Jasmine & Schiesl, 2009b).

Discussion

The use of the Word-wall Education Game in improving students' literacy skills in elementary schools includes three important aspects, namely a description of literacy learning in elementary schools, identification of students' understanding of the Word Wall in the literacy component, and teachers' responses to the use of the Word Wall in literacy learning. In literacy learning in elementary schools, traditional learning models are still dominant. Teachers act as the main source of knowledge and experience while learning materials focus on important aspects of literacy such as reading, writing, and comprehension. This model, although important, has limitations in stimulating active engagement and creativity in students. Therefore, this research proposes combining traditional models with interactive methods such as the Word Wall Game to create a more comprehensive and motivating literacy experience for students. This is in line with the findings of Obaid Ullah & Mohammad Iqbal (2020) (Fox Wilker & Funk, 2008a; Obaid Ullah & Saira Nudrat, 2021); which show that modern teaching methods with word-wall games can improve student performance in the experimental group (Putri & Zulherman, 2022b; To'lqinova Diyora & Mohinakhon, 2022).

Using the Word Wall Game in Literacy Learning is an interactive learning method that involves using walls with important words to develop the literacy being studied. The research results show that the use of the Word Wall Game significantly improves students' literacy skills in elementary schools. The group of students who received the Word Wall Game intervention showed greater improvements in literacy test scores compared to the control group. The difference in test scores before and after intervention in the experimental group showed an average increase of 0.8077, while in the control group, there was only an increase of 0.1667.

The research results show that the use of the Word Wall Game has a positive

impact on students' understanding and literacy skills. These games can increase student engagement, and allow students to remember and understand new vocabulary in an interactive and fun way. Apart from that, the Word Wall Game also combines elements of healthy competition which can motivate students to actively participate in learning.

Identifying Students' Understanding of the Word Wall in the Literacy Component: The research results show that the use of the Word Wall Game has improved students' literacy skills, as seen from the comparison between the pre-test and post-test. The intervention group taught using the Word Wall Education Game method experienced a significant increase in literacy competency compared to the control group. These results confirm that the Word Wall Game is effective in improving students' understanding and literacy skills in elementary schools.

Based on teachers' responses to the use of the Word Wall Game, the majority responded positively to this method. Teachers at SDN 132 Malele reported that their students enjoyed learning through this game and felt more motivated to improve their literacy skills. They also stated that the Word Wall Game helped their students develop new vocabulary and increase understanding and literacy of the words used. Teachers provided positive feedback, considering the Word Wall Game to be a useful resource in actively engaging students and encouraging creativity in literacy learning. Additionally, some teachers indicated that students may not always be enthusiastic about engaging in learning activities with the Word Wall. This shows that there is room for further development in the use of Word Walls in literacy learning, and efforts are needed to overcome obstacles that may arise.

Conclusion

The results of this research reveal several important aspects related to the use of the Word Wall Game in literacy learning in elementary schools. Based on the findings that have been presented, several main conclusions can be drawn: First, the

Word Wall Game is an interactive learning method that can improve students' understanding and literacy skills. The results of data analysis show that students who received intervention through the Word Wall Game experienced a significant increase in their literacy competence. This indicates that the Word Wall Game is effective in improving reading, writing, and understanding literacy skills in elementary school students. Second, teachers' responses to the use of the Word Wall Game in literacy learning tend to be positive. Most teachers are aware of the existence of the Word Wall Game as an important tool in literacy learning, and they see that students feel happy and active when playing the Word Wall Game. However, there are variations in teachers' views regarding several aspects, such as students' ability to complete assignments very well through the Word Wall Game and teachers' beliefs about the potential of the Word Wall Game in improving students' problem-solving abilities. Third, the Word Wall Game can be

an effective tool for combining literacy learning with interactive and fun game elements. In literacy learning, the Word Wall Game can help students recognize, remember, and understand new vocabulary more effectively and participate actively in the learning process. Thus, the Word Wall Game has great potential to improve students' literacy skills in elementary schools. Therefore, the Word Wall Game can be a learning strategy that has the potential to improve students' understanding and literacy skills in elementary schools.

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