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Wordwall Application on the Ability to Understand Short Stories

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Abstract

Writing short stories is one of students activities in the classroom. This is essential for them to fulfill their task in writing. The purpose of this study is to evaluate how well students can write short stories using the WordWall application. A quantitative pre-experimental study with a One-Group Pretest-Posttest design was the research methodology employed. Purposive sampling was used to choose the subjects, who were 10th-grade Accounting 2 students at SMKN 1 Polewali's Technical Implementation Unit (UPTD). A short narrative performance test was employed as the research tool, and it was given both before and after the WordWall learning media intervention (pretest and posttest). A questionnaire to gauge replies and an observation sheet were also included of the research tool.. The average pretest score for students was 72.17, with categories ranging from low to good, according to the findings of the quantitative descriptive data analysis. The average posttest score rose to 97.83 after the treatment, and every participant was rated as exceptional. The Wilcoxon Signed Rank Test hypothesis test revealed an Asymp. Sig. <0.001, indicating that H0 was rejected and H1 was accepted. It can be said that there was improvement score from pretest to posttest namely 72.17 to 97.83. The range was 25.66. It means that Wordwall application can be as effective tool to help students in writing short story.

Keywords: Effectiveness, WordWall Application, Short Story

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A. Introduction

One of the language skills students must master is writing, which is a way to convey thoughts, feelings, and experiences. Writing short stories is one such skill that students must master. Writing short stories allows students to develop their imagination and express their views through literary works. However, several challenges remain when teaching students to write short stories in schools. Determining themes, plotting, characterizing, and constructing conflicts and resolutions are all areas that some students struggle with. This leads to students being disinterested and lacking the skills to write works that adhere to the structure and linguistic rules of short stories. Class X Accounting 2 students at the UPTD SMKN 1 Polewali also experienced this challenge. This suggests that more inventive learning methods must be employed to improve short story writing skills.

One type of literary work that depicts various phenomena of everyday life is the short story. The stories presented are often inspired by the author's experiences, observations, or thoughts, which are then developed into an engaging tale to read (Manafe, et al., 2026). Technological advancements have given educators the opportunity to use a variety of interactive learning tools, which can increase student engagement. WordWall is a web-based learning platform that offers a variety of interactive learning activities, such as quizzes, educational games, and other forms of exercises that can be tailored to meet student needs. This interactive medium is believed to engage students and encourage them to participate more actively in class.

Writing is a written communication activity used to express various ideas, information, and thoughts systematically so that they can be effectively understood by those who read them. (Sari, et al, 2026). The purpose of writing is to convey information in a coherent and organized manner, making it easily understood by the reader. Writing can encourage readers to develop critical thinking and gain new insights and experiences that are both educational and entertaining. Through writing, one can also improve language skills while practicing logical, critical, and analytical thinking. (Azizah, N, et al. 2026).

The most widely used technology in education today is online learning. This learning model provides students with the flexibility to participate in learning activities from various locations and at times that are more easily tailored to their needs. Furthermore, online learning provides students with greater access to a variety of educational resources, such as digital textbooks, educational videos, and interactive learning platforms, which can be both helpful and engaging. (Handayani, et al., 2026)

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Previous research has shown that the use of *WordWalls* has a positive impact on student learning methods and outcomes. WordWalls can increase student engagement through more engaging and enjoyable learning activities. (Sihombing, E. et al., 2026). Interactive learning media has the potential to increase student focus and engagement during the learning process. This is due to the fact that they present a combination of text, images, and other visual elements that help students grasp learning concepts more easily. Interactive media has the ability to create an engaging learning environment while encouraging student participation throughout the learning process.

B. Research Methodology

One of the quantitative research methods is pre-experimentation, which was used in this study. To determine how effective the use of WordWall is on short story writing skills, one group of subjects was given an initial test (pretest), treatment (treatment), and a final test (posttest). This research design is called a One-Group Pretest-Posttest Design. This study was conducted at the UPTD SMKN 1 Polewali in the 2025/2026 academic year. Class X Accounting II was the only class included in this study sample. This study uses a purposive sampling technique, which means that certain considerations are needed for the study. Such as class conditions, students' initial ability levels and recommendations from subject teachers.

Three methods were used to collect data: tests, observations, and questionnaires. The tests measured students' ability to write short stories before and after using the Wordwall application, and the observations measured students' activities during the learning process. The questionnaires revealed students' reactions to the use of the Wordwall application in their learning . The research instruments consisted of test sheets, observation sheets, and student response questionnaires. The tests were administered in the form of pretests and posttests to measure changes in student learning outcomes. Meanwhile, the observation sheets were used to record student activities during the lesson. The questionnaire, on the other hand, was designed with a rating scale to collect data on how students viewed the Wordwall application. Descriptive and inferential statistical analysis was used to describe the mean, highest, and lowest scores, as well as the distribution of student learning outcomes. Before testing the hypothesis, the data were tested for normality using the Shapiro-Wilk test with a significance level of 0.05. The results of the normality test indicated that the data were not normally distributed, so the Wilcoxon Signed Rank test was used to test the hypothesis. If the

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significance value is less than 0.05, the decision-making criteria indicate that H0 is rejected and H1 is accepted.

C. Results and Discussion

Results

Pretests and posttests were conducted on students, and research data was obtained. Class X Accounting 2 UPTD SMKN 1 Polewali. The pretest was given before the implementation of the Wordwall application, while the posttest was carried out after students received learning using the application.

Table 1 shows the results of the descriptive analysis for both the pretest and posttest.

Statistics	Pretest	Posttest
Number of students	23	23
Average	72.17	97.83
Lowest value	30	90
The highest score	100	100

Source: SPSS data processing results, 2026

Table 1 shows that the implementation of Wordwall improved student learning outcomes. The average student score increased from 72.17 in the pretest to 97.83 in the posttest. These results indicate that most students were able to achieve better learning outcomes after the implementation of Wordwall.

The distribution of student learning outcomes after the test showed that all students were in the excellent category. These results indicate that the use of Wordwall not only increased the class average but also improved the balance of student learning outcomes.

Table 2 shows the distribution of post-test learning outcome categories.

Category	Value Interval	Frequency	Percentage (%)
Very good	80–100	23	100
Good	70–79	0	0
Enough	60–69	0	0

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Not enough	<60	0	0

Source: SPSS data processing results, 2026

These results show that all students succeeded in achieving the very good category after participating in learning using the Wordwall application.

Before hypothesis testing was carried out, the data was tested using Shapiro-Wilk to determine the data distribution.

Table 3. Normality Test Results

Data	Sig.
Pretest	0.002
Posttest	<0.001

Source: SPSS data processing results, 2026

Because the pretest and posttest significance values were less than 0.05, the data were not normally distributed. Consequently, hypothesis testing was performed using the Wilcoxon Signed Rank Test.

Hypothesis testing was conducted to determine the effectiveness of using the Wordwall application on students' short story writing skills.

Table 4. Results of the Wilcoxon Signed Rank Test

Statistics	Mark
Z	-3,491
Asymp. Sig. (2-tailed)	<0.001

Source: SPSS data processing results, 2026

The results of the study indicate that H0 is rejected and H1 is accepted because the significance value is less than 0.05. These results indicate that there is a significant difference between the pretest and posttest scores after implementing the Wordwall application.

b. Discussion

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The results showed that 10th grade Accounting 2 students of UPTD SMKN 1 Polewali improved their short story writing skills after using the Wordwall application. This was evident in the improvement in student learning outcomes after the treatment. Students varied in their abilities before using Wordwall, with some in the moderate and low categories. Every student achieved the excellent category after learning to use Wordwall.

Wordwall's characteristics, which offer interactive learning activities in the form of educational games, can contribute to improved learning outcomes by creating an engaging and active learning environment. Features such as quizzes, spinning wheels, and matching pairs encourage students to participate directly in the learning process rather than merely listen to teacher explanations. This is consistent with Constructivist Learning Theory, which views learning as an active process in which students construct knowledge through their experiences and interactions with learning materials. In the context of short-story learning, Wordwall enables students to actively identify characters, plot, setting, theme, and moral values through interactive activities. Therefore, students are not only receiving information from the teacher but also processing and constructing their own understanding of the material.

The use of Wordwall can also be explained through Gamification Theory, which refers to the incorporation of game elements into non-game contexts to increase learners' engagement and motivation (Sailer & Homner, 2020; Adawiyah, Muhlis, Buhari, Dwiyono, Sukriadi, & Septika, 2025; Annur, Sya'ban, Syahidah, Maulidia, & Julianti, 2025; Wijayanti, Ansori, & Yonanda, 2025). The interactive game-like features of Wordwall, such as challenges, immediate responses, and varied activities, can make learning more enjoyable and encourage students to participate actively. Sailer and Homner (2020) and Lancang, Yunefri, & Famella (2025) through a meta-analysis, found that gamification had positive effects on cognitive, motivational, and behavioral learning outcomes. Similarly, Bai et al. (2020) found a significant positive effect of gamification on students' learning performance, with a medium effect size. These findings support the argument that the game-based characteristics of Wordwall can potentially facilitate students' learning outcomes.

Furthermore, Wordwall is consistent with Active Learning Theory, which emphasizes that students learn more effectively when they are actively involved in thinking, responding, practicing, and applying knowledge. Instead of passively receiving explanations from the teacher, students using Wordwall are required to answer questions, match information, make decisions, and recall previously learned concepts. Such activities can encourage students to

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process information more deeply and provide opportunities to receive feedback on their understanding. In short-story learning, this active engagement can help students develop a clearer understanding of the elements and meaning of a story. Therefore, the use of Wordwall can be understood as a learning approach that integrates constructivist principles, active learning, and gamification. Constructivism explains how students construct knowledge through active experiences, active learning explains the importance of students' direct participation in learning activities, and gamification explains how game elements can increase students' motivation and engagement. Based on these theoretical perspectives, learning through Wordwall may provide a more engaging and participatory learning experience than instruction that relies solely on teacher explanations. Consequently, Wordwall has the potential to help students understand short-story material more easily and contribute to improved learning outcomes. This potential is supported by previous studies on Wordwall and gamified learning. For example, Nuraini (2025) reported that the use of Wordwall as an interactive learning medium can improve students' understanding and learning outcomes because it provides varied educational games and encourages students to participate actively in the learning process. Similarly, Harisma and Lesmana (2026), in a literature review of Wordwall as an English learning medium, found that Wordwall can increase students' motivation, engagement, and understanding through interactive activities such as quizzes, word games, matching activities, and other game-based exercises. These findings suggest that Wordwall can create a more student-centered learning environment in which students are actively involved in processing learning materials (Weimer, 2013; Adiansha, Syarifuddin, Syarifudin, Diana, & Asriyadin, 2025)

Furthermore, the use of Wordwalls not only enhances learning but also increases student engagement. Students are more interested in completing assignments, speaking, and answering questions in competitive and interactive activities. This engagement enhances students' understanding of the components of short stories, which is reflected in the learning evaluation results. This research aligns with the findings of Santosa et al., who found that Wordwalls can increase student participation and engagement in learning. The results of this study also support Maghfiroh's findings, which state that Wordwalls can be used as an engaging learning medium and help students assess their learning. Furthermore, research by Sinaga and Soesanto found that the use of Wordwalls can increase student participation in learning.

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D. Conclusion and Suggestion

The results of the research and data analysis showed that students of class X Accounting 2 UPTD SMKN 1 Polewali were better at writing short stories with the help of the Wordwall application. After the implementation of Wordwall, student learning outcomes improved. This was indicated by an increase in the average score between the pre-test and post-test. In addition, there was a significant difference between students' abilities before the Wilcoxon Signed Rank test, which showed a significance value of less than 0.05. and after being given treatment. The use of Wordwall improves student learning outcomes and increases their participation in lessons. Students can more actively learn the material and complete assignments related to short story writing because the interactive features enhance the learning environment. Based on these findings, Indonesian language teachers can utilize Wordwall as one of the learning media options that can be used to support more interactive and interesting writing learning. Further research is expected to be conducted at different educational levels or with a research design that involves a control group so that a more complete picture is obtained of how Wordwall helps learning Indonesian.

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