

**THE EFFECT OF GAMIFICATION USING WORDWALL
ON FIRST-GRADE STUDENTS' SPEAKING SKILLS
AT SDI AL AZHAR 4 KEBAYORAN LAMA**

(Action Research at SDI Al Azhar 4 Kebayoran Lama)

SEPTI TARMİYATI

4032251003

ABSTRAC

This study was conducted based on the importance of developing elementary school students' speaking skills in English learning. Although students have learned basic English vocabulary, they still need learning activities that encourage them to use English actively during classroom speaking activities. One teaching approach that can be used is gamification using Wordwall, which combines game elements and interactive multimedia to create a more engaging and enjoyable learning environment. Therefore, this study aimed to determine the effect of gamification using Wordwall on the speaking skills of first-grade students at SDI Al Azhar 4 Kebayoran Lama. This study employed a quantitative approach using a Pre-Experimental One-Group Pretest–Posttest Design. The participants consisted of 33 first-grade students from Class 1C, selected through purposive sampling. The data were collected through speaking pre-tests and post-tests using a speaking assessment rubric covering four aspects: pronunciation, vocabulary, fluency, and comprehension. The collected data were analyzed using descriptive statistics, N-Gain analysis, the Shapiro-Wilk normality test, and the paired-sample t-test. The findings showed that the students' mean score increased from 82.12 in the pre-test to 89.88 in the post-test. The mean N-Gain score was 0.434, which is categorized as medium. The result of the Shapiro-Wilk normality test indicated that the data were normally distributed ($p = 0.272$), while the paired-sample t-test produced a p-value of less than .001 ($p < .001$), indicating a statistically significant difference between the pre-test and post-test scores. These findings demonstrate that the implementation of gamification using Wordwall had a positive effect on students' speaking skills by increasing their motivation, participation, confidence, and engagement in classroom speaking activities. Therefore, gamification using Wordwall can be considered an effective alternative teaching approach for improving elementary school students' speaking skills.

Keywords: Gamification, Wordwall, Speaking Skills, English Learning, Young Learners

**PENGARUH GAMIFIKASI MENGGUNAKAN WORDWALL
TERHADAP KETERAMPILAN BERBICARA SISWA KELAS I
DI SDI AL AZHAR 4 KEBAYORAN LAMA**

(Penelitian Tindakan di SDI Al Azhar 4 Kebayoran Lama)

SEPTI TARMİYATI

4032251003

ABSTRAK

Penelitian ini dilatarbelakangi oleh pentingnya mengembangkan keterampilan berbicara (speaking skills) siswa sekolah dasar dalam pembelajaran bahasa Inggris. Meskipun siswa telah mempelajari kosakata dasar, mereka masih memerlukan kegiatan pembelajaran yang dapat mendorong mereka untuk menggunakan bahasa Inggris secara aktif dalam kegiatan berbicara di kelas. Salah satu pendekatan yang dapat diterapkan adalah gamification menggunakan Wordwall, yang menggabungkan unsur permainan dan multimedia interaktif untuk menciptakan suasana belajar yang lebih menarik dan menyenangkan. Penelitian ini bertujuan untuk mengetahui pengaruh penerapan gamification menggunakan Wordwall terhadap keterampilan berbicara siswa kelas satu di SDI Al Azhar 4 Kebayoran Lama. Penelitian ini menggunakan pendekatan kuantitatif dengan desain Pre-Experimental One-Group Pretest–Posttest Design. Sampel penelitian terdiri atas 33 siswa kelas 1C yang dipilih menggunakan teknik purposive sampling. Data dikumpulkan melalui tes berbicara (pre-test dan post-test) menggunakan rubrik penilaian yang mencakup aspek pronunciation, vocabulary, fluency, dan comprehension. Data dianalisis menggunakan statistik deskriptif, uji N-Gain, uji normalitas Shapiro-Wilk, dan paired-sample t-test. Hasil penelitian menunjukkan bahwa rata-rata nilai siswa meningkat dari 82,12 pada pre-test menjadi 89,88 pada post-test. Nilai rata-rata N-Gain sebesar 0,434 termasuk dalam kategori sedang (medium). Hasil uji normalitas menunjukkan bahwa data berdistribusi normal ($p = 0,272$), sedangkan hasil paired-sample t-test menunjukkan nilai $p < 0,001$, yang berarti terdapat perbedaan yang signifikan antara nilai pre-test dan post-test. Temuan penelitian menunjukkan bahwa penerapan gamification menggunakan Wordwall memberikan pengaruh positif terhadap keterampilan berbicara siswa dengan meningkatkan motivasi, partisipasi, kepercayaan diri, dan keterlibatan siswa dalam kegiatan berbicara di kelas. Dengan demikian, gamification menggunakan Wordwall dapat menjadi salah satu alternatif pembelajaran yang efektif untuk meningkatkan keterampilan berbicara siswa sekolah dasar.

Kata Kunci: *Gamification, Wordwall, Speaking Skills, English Learning, Young Learners*