

**THE USE OF WORDWALL AS A DIGITAL LEARNING
MEDIA TO BUILD INTERACTIVITY IN ENGLISH
CLASSROOM AT MAN 1 GRESIK**

THESIS

Submitted in partial fulfillment of the requirement for the degree of
Sarjana Pendidikan (S.Pd) in Teaching English



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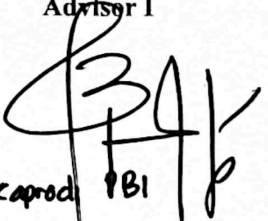
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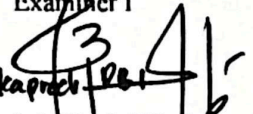
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ABSTRACT

Chasanah, Uswatun. (2024). The Use of Wordwall as a Digital Learning Media to Build Interactivity in English Classroom at MAN 1 Gresik. A Thesis. English Language Education Department, Faculty of Tarbiyah and Teacher Training, Sunan Ampel State Islamic University, Surabaya. Advisor I: Dr. Hj. Arba'iyah YS., MA, Advisor II: M. Hanafi, MA

Keywords: Wordwall, Digital Learning Media, Interactivity, English Classroom

Digital media play a significant role in education. To ensure that learning is enjoyable and not monotonous, teachers must keep up with developments in digital media in line with the development of technology. Wordwall is one type of digital media that may be developed and has a lot of educationally fascinating components. Thus, this study aims to describe how to use Wordwall as a digital learning media in enhancing classroom interactivity and how students respond to its use. The approach of this study is qualitative research design. The researcher collects the data through observation, interviews, and an open-ended questionnaire. The subject of this study is an English teacher at MAN 1 Gresik and students in a class of twelve languages instructed by the MAN 1 Gresik teacher. The study's findings demonstrated that the teacher utilized Wordwall both in class discussion and students group discussion, and it contributed to building interactivity in the learning environment. In class discussion helps the teacher build interactivity among teacher and students. It appears when the teacher represents an issue on Wordwall features *Random Cards* and the students give their viewpoints or when the students ask to the teacher and the teacher gives feedback to them. While, student group discussion promotes interactivity among students and others. It appears when the students share their ideas with others to complete Wordwall activity *Group Short*. Based on the open-ended questionnaire, students expressed happiness and enjoyment with Wordwall. Furthermore, Wordwall increased their level of engagement in the classroom because it presented more challenges.

ABSTRAK

Chasanah, Uswatun. (2024). Penggunaan Wordwall sebagai sebuah Media Pembelajaran Digital untuk Membangun Interaktivitas dalam Kelas Bahasa Inggris di MAN 1 Gresik. Skripsi. Prodi Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, Universitas Islam Negeri Sunan Ampel Surabaya, Surabaya. Pembimbing I: Dr. Hj. Arba'iyah YS., MA, Pembimbing II: M. Hanafi, MA

Kata Kunci: Wordwall, Media Pembelajaran Digital, Interaktivitas, Kelas Bahasa Inggris

Media digital memainkan peran penting dalam pendidikan. Untuk memastikan pembelajaran menyenangkan dan tidak monoton, guru harus selalu mengikuti perkembangan media digital sejalan dengan perkembangan teknologi. Wordwall adalah salah satu jenis media digital yang dapat dikembangkan dan memiliki banyak komponen yang menarik secara edukatif. Oleh karena itu, penelitian ini bertujuan untuk menjelaskan bagaimana menggunakan Wordwall sebagai media pembelajaran digital dalam meningkatkan interaktivitas kelas dan bagaimana tanggapan siswa terhadap penggunaannya. Pendekatan penelitian ini adalah desain penelitian kualitatif. Peneliti mengumpulkan data melalui observasi, wawancara, dan kuesioner terbuka. Subjek penelitian ini adalah seorang guru bahasa Inggris di MAN 1 Gresik dan siswa di satu kelas bahasa yang diajari oleh guru MAN 1 Gresik tersebut. Temuan penelitian ini menunjukkan bahwa guru menggunakan Wordwall baik dalam diskusi kelas maupun diskusi kelompok siswa, dan hal itu berkontribusi pada membangun interaktivitas dalam lingkungan belajar. Dalam diskusi kelas membantu guru membangun interaktivitas antara guru dan siswa. Ini terlihat ketika guru menyajikan masalah pada fitur Wordwall Kartu Acak dan siswa memberikan sudut pandang mereka atau ketika siswa bertanya kepada guru dan guru memberikan umpan balik kepada mereka. Sedangkan, diskusi kelompok siswa mempromosikan interaktivitas antara siswa dan yang lain. Ini terlihat ketika siswa berbagi ide mereka dengan orang lain untuk menyelesaikan aktivitas Wordwall Kelompok Pendek. Berdasarkan kuesioner terbuka, siswa menyatakan kebahagiaan dan kesenangan dengan Wordwall. Selain itu, Wordwall meningkatkan tingkat keterlibatan mereka di kelas karena menyajikan lebih banyak tantangan.

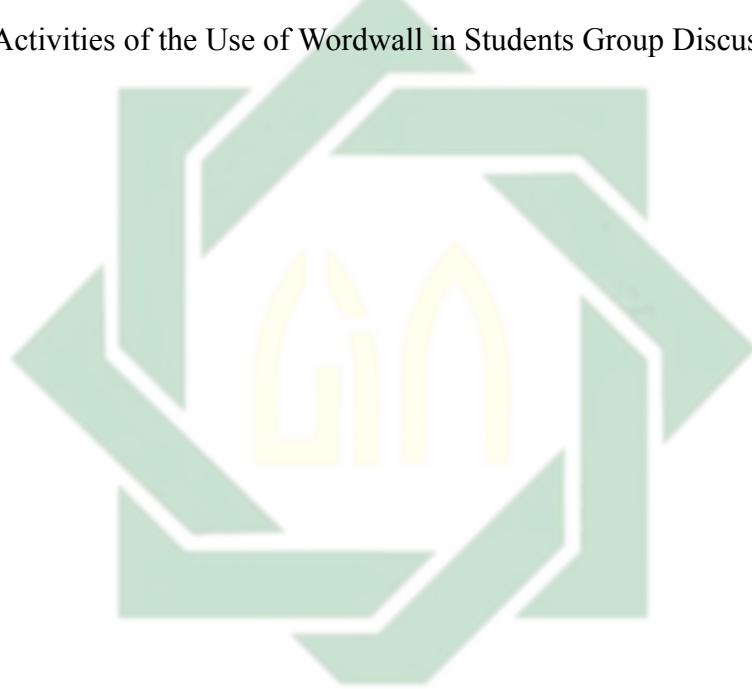
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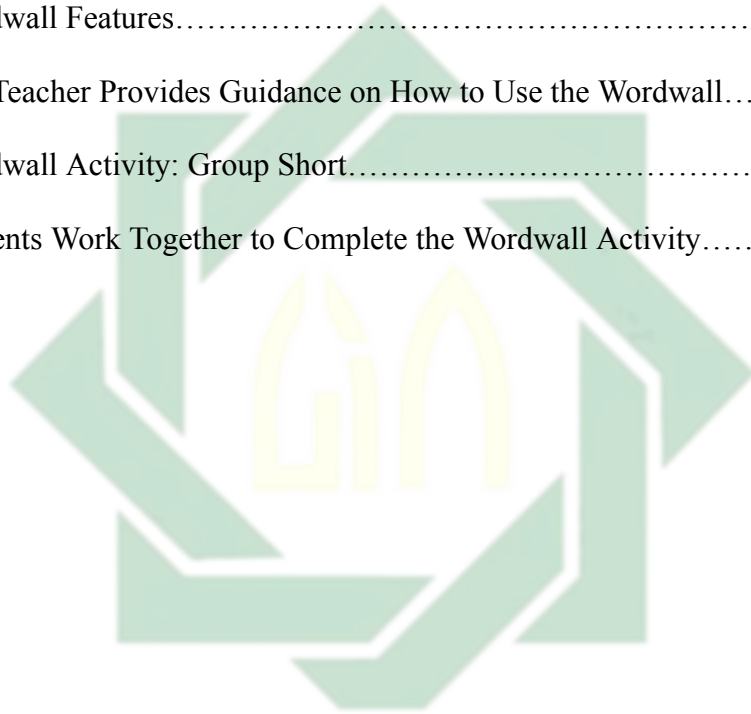
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