

## The Effort of Improving Grammar Mastery through Wordwall Unjumble Sentence

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### Abstract

Delivering grammar instruction should be pleasurable in order to motivate students to attain superior outcomes. It is imperative for educators to acknowledge that contemporary pupils are proficient digital natives who effectively use technology to augment their studying experience. The objective of this study is to investigate the impact of using the unjumble sentence module on Wordwall on enhancing students' proficiency in grammar. The research adopted classroom action research methodology. The research included a sample of five student participants, comprising two boys and three girls, aged between 13 and 15 years. The research employed observation and testing as its analytical tools. Following the introduction of Wordwall in Cycle 1, the results revealed that originally, 60% of students achieved the Minimum Degree of Proficiency in Cycle 1, which subsequently rose to 80% in Cycle 2. The results indicate that Wordwall unjumble sentence greatly improved grammar proficiency by increasing interactivity and engagement in the instructional process.

**Keywords:** Grammar, Unjumble Sentence, Wordwall,

### INTRODUCTION

Language plays an essential role as a means of communication, expressing thoughts, sharing information, and enabling people to connect. There are over 7,000 languages spoken around the world (Mohammed & Prasad, 2023). Among them, English is the most commonly used language, because it is an international language (Fatmawati et al., 2023). Learning English involves mastering language skills and understanding its rules. Language skills include listening, speaking, reading, and writing, which are fundamental abilities necessary

for effective communication. Alongside these skills, it is important to master essential aspects such as vocabulary, pronunciation, and grammar. The basic skill of acquiring a language is mastering vocabulary because words are essential for communication. However, besides mastering a variety of vocabulary, understanding grammar is essential for forming words into meaningful sentences and achieving effective communication.

Grammar is the systematic organization of words to form accurate sentences, serving as a

guideline to ensure comprehensibility of language (Irzawati & Asiah, 2013). Grammatical grammar refers to the regulations that regulate the use of words, verb forms, auxiliary words, and the construction of questions and negatives in English sentences (Sholihin, M Dzaki et al., 2023). Proper grammar is essential for assembling words and sentences accurately to communicate efficiently, whether in written or spoken form. Fluency is a crucial determinant in enhancing comprehension and proficiency in a language (Redjeki & Muhajir, 2020). Insufficient comprehension of grammar can lead to formation of grammatically incorrect sentences, thereby potentially generating misconceptions in communication. Thus, achieving mastery of grammar is highly important in the process of acquiring a language, since it guarantees the development of vital abilities for successful communication and expertise. Grammar mastery entails the understanding of sentence structure, sentence components, and includes the distinction of both basic and complicated sentences (Styaningrum, 2019).

The acquisition of grammar can present considerable difficulties for students. A significant number of students, particularly in Indonesia, struggle with grammar and perceive it as tedious and challenging to comprehend (Pujiashe, 2019). They frequently mistakenly believe that language encompasses numerous intricate rules and formulae. Mastering tenses can be challenging for learners as it necessitates comprehension of numerous intricate rules and systems. Furthermore,

Indonesian students face difficulties with English grammar as a result of the substantial disparities between the two languages (Mufanti et al., 2019). In light of these difficulties, educators must seek dynamic instructional approaches or resources to facilitate students' mastery of grammar. Implementing these techniques should be pleasurable in order to enhance pupils' educational achievements. Utilizing technology as an instructional tool is a highly effective strategy.

With the integration of technology in education, new possibilities for digital transformation arise. Utilising technology is strongly recommended to 21st-century learning, especially in language instruction, where it can greatly strengthen student motivation and excitement. The technologies include a range of tools, spanning from simple audio recorders to interactive Web 2.0 services like wikis and blogs, and advanced solutions like voice recognition and virtual reality gadgets. Furthermore, these encompass the progressively sophisticated technologies of the next era, such as devices that rely on gestures and digital gaming (Bikowski, 2018). The application of technology in grammar learning can effectively promote increased student engagement with language patterns and norms. A highly efficient approach is the use of gamification via digital applications, which incorporates game components into educational activities to enhance interactivity and enjoyment.

Gamification refers to the incorporation of game components and mechanics into non-game settings, such as education, with the

aim of improving engagement, motivation, and learning results (Ni et al., 2023). Alternatively, it can be characterized as a sequence of actions and procedures that address challenges by including game components.

Educational gamification encompasses multifaceted variables such as the educational setting, game components, learner characteristics, the gamified environment, and learning results (Dichev & Dicheva, 2017). Gamification incorporates game design ideas, techniques, and elements like as points, badges, and challenges to enhance the interactivity, enjoyment, and motivation of activities. The advantages of gamification encompass the allure of competition, which gratifies high achievers; sustaining student concentration by infusing creativity and ambiance into the learning environment; fostering student happiness and reducing the likelihood of boredom; and encouraging social interaction and cooperation or healthy rivalry among students (Reiners & Wood, 2015).

Gamification principles serve as the foundation for the development of several learning apps. These programs are specifically build to assess learning by means of quizzes and other interactive forms of media. Wordwall is a gamification software that facilitates the presentation of assessments through quizzes and other gaming elements. Wordwall is an internet-based gamification application that provides educators with a variety of game and quiz functionalities to evaluate educational content (Khairunisa, 2021). It functions as a captivating educational resource, comprehensive media

platform, and evaluation instrument for pupils, conveniently available through laptops or smartphones (Lestari, 2021). The application incorporates visuals, auditory elements, animated films, and interactive activities specifically created to captivate kids. Furthermore, it functions as a digital educational platform, allowing instructors to generate interactive tasks such as quizzes, word games, and training exercises.

Wordwall offers an array of functionalities, such as a wide selection of freely available templates and the ability to take quizzes without the need to register an account. Furthermore, games generated on Wordwall can be instantly distributed using WhatsApp, Google Classroom, or by sending a hyperlink via email. In addition to quiz games and crossword puzzles, this educational application offers a variety of games including Matchmaker, Random Roulette, Lost Word, Random Cards, True and False Games, Matching Games, Whack-a-Mole, Group Sort, Hangman, Anagrams, Open the Box, Wordsearch, Balloon Pop, Unjumble, Labeled Diagram, and Gameshow Quiz (Sun'iyah, 2020). This functionality can be utilized to facilitate the development of students' four language skills, which include the acquisition of grammar proficiency. The Unjumble function, specifically, facilitates direct interaction with sentence structure for students, therefore enhancing their comprehension of grammar. This is achieved by requiring them to drag and drop words in order to reorganize phrases in the appropriate sequence.

Multiple prior research have investigated the efficacy of

Wordwalls in facilitating language acquisition among students. One study conducted by Pradini and Adnyayanti (2022) shown that using Wordwall can enhance the vocabulary proficiency and motivation of fifth-grade students engaged in English language learning. In a similar vein, Amaliyah and Rahayu (2023) noted an improvement in the vocabulary proficiency of 11<sup>th</sup>-grade pupils with the use of Wordwall. Furthermore, the study conducted by Amri and Sukmaningrum (2023) revealed a noteworthy enhancement in the writing proficiency of eleventh-grade pupils when Wordwall was utilized. This research diverges from the aforementioned studies by placing greater emphasis on investigating the efficacy of Wordwall in enhancing students' grammatical comprehension, while the earlier studies mostly utilized Wordwall for vocabulary acquisition and writing proficiency.

The objective of this study is to investigate the impact of using the Unjumble function on Wordwall on enhancing students' proficiency in grammar. The objective of this study is to determine if this feature truly enhances students' comprehension of grammatical rules in terms of their accurate application. The objective of this study is to furnish teachers and students with valuable insights on Wordwall as an engaging and enjoyable tool for learning grammar. Furthermore, this study can serve as a great resource for future readers and researchers who wish to investigate Wordwall as an instructional approach to enhance grammatical proficiency.

## METHOD

This research used classroom action research method. Classroom action research is a method for teachers to identify the most effective ways to improve student learning in the classroom (Zaitun & Izzah, 2015). This means Classroom Action Research (CAR) is a method used by teachers to improve and refine the teaching process in the classroom. This research followed the classroom action research model by Kemmis and McTaggart (1997), which consists of four stages, namely, planning, implementation, observation, and reflection (Raja, 2021).

1. Planning : At this stage the researcher identified grammar mastery and students' lack of motivation to learn grammar as the main problem. To overcome this problem, a lesson plan was prepared which included the use of wordwalls to teach predetermined material, namely "passive voice", apart from that, researchers prepared assessment tools such as observation sheets to see student behavior in implementing wordwall media.
2. Action : At this stage the researcher implements the lesson plan that has been created. Researchers used Wordwall media to teach grammar on the topic "passive voice", as well as carrying out activities where students used Wordwall media directly. Therefore, in the action there are three stages: (1). Pre-activity is setting the context and objectives of the lesson. (2). Then, the activity involves students in compiling unjumble sentences using wordwall media to improve students' grammar

mastery and create an interesting learning environment. (3). Post-activity is Reviewing the activity, allowing students to reflect on their learning and provide feedback.

3. Observation : In this stage the researcher observes students during learning activities. By using observation sheets to record how students behave during the teaching and learning process. The data collected helps determine whether there has been an increase in grammar mastery and student motivation in learning grammar.
4. Reflection : This stage is carried out as material for evaluating the implementation of actions in cycle I which is used as consideration in planning learning for the next cycle. If the expected results have not been achieved, improvements are made in the second cycle and so on.

The total sample size for this study consisted of five students, which consisted of two males and three females, aged between 13-15 years. This research was conducted on June 27 2024. The instruments used in this study were observation and test. Observation was conducted to monitor students while they used Wordwall unjumble sentence, and tests were administered to assess students' grammar understanding. The data analysis involves comparing the results of each cycle to determine if there has been any improvement. Afterward, the results will be examined to determine the percentage of learning outcomes achieved. The formula for determining the

percentage of increased ability of students in the class is as follows:

$$P = \frac{f}{N} \times 100\%$$

Where:

P = Percentage

F = Number of students who achieve Minimum Criteria of Mastery Learning

N = Number of students in class

In this classroom action research, if the use of Wordwall is applied to the learning process to improve students' grammar mastery, there will be an increase in grammar mastery so that 75% of students in the class can achieve the expected Minimum Criteria of Mastery Learning.

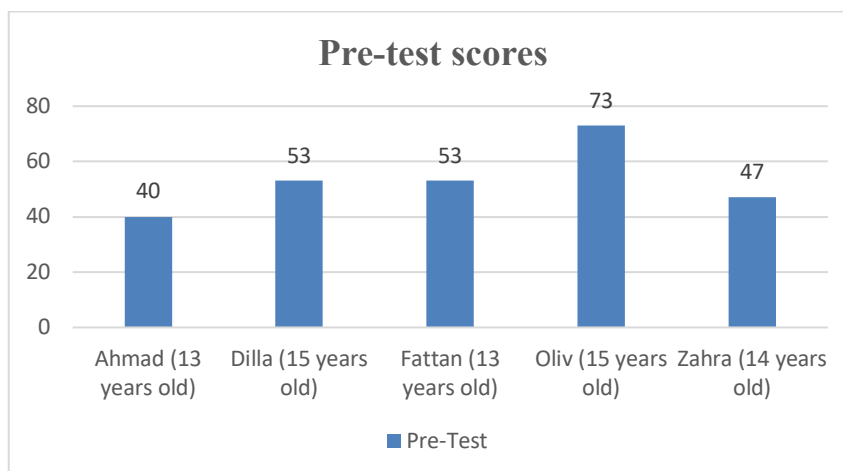
## RESULTS AND DISCUSSION

### *Results*

#### **Pre-Cycle**

Before starting the first cycle of this research, the researcher attempted to evaluate students' understanding of grammar. This initial stage includes administering a written test consisting of 15 multiple choice questions to assess students' understanding of grammar. Based on the results of research conducted on children aged 13-15 years, the initial test score data obtained was that 20% of students obtained Minimum Criteria of Mastery scores because researchers had not used an interesting English learning model, namely involving students in active and creative play.

This role makes students less active in learning English.



### Cycle 1

#### a. Planning

In the first stage, researchers identify so they can find and define the problem. Researchers found that students had difficulty mastering grammar and did not have the enthusiasm to learn grammar. To overcome this, the researcher prepared a lesson plan using Wordwall media that focused on grammar with the topic of passive voice.

#### b. Action

At this stage the researcher as a teacher delivers grammar lessons with a focus on the topic of passive voice. This involves explaining the material and unjumbling sentence activities using Wordwall media. The lesson begins by explaining the learning objectives. After that, the researcher explained about passive voice and explained how to use Wordwall as a learning medium. Then the researcher asked students to work on their own unjumble sentences to improve students'

grammar mastery and create an interesting learning environment.

#### c. Observation

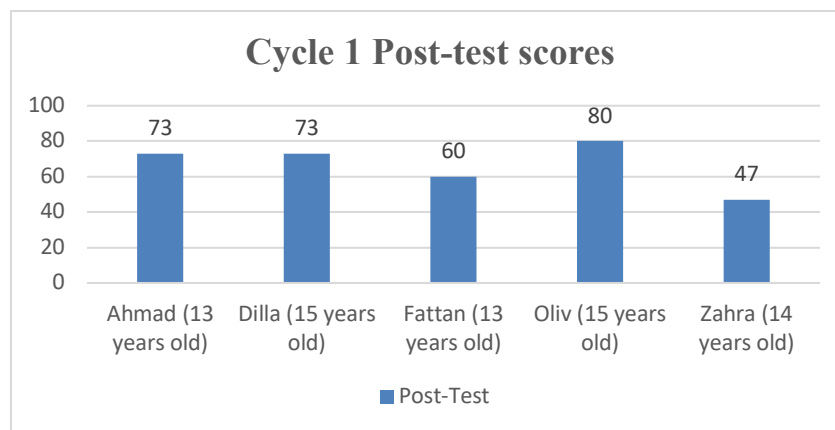
At this stage the researcher collected data to find out how effective the Wordwall media was in improving students' grammar mastery. Researchers observed student behavior during learning. Based on observations made during the learning process, it is known that many students are interested in using Wordwall media. However, there are some students who don't seem interested in this Wordwall media. From the post-test we conducted, it was found that 60% of students achieved scores that met the Minimum Criteria of Mastery. So it can be said that the results in Cycle 1 were less than satisfactory and did not meet the indicators of success.

#### d. Reflection

At this stage, the researcher examines the data collected at the observation stage to evaluate the teaching and learning process. This means analyzing what makes some

students not interested in this learning media. The cause of this lack of success in learning is due to obstacles such as the less effective use of Wordwall media, there are still some students who are less interested and do not pay attention during learning. Therefore, the

action continues in Cycle 2 and improvements are needed in the learning process. Based on this problem, improvements are designed to make Wordwall media more attractive.



## Cycle 2

### a. Planning

At this stage the researcher will use a new learning method in accordance with the evaluation results of learning from cycle 1. The researcher adjusts the lesson plan based on observations and feedback received from students.

### b. Action

At this stage students will carry out learning using the group method. This activity aims to improve a more interesting learning environment so that students are enthusiastic in carrying out learning activities. They can work together in small groups to complete unjumbled

sentences on the word wall. Then the researcher will build student motivation by giving prizes to groups that can complete unjumble sentences quickly and accurately.

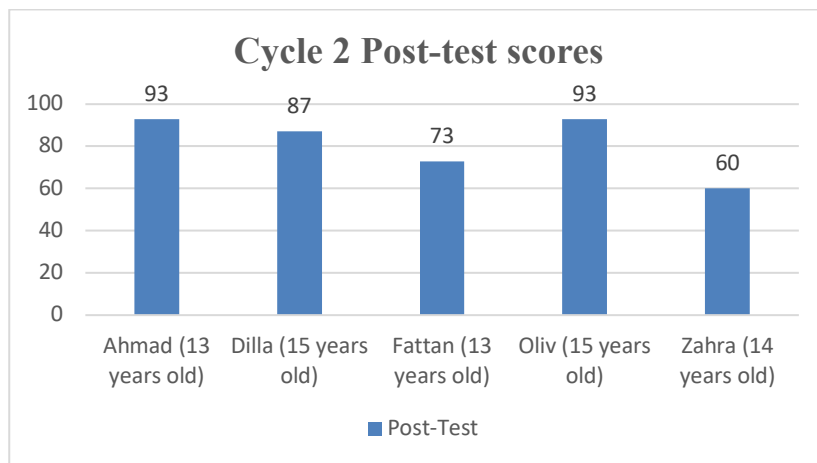
### c. Observation

At this stage, researchers observe student behavior during learning. In cycle 2 there was an improvement from the previous cycle. All students seemed more interested and enthusiastic because we used the group method in this cycle. Based on observations made during the learning process, it was stated that all students were interested in using Wordwall media. This success was due to the implementation of the improvement plan from Cycle 1.

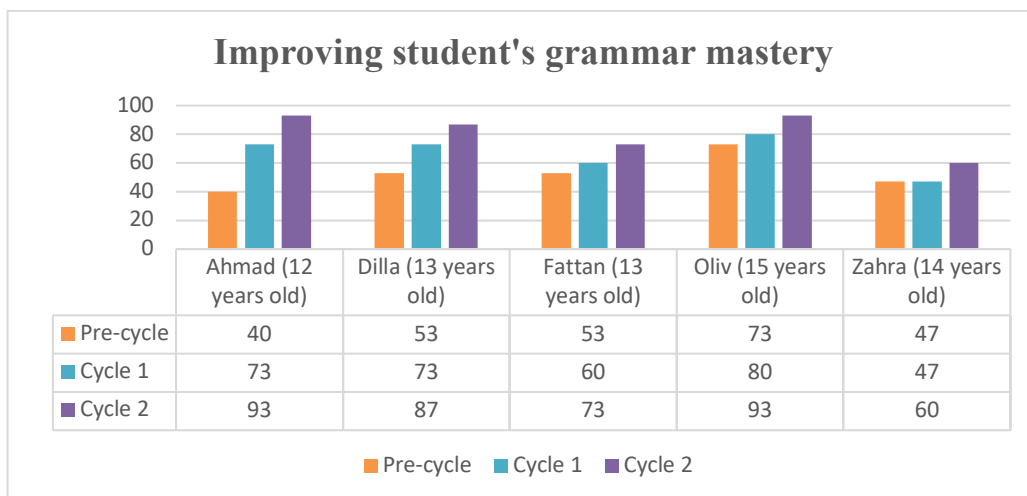
Post-test data from Cycle 2 showed quite optimal test results. From the post-test we conducted, it was found that 80% of students achieved a score that met the Minimum Criteria of Mastery. The results obtained in Cycle 2 can be said to have achieved indicators of success.

d. Reflection

At this stage, the researcher evaluated how effective the learning activities were using Wordwall media whose teaching methods were updated by the researcher. In addition, teachers receive feedback from students to better understand their experiences and identify areas for further improvement.



**Discussion**





Based on the graph above it can be seen that:

- Ahmad has the lowest mastery of grammar compared to the others, but Ahmad has high enthusiasm when learning using Wordwall media, he seems very interested in using Wordwall media, so there is a very high increase in his test scores.
- Dilla has quite low mastery of grammar, but because Dilla is interested in using this Wordwall media, there is a significant increase in her test score.
- Fattan has a fairly low command of grammar, just like Dilla. In cycle 1, Fattan still had not reached the success indicator because he was not very interested in this Wordwall media if done with individuals. However, when researchers improved the Wordwall teaching method into groups, Fattan's interest in this media was seen, resulting in an increase in his post test scores.
- Oliv is the oldest compared to the others, as well as his mastery of grammar which seems to be the highest compared to the others. Even though his initial test score had met the Minimum Criteria of Mastery, he was still enthusiastic when learning with this Wordwall media, so there was an increase in his test score.
- Zahra has quite low mastery of grammar compared to the others, even though she is older

than Ahmad, Zahra is not interested in using Wordwall media so there is no increase in scores in cycle 1. However, when researchers improved the Wordwall teaching method into groups, it was seen that Zahra interested enough in this media that there was an increase in the post test score in cycle 2.

Based on the research result, it can be understood that before learning was implemented using Wordwall media to improve students' grammar understanding, students' grammar comprehension scores could still be categorized as low. This data obtained from the initial scores of students who reached the assessment criteria for only 20% of students. Then, after implementing Wordwall media in cycle I, it was stated that students experienced an increase in grammar understanding, namely 60%. From this data, there is an increase in learning outcomes when Wordwall media is used to improve understanding of grammar, but the results obtained have not reached the expected target of 75% so improvements need to be made in the next cycle. Furthermore, in cycle II, after improvements were made, there was an increase of 80%. Therefore, it can be concluded that Wordwall learning media is effective in improving students' understanding of grammar. This is supported by Ilahi, Komara, and Ismail (2022), who stated that Wordwall media can increase student enthusiasm and involvement in class. Additionally, it serves as a catalyst for encouraging students to engage in learning, particularly in grammar. Similarly, Rosyadiyah, Asari, and Maruf (2022) found that Wordwall online games significantly enhance students' grammar proficiency.

Furthermore, learning grammar through online language games leads to better outcomes for students.

Based on the discussion, the implementation of Wordwall unjumble sentence media has been successful. The grammar understanding test results have met and even exceeded the Minimum Criteria of Mastery standards. This indicates that Wordwall effectively enhances students' grammar comprehension. Although there were initial obstacles in using Wordwall media to engage students, their interest in using this media was initially lacking. Therefore, researchers needed to change the way they used Wordwall media, adopting the group method instead. The application of Wordwall media showed a significant improvement. Initially, the researcher observed that some students were less interested due to the individual application. However, after switching to the group method in Cycle II, students became more active and enthusiastic about studying grammar. So it can be said that age does not affect the increase in grammar mastery, because the significant increase occurs because of one's own enthusiasm for learning, not because one is older.

## CONCLUSION

The utilization of Wordwall Unjumble Sentence feature effectively enhances students' understanding and application of grammar rules. The interactive nature of Wordwall Unjumble Sentence allows students to directly engage with sentence structures, thereby improving their grasp of grammar concepts by requiring them to rearrange words to form coherent sentences. The results of the research show a significant improvement in students' grammar comprehension through the use of Wordwall Unjumble Sentence. The data analysis reveals that students' grammar understanding increased from an initial baseline of 20% to 80% after implementing Wordwall in two cycles. It demonstrates the effectiveness of Wordwall in enhancing students' grammar mastery. Therefore, based on the findings, English teachers can implement Wordwall Unjumble Sentence as a helpful tool to teach grammar in class. By using fun and interactive activities like unjumbling sentences, teachers can make learning more engaging and help students understand grammar better.

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