THE EFFECTIVENESS OF WORDWALL MEDIA IN IMPROVING ELEMENTARY SCHOOL STUDENTS' READING SKILLS

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Article Info	Abstract
Article History Received: May 2024 Revised: July 2024 Published: January 2025 **Keywords** *Interactive games;* *Learning; word wall;* *Reading skills;* *Reading comprehension;* *Reading difficulties;*	*Reading skills are one of the language skills that are closely related to other language skills. In fact, reading skills have a strong influence on writing skills. The problem that arises is that there are still many elementary school students who cannot read fluently due to a lack of reading ability. This study aims to pilot wordwall media in order to improve the reading ability of elementary school students. Wardwall media is a type of game that is allegedly able to improve the reading ability of elementary school students. This research is a type of classroom action research that is carried out in two learning cycles. The research was carried out on grade VI students of SD Negeri Tunas Karya. An instrument used to measure students' reading ability through a reading test. Some aspects used as guidelines for assessing the reading ability of elementary school students include (1) reading ability, (2) understanding of reading content, and (3) fluency in reading. Based on the results of the study obtained through two cycles, it shows that students' reading ability has improved This can be seen from the observation and work of the student group that has improved, where in the first cycle, the average observation score is 59%. The average test score was 81, while in the second cycle, the average observation score was 89%, and the average test result was 96. Based on these results, it can be said that wordwaal media is effective in improving the reading skills of elementary school students.*

INTRODUCTION

Reading ability is a complex and diverse construct encompassing various aspects of reading comprehension, including vocabulary, reading fluency, and critical thinking. Several studies have identified several factors that can affect a person's reading ability, namely reading motivation, reading attitude, reading habits, classroom environment, and teaching methods (Chamba & Ramirez-Avila, 2021; Damaianti et al., 2020; Handayani et al., 2021; Nabilla & Marlina, 2022; et al., 2017).

The ability to read is a key determining factor for student success in learning activities. Understanding the reading content and training the ability is an activity (Hasanah & Lena, 2021). Indicators measured in reading ability include 1) the ability to grasp the meaning of words or expressions in reading, 2) the ability to grasp implied or express meanings, and 3) the ability to make conclusions. The influence of reading ability is huge on learning success; on the contrary, if reading ability is lacking, it hinders the learning process and success (Muliawanti et al., 2022). Difficulty in reading can hinder students from receiving lessons from textbooks

or other sources. Therefore, the ability to read is needed by children from an early age to improve their ability to design ideas (Kurniawati & Koeswanti, 2020). The child's initial reading ability is the initial stage in recognizing syllables, mentioning letters, and understanding the symbols of a series of letters in writing or pictures (Setiawan, 2021). The ability to read is needed for Indonesian subjects and other subjects, as reading is required to understand a material (Fauziah, 2018).

However, in reality, students' reading ability is still relatively low, especially elementary school students. The results of the research show that second-grade elementary school students often face several obstacles in their learning process due to low reading skills (Jatipramono & Amalia, 2022; Putri & Rati, 2022; Rohimah, 2021) In fact, the results of the National Exam in 2021 show that Indonesia is in a state of literacy emergency because students' reading ability has not reached the minimum limit (Kompas, 2023). This problem must be overcome immediately so that students' reading skills become better and improve. There needs to be a strategy or learning method to improve reading skills, namely through interactive games (Gedik & Akyol, 2022).

Interactive Games are one of the ways used in learning so that students are enthusiastic and enthusiastic in learning (Suryana et al., 2023). Interactive games can also develop elementary school students' reading interests (Mardhotillah & Rakimahwati, 2021). One of the interactive games that can be used and developed is Wordwall, which has advantages in increasing the effectiveness of student learning and can be used as a means of learning that is not boring for elementary school students in learning (Hasram et al., 2021; Olisna et al., 2022). However, teachers have not been able to use interactive games in learning activities due to a lack of technological knowledge (Alharbi, 2020). In addition, interactive games are also often abused by students and make students addicted to the use of gadgets (Suyadi & Selvi, 2022). Several studies have shown that excessive use of gadgets to play games can lead to adverse outcomes such as poor sleep quality and decreased learning motivation and can cause stress (Choe & Yu, 2022; Sunday et al., 2021).

The use of good gadgets can support learning. In learning, teachers help students gain knowledge, master skills, and habits, and develop attitudes and beliefs in students (Djamaluddin & Wardana, 2019; Susilo & Wahyuni, 2019). Learning is also a process carried out by individuals consciously to obtain overall behavior changes, especially the interaction of individuals with their environment (Nuralizza et al., 2024; Yusuf & Syurgawi, 2020). The selection of well-planned and appropriate learning will make students quickly capture and understand the learning material delivered by the teacher (Wulandari et al., 2023). However, in reality, in the field, teachers conduct learning that makes students bored and less enthusiastic about learning in class. Teachers are more likely to use lecture methods and daily assignments as additional value to students (Susilo et al., 2023). To bridge this problem, innovation is needed by utilizing interactive media (Darihastining et al., 2023). One of the media that can be used is wordwall media.

Wordwall is an application that can be used as an interactive media to create valuable student interactions in teaching and learning activities and as an exciting assessment tool (Hasram et al., 2021; Minarta & Pamungkas, 2022). In addition, word wall is also one of the tools used by teachers to deliver learning materials made in the form of games in the field of alternative technology to increase student motivation in learning (Nenohai et al., 2022; Silvia & Wirabrata, 2021). Wordwall can take the form of quizzes that students can use to absorb learning, like playing games (Bratel et al., 2023; Nenohai et al., 2022). This media can also be used as an evaluation tool to assess student understanding in learning (Suarmini, 2023). Wordwall is considered an effective media with several advantages, including having many templates to be used as learning media and providing many types of games that can be used for learning, such as quizzes, random cards, crosswords, and much more. In addition, Wordwall

can be downloaded into PDF files, or links can be copied to share with students, which makes it easier for students to do it (Minarta & Pamungkas, 2022). However, there are weaknesses in Wordwall media, namely that it cannot change the font size in the application, and in fact, not all schools have the facilities and infrastructure to support sustainability in using Wordwall media (Sinaga & Soesanto, 2022).

RESEARCH METHOD
Research Design
This study adopts a classroom action research approach, characterized by iterative cycles aimed at improving instructional practices and addressing specific educational challenges. The research is conducted in two distinct cycles, each comprising three essential phases: planning, implementation, and reflection. This structured methodology is selected to systematically identify and resolve reading difficulties among students, ensuring continuous improvement based on practical insights gathered from each phase. The planning phase serves as the foundation of each cycle. During this stage, researchers develop comprehensive lesson plans tailored to address the specific reading challenges encountered by students. These lesson plans are meticulously designed to incorporate Wordwall media, an interactive educational tool that enhances engagement and facilitates reading comprehension. By integrating this media, the researchers aim to create a more dynamic and participatory learning environment, fostering students' interest and motivation. The lesson plans are crafted with clear objectives and measurable outcomes, ensuring alignment with the overall goal of enhancing reading proficiency.

Following the planning stage, the implementation phase marks the practical application of the lesson plans within the classroom setting. During this phase, researchers conduct reading classes utilizing the pre-designed lesson plans that integrate Wordwall media. This hands-on approach allows for the direct observation of students' responses, engagement levels, and overall progress. The dynamic nature of Wordwall media encourages interactive participation, providing students with opportunities to reinforce their reading skills through gamified learning experiences. The researchers play an active role in facilitating these sessions, guiding students through reading exercises, and monitoring their performance to gather valuable data on the effectiveness of the intervention. The final phase of each cycle is reflection, a critical component that enables researchers to evaluate the outcomes of the implemented strategies. During this stage, the researchers systematically analyze the data collected from the classroom observations and student performance assessments. The reflection process involves identifying successful aspects of the lesson plans, as well as areas that require refinement. Researchers engage in discussions to interpret the findings, drawing insights into the effectiveness of Wordwall media in mitigating reading difficulties. Based on these reflections, necessary adjustments are made to the lesson plans for the subsequent cycle, ensuring that each iteration builds upon the previous one, fostering incremental improvements in student reading abilities.

The cyclical nature of classroom action research allows for continuous monitoring and refinement of instructional practices. The iterative process not only addresses immediate reading difficulties but also contributes to the development of sustainable teaching strategies that can be applied beyond the duration of the study. The dual-cycle approach ensures that initial observations and reflections lead to tangible modifications, resulting in a more comprehensive understanding of the pedagogical interventions that yield the most significant improvements in reading skills.

Research Participants
This research focuses on first-grade students from SD Negeri Tunas Mekar, with the primary objective of evaluating and enhancing their reading skills. The study is scheduled to take place over two consecutive days, specifically on April 1 and 2, 2024. A total of 24 students

from the first-grade cohort participate in this research, selected based on preliminary observations and assessments of their reading abilities. These initial observations aim to identify common reading challenges among the students, providing a foundation for the intervention strategies to be implemented during the study.

Prior to the commencement of the research activities, formal written informed consent was obtained from all participating students. This process involved communication with the students' guardians, ensuring they fully understood the purpose, scope, and procedures of the study. The consent form provided a detailed description of the study's objectives, emphasizing the focus on improving students' reading skills through structured interventions. Additionally, it outlined the specific methods and tools to be employed, including the duration and nature of the classroom activities. The document also clearly delineated the rights of the participants, underscoring their freedom to withdraw from the study at any stage without facing any negative consequences. This adherence to ethical protocols was in line with the regulations set forth by the institute's ethics review board, ensuring that the research was conducted with transparency and respect for the rights and well-being of the students.

Throughout the study, efforts are made to create a supportive and engaging learning environment that prioritizes the students' comfort and educational development. The selected students undergo reading sessions designed to address their specific needs, with tailored interventions aimed at fostering greater literacy proficiency. The two-day duration of the study is intended to provide sufficient time to observe notable improvements while minimizing disruptions to the regular academic schedule. Researchers actively monitor the progress of each participant, gathering data to evaluate the effectiveness of the implemented strategies. By focusing on this cohort, the research aims to contribute valuable insights into early literacy development at the elementary school level. The findings are expected to inform future pedagogical approaches and interventions, ultimately supporting broader efforts to enhance reading skills among young learners.

Research Instruments

The data collection process for this study involved both observation and testing, ensuring a comprehensive evaluation of students' reading development. Observation plays a critical role in educational research as it allows for the assessment of individual learning activities and behaviors in real-time (Khairun et al., 2021). In this study, the observation phase was conducted by two observers during the first cycle and expanded to three observers in the second cycle. This increase in observers aimed to enhance the accuracy and reliability of the data collected. Observations were guided by three core assessment criteria: reading ability, awareness of the benefits of reading, and reading frequency. These aspects provided a well-rounded perspective on students' reading habits and progress over the course of the intervention.

Testing served as an additional method to measure reading performance at specific intervals, offering quantitative insights into the effectiveness of the applied teaching strategies (Resti et al., 2020). Tests were administered at the conclusion of each cycle, allowing for comparative analysis between the two phases. The first cycle utilized traditional print media for the test, reflecting conventional assessment practices. In contrast, the second cycle incorporated interactive digital media, leveraging Wordwall technology to create a more engaging and dynamic testing experience. This shift aimed to explore the potential of digital tools in enhancing reading outcomes.

Data Analysis

This study employed a comprehensive data collection process utilizing both tests and observations to evaluate the effectiveness of Wordwall media in enhancing elementary school students' reading skills. The integration of these two methods aimed to provide a balanced analysis, capturing both quantitative measures of reading proficiency and qualitative insights

into the learning process. The test method was designed to directly assess students' reading abilities by measuring their proficiency in comprehending and interpreting texts presented through Wordwall media. These structured tests served as key instruments for determining the impact of the applied teaching interventions, offering a clear and quantifiable representation of student performance. The structured nature of the tests ensured consistency, allowing researchers to compare results across different cycles and identify patterns of improvement.

Observation techniques complemented the testing process by offering deeper insights into the practical aspects of student engagement and classroom interactions. Through careful observation, researchers were able to gather data on how students responded to reading activities, their level of participation, and any difficulties they encountered. This qualitative data provided essential context to the test results, highlighting the ways in which Wordwall media influenced students' attitudes and behaviors toward reading. Observations also helped identify the social and cognitive dynamics within the classroom, offering a fuller picture of the learning experience. The dual use of testing and observation allowed for a holistic understanding of the educational intervention, capturing both performance metrics and the experiential aspects of learning.

The data collection instruments were specifically designed to align with the objectives of the research. For the test method, standardized instruments were developed to assess various dimensions of students' reading abilities. These tests were carefully crafted to evaluate not only basic comprehension but also higher-order skills such as inference and interpretation, ensuring a thorough assessment of reading proficiency. Observation sheets were employed during classroom sessions, allowing researchers to systematically record relevant details about student interactions, engagement levels, and responses to Wordwall activities. The structured format of these sheets ensured that observations remained consistent across different observers and cycles, enhancing the reliability of the collected data.

Upon completion of the data collection phase, the gathered information was subjected to quantitative descriptive analysis. This analytical approach involved interpreting test results based on a predefined rubric, providing a detailed account of students' reading performance. Observers played a crucial role in this process by assigning scores to three key aspects of student engagement and ability, using a Likert Scale ranging from 1 to 4. The scoring criteria classified students' performance as Very Good (4), Good (3), Less Good (2), or Very Less (1), reflecting varying levels of proficiency and engagement. The use of this scale allowed for a nuanced evaluation, capturing subtle differences in student performance and progress.

To further quantify student achievement, individual test scores were converted into percentages, reflecting the overall level of reading proficiency observed during the learning process. This conversion process was guided by standardized criteria outlined in Table 1, which served as a reference for interpreting and categorizing student performance. By employing this systematic approach, the study aimed to generate reliable data that could inform future pedagogical strategies and contribute to the ongoing development of reading interventions using interactive digital media like Wordwall.

Table 1
Guidelines for Converting Student Reading Ability Level through Lesson Study

Number	Score Range	Category
1	90 - 100	Excellent
2	75 – 89	Good
3	65 – 74	Good enough
4	55 – 64	Not Good
5	0 -54	Bad

RESEARCH FINDINGS AND DISCUSSION
Research Findings
        The lesson study is carried out in two cycles with three stages: planning, implementation, and reflection. The first cycle is carried out on Monday, April 1, 2024, and this research begins with the planning stage. In this stage, the model teacher prepares (1) observation instruments, lesson planning, room arrangement, Student Worksheets (LKPD), assessment instruments, package books, and organizing students into groups.
        In the implementation stage (do), students listen to the material explained by the researcher through the media of Indonesian package books, with the material "Profession" through objective assessment. Students in groups work on LKPD, which researchers gave to measure students' reading interest skills. Each group took turns presenting the results of the study group, and then other students listened and paid attention to the group that was presenting. Researchers observed the activeness of each learning group in response to the presentation group. This was done to measure students' reading interest in listening to the text that had been read. The implementation in the first cycle involves two observers, one student, and one class teacher. Researchers prepare observation sheets to observe student activities during learning; observation is focused on student activities in listening and responding to the results of the delivered reading text, which includes reading ability, awareness of the benefits of reading, and reading frequency.
        The last stage in the first cycle is Reflection (see). This stage reviews the results of observer research during learning activities, and observers discuss and convey the results of student observations as follows: Students' ability to read is still lacking. This is known because the reading media is less exciting and monotonous. Student awareness of the benefits of reading or reading is still lacking. This can be seen when researchers provide reading texts; students still depend on the encouragement of others. The frequency of reading students listening to reading texts is still lacking. This can be seen when researchers provide questions that match the reading, but students cannot understand and answer questions from researchers.
        However, in this cycle, students vary as learning progresses. This can help add ideas and provide new knowledge and understanding for students. Overall, the table below shows the results of observations in the first lesson study cycle.

Table 2
Recapitulation of Observation Results of Cycle 1 Implementation

Num.	Observed Aspects	Observer Assessment		Note
		1	**2**	
1	Reading ability	2	2	Unable to read fluently and less enthusiastic.
2	Awareness of the benefits of reading	1	2	They are still dependent on outside encouragement and do not have their interest or will.
3	Reading frequency	2	2	I have not listened well to the content of the reading text.
Average Score		1,7	3	
Average score		42,5	75	

        The results of observations made by two observers in the first cycle obtained an average score of 59% with a poor category. In addition to the observation results, the model teacher tests students' ability to observe and listen to reading texts to measure students' reading ability using Student Worksheets (LKPD). With the following test results:

Table 3
Cycle 1 Test Results Score

Group	Test result scores
Group 1	90
Group 2	100
Group 3	80
Group 4	80
Group 5	100
Group 6	50
Group 7	60
Group 8	90
Average Score	81

The results of each observer and model teacher obtained poor results in examining students' reading skills, with an average student score of 81. According to observers and model teachers, implementing the first cycle of lesson study learning must be improved, including 1) the media used is not exciting and monotonous; 2) LKPD is not attractive; 3) Students are still uninterested in reading. Based on the findings, the model teachers change the concept of learning in the second cycle.

The second cycle is held on Tuesday, April 2, 2024. Like the previous cycle, the implementation of learning begins with the planning stage (plan). The second cycle is carried out based on the results of a reflection review in the first cycle, where it is necessary to make innovations to make changes in learning patterns in order to improve students' reading skills. One of the efforts made by model teachers was to change teaching media to a more exciting form, namely *Wordwall-based*. In this second cycle, students remain divided into several study groups with the same members.

The next stage is the implementation of learning (do); the model teacher provides the same material as the previous cycle using Wordwall media displayed on the Interactive Whiteboard Touchscreen, which is varied in the form of a menu available on Wordwall, namely Speaking Cards. Speaking Cards can be filled in by reading texts that the model teacher has prepared to conduct learning to improve students' reading skills. The presentation of the material is carried out for 15 minutes. After that, the model teacher presents an interactive game as a Quiz found on the Wordwall menu. Students in groups come forward to answer the Quiz provided by the model teacher on the Interactive Whiteboard Touchscreen alternately for each group. By using the Quiz menu on Wordwall media, students and model teachers can see the Quiz scores directly, and the model teacher immediately gets the results of the student's ability to read the test.

The final stage in the second cycle is reflection (see), which is carried out to obtain the results of the learning process from observers, a total of three people. The addition of observers from the previous cycle aims to get more accurate data about the learning carried out by the model teacher. The results of observations in the second cycle obtained the following data: Students' reading ability is further improved after using teaching media in Wordwall; Student awareness of the benefits of reading or reading began to grow slowly and not thoroughly; The frequency of reading students in listening to reading texts began to increase; when researchers gave questions related to reading texts, students could answer these questions because students also imagined from professional pictures provided by researchers on *Wordwall media*; and Teaching media is more varied and interactive to foster student enthusiasm for learning.

The observer conducts an assessment by filling in the instruments provided. The results of the assessment given by the observers are in the table below.

Table 4
Recapitulation of Observation Results of Cycle 2 Implementation

Num.	Observed Aspects	Observer Assessment			Note
		1	2	3	
1	Reading ability	4	4	3	Unable to read fluently and less enthusiastic.
2	Awareness of the benefits of reading	3	3	4	They are still dependent on outside encouragement and do not have their interest or will.
3	Reading frequency	3	4	4	I have not listened well to the content of the reading text.
Average Score		3,3	3,7	3,7	
Average score		82,5	92,5	92,5	

Based on research scores from three observers, it can be seen that implementing Indonesian learning to improve students' reading skills through *lesson study* gets an average score of 89%, which is included in the excellent category. There is a significant increase in reading ability in this second cycle compared to the previous cycle. The results of the first cycle reflection review can be a reference for implementing the second cycle, which positively impacts learning activities.

There is a comparison based on the results of grades from the first and second cycles using the same material to improve students' reading skills using different media. In the second cycle, there was an increase in student learning outcomes in improving reading skills compared to the first cycle because, in the second cycle, the model teacher presented material using *Wordwall media* to increase students' enthusiasm and reading skills. So, the existence of learning activities with efforts to increase students' reading interest using word wall media can be said to be better and increase.

Discussion

The analysis of the study's results highlights that students' reading abilities did not demonstrate significant improvement during the initial phase of the intervention. This outcome can largely be attributed to the limitations of the learning media employed in the first cycle, which primarily consisted of conventional package books. The use of such traditional materials often lacks innovation and can appear monotonous to students, leading to disengagement and reduced motivation to read (Alharabi, 2020; Bratel et al., 2023). Consequently, the persistence of reading difficulties among students reflects the inadequacy of the instructional approach in addressing their needs. This finding is inline with Chamba & Ramirez-Avila (2021) who inform that the uniform and static nature of package books restricts the ability to cater to diverse learning styles, further diminishing the effectiveness of the teaching process. This limited form of media fails to capture students' interest or stimulate active participation, resulting in suboptimal performance on practice exercises administered by the teacher.

A key observation drawn from the first cycle is the insufficient improvement in student performance, particularly in Indonesian language subjects. The study's findings indicate that students exhibit low interest and enthusiasm for Indonesian lessons, which are often delivered through conventional methods that rely heavily on textbooks. This traditional approach to teaching, while structured, does not effectively engage students or foster a deeper understanding of the subject matter. As a result, students display limited participation and are less inclined to actively respond to questions posed during lessons (Sari & Gautama, 2022). The lack of dynamic and interactive elements in the learning process contributes to this disengagement (Choe & Yu, 2022), underscoring the need for alternative instructional media that can spark interest and facilitate better comprehension.

Recognizing the shortcomings of the initial phase, the second cycle introduced an innovative approach through the integration of Wordwall-based learning media. This shift marked a significant departure from the conventional reliance on package books, incorporating a more interactive and visually engaging platform designed to enhance reading skills and foster greater enthusiasm for learning. The effectiveness of Wordwall media in boosting students' reading abilities became evident through a noticeable increase in engagement and comprehension during classroom activities. By incorporating elements such as interactive games, vibrant imagery, and dynamic exercises, Wordwall transforms reading into a more stimulating and enjoyable experience for elementary school students (Damaianti et al., 2020; Fauziah, 2018). This diversified format not only captures students' attention but also aids in reinforcing their understanding of the reading material, enabling them to visualize and internalize content more effectively.

The analysis suggests that Wordwall media serves as a powerful tool for addressing the motivational barriers to reading encountered in the first cycle. Its accessibility and ease of use make it a versatile resource that can be integrated seamlessly into classroom instruction and extended to learning environments outside of school. Wordwall's adaptability allows students to engage with reading activities at their own pace, fostering a sense of autonomy and encouraging consistent practice. This flexible approach aligns with contemporary educational trends that emphasize student-centered learning, ultimately contributing to the development of independent reading habits. Furthermore, Wordwall media introduces a gamified aspect to reading, which not only sustains interest but also instills a sense of accomplishment, motivating students to persist in their efforts (Khairunissa & Juli Ratnawati, 2021).

Another significant finding from the second cycle highlights the role of Wordwall media in cultivating imagination and creativity among students. The interactive nature of Wordwall encourages learners to visualize the content they read, enhancing comprehension and retention. This imaginative engagement bridges the gap between abstract text and concrete understanding, allowing students to construct mental representations of the material. Such cognitive processes are essential for developing higher-order thinking skills, which are integral to advanced reading comprehension (Minarti & Pamungkas, 2022; Muliawati et al., 2022). By fostering creativity, Wordwall not only improves reading proficiency but also contributes to broader cognitive development, enriching the overall learning experience.

The study underscores the transformative potential of integrating technology-based media into elementary education, advocating for a shift from traditional, text-heavy instructional methods to more interactive and student-friendly approaches. The successful implementation of Wordwall media in the second cycle illustrates that digital tools can significantly enhance reading outcomes by addressing the limitations of conventional teaching practices (Nenohai et al., 2022; Firman et al., 2021). This innovation represents a critical step forward in the ongoing effort to modernize educational frameworks and create more inclusive learning environments that cater to the diverse needs of students.

The comparative analysis between the first and second cycles of this study demonstrates the profound impact of interactive learning media on student engagement and reading proficiency (Nurdiana et al., 2023). While the initial reliance on package books yielded limited progress, the introduction of Wordwall media facilitated notable improvements, reinforcing the importance of innovation in educational practices. By leveraging technology to create dynamic and participatory learning experiences, educators can better equip students with the skills and motivation necessary for academic success. The findings of this study contribute to the growing body of research advocating for the integration of digital tools in elementary education, paving the way for future advancements in pedagogical strategies aimed at enhancing literacy and fostering lifelong learning habits.

CONCLUSION

Based on the explanation above, it can be concluded as follows. Wordwall-based interactive learning games can improve students' enthusiasm and reading skills in low grades at SD Negeri Tunas Mekar. Most students begin to be motivated to read and can understand the content of the reading text. This can be seen in the improvement of student results in taking tests and field observations. However, in the research that has been done, there are several weaknesses as follows: (1) requires Interactive Whiteboard Touchscreen facilities, (2) conditioning Students with Special Needs (SBK) to follow learning with focus, (3) observers have difficulty observing students as a whole. Based on this, commitment is needed to make observations to get good results. Wordwall media benefits teachers in classroom learning activities and deficient grades because it improves students' reading skills, which must be improved from an early age.

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