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Implementation of Wordwall-Based Interactive Games on Early Reading Skills: A Case Study at SDN Talabiu Bima

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A B S T R A C T

The objectives of this study are: (1) To evaluate the extent of the effectiveness of Wordwall games on improving students' beginning reading skills (2) to examine the effect of using Wordwall-based interactive games on students' beginning reading skills. This study used a quantitative approach with a quasi-experimental method and a one group pretest-posttest design. this research was conducted in class II of SDN Talabiu. Data collection techniques used in this study include questionnaires that have proven their validity and reliability through the use of data analysis methods such as normality tests, descriptive tests and Paired Sample T-Test tests conducted using the SPSS 25 program. The results showed that there was an increase in scores from 53.32 in the pretest to 79.52 in the posttest significance level of 0.000 which indicates that the use of wordwall games has a significant effect on improving students' beginning reading skills. Thus, this study proves that the use of Wordwall interactive game media is effective and has a significant effect on students' beginning reading skills.

1. Introduction

Education is a conscious and planned effort to create an environment and learning process that allows students to actively develop their potential (Purwananti, 2020). Therefore, education must be provided from an early age so that the values are easier to use when growing up (Marwah et al., 2023). With education, one of the ways to acquire knowledge is by reading. Therefore, students' reading skills must be developed (Agatha Kristi Pramudika Sari & Shinta Shintiana, 2023). With that language skills include four main components, namely listening, speaking, reading, and writing. The four are interrelated and cannot be separated from one another (Khasanah et al., 2023).

Reading ability is one of the crucial aspects in the learning process, because students need to master reading skills in order to understand the material well (Putu et al.,

2024). Beginning reading focuses on recognizing and pronouncing sound symbols in the form of letters, words, and simple sentences (Azmi et al., 2024). Teachers are responsible for teaching their students to read correctly and fluently as reading is essential for their development (Andary & Nugraha, 2024). Thus, accuracy and success in reading at an early stage affects reading ability at a later stage (Mai Sri Lena et al., 2023).

However, (Rosa et al., 2023) stating early reading skills has a very crucial role for students, especially at the low grade level. Difficulties in the learning process often arise when students have not mastered letter recognition or have not been able to understand text appropriately. Therefore, early reading skills serve as the main gateway for students to access broader knowledge (Ali & Asrial, 2022). Other research states that early reading skills can be considered a strong foundation and can be seen as a very important basis for the development of reading skills as a whole (Janawati., 2024).

(Muslih et al., 2022) also argues that early reading skills are the initial phase of learning given to students in the lower grades or early grades of elementary school. Therefore, early reading skills can be considered as an essential foundation for the development of reading skills as a whole (Janawati., 2024). Beginning reading is the initial stage that must be passed before someone can read fluently, the form of introducing letters A to Z aims to enable students to recognize, distinguish, and finally be able to read language sound symbols correctly (Titis Arnisa Galanita, 2017). Therefore, beginning reading skills are an important foundation for the learning process of low-grade students considering that reading is one of the important things that must be quizzed by students, and reading expands one's language knowledge (Irdawati & Darmawan, 2020). Improving students' reading skills can be obtained from various factors including internal factors, which are influences within the student, and internal factors, which are influences that come from the student's external environment (Purnama Sari & Dwi, 2022).

The utilization of interactive games in Learning is an important element that supports the achievement of education. The use of interactive games in learning creates an alternative method to improve students' early reading skills with innovative and efficient learning media can support the learning process, it actively guides students to various learning opportunities (Rahmadhani & Hartati, 2024). Wordwall is an interesting application to help students learn to read. The concept of learning while playing is very suitable in learning so that students are not bored (Talenta Boma & Damara, 2024). In other words, using Wordwall as a learning tool can help students who are just starting to learn to read (Ellis et al., 2022).

(Azmi et al., 2024) stated that the use of wordwall-based media is very influential on students' beginning reading skills because it supports understanding of the material being studied. In the end, this has a positive impact on students' beginning reading skills. Therefore, (Sadida et al., 2025) stated that Wordwall can create a fun and conducive learning atmosphere, and is very supportive in fostering early interest in reading. The advantages of the wordwaall application are that it has many templates that can be created by teachers, including various types of games that can

be played such as matching, quizzes, anagrams, random words, word searches, grouping, etc (Mochammad & Triansyah, 2024).

With the considerations described above, it can be concluded that. Wordwall is an effective and interesting learning media to be used as an interactive game in the classroom. This is due to the variety of creative templates offered, which can prevent students from feeling bored during the learning process. The main advantage of this media lies in its ability to customize open-ended materials, where teachers can modify templates by adding visual elements such as images, sounds, and videos as needed. The use of Wordwall is proven to be able to increase students' active participation, facilitate understanding of the material, and build motivation and confidence in learning. Not only beneficial for students, this media also supports teachers in delivering material more efficiently and on target (Hartati et al., 2024). Wordwall's interactive and creative characteristics make it an appropriate choice, especially in Indonesian language learning, as it provides a variety of educational activities such as quizzes and games that can stimulate students' enthusiasm for learning. Increased student engagement through this media contributes positively to the development of early reading skills, so Wordwall is very relevant to use in supporting the achievement of literacy learning objectives at the primary school level.

Based on the results of preliminary observations in class II SDN Talabiu Bima, in February 2025 showed that the initial reading ability of grade II students was still low, and had difficulty reading fluently and understanding simple reading according to their developmental stage, with 25 students studied, only about 36% could answer the questions. While the remaining 70% had difficulties. The initial test results showed that the average student score was only 64 on a scale of 100, which was still below the Minimum Competency Standard (KKM) of 70.

Most students face various obstacles in reading activities, such as lack of mastery of letters, difficulty in composing syllables, and delays in understanding the meaning of words and sentences. Although the class teacher has tried to provide reading practice with conventional methods, such as repeated reading and shared reading activities, the results have not shown significant progress During the learning process, students tend to lose focus easily and show less enthusiasm for learning. Some students appear passive and only mimic without understanding the content of the reading, some even show disinterest in learning to read. Seeing this condition, it is necessary to improve learning, especially in interactive and innovative learning methods and media such as wordwaal so that students are actively involved in learning. The use of interesting interactive media such as wordwall can be the main solution in improving students' beginning reading skills in elementary schools.

The purpose of this research is intended to 1). evaluate the extent of the effectiveness of interactive Wordwall games on improving students' early reading skills 2). to determine the effect of using Wordwall-based interactive games on the early reading skills of grade II students of SDN Talabiu Bima. The selection of Wordwall is based on its ability to present educational games that can be adapted

to the material being taught and designed with a visual display that is attractive to students. In addition, the platform offers an instant evaluation feature that provides immediate feedback, potentially increasing student engagement in the learning process. As for this research, it applies a quantitative approach with a one group pretest-posttest design. Which is before the treatment of one group of students undergoing an initial test. applied, then followed by a final test (posttest) after the learning process using Wordwall media. This approach allows researchers to determine the extent of changes in learning outcomes that occur after intervention, so that the effectiveness of media use can be measured objectively. The main focus in this study was conducted with the intention of strengthening students' beginning reading skills. This research is expected to provide practical assistance for teachers in developing interesting and relevant learning strategies and enrich the theoretical study on the use of digital media as a tool in developing early literacy skills at the primary school level.

2. Methodology

This study was conducted at SDN Talabiu, Bima. The quantitative approach used a quasi-experimental design of one group pretest-posttest type, As part of this research plan, one group of participants was involved without a control group and given a certain treatment. Data were collected twice, before and after the treatment, to evaluate the effect of the treatment. The intervention was aimed at developing students' early reading skills by utilizing wordwall-based interactive learning media.

The research population included all second grade students of SDN Talabiu, Woha Subdistrict, Bima District, totaling 25 students. Because the number of students was relatively small and had uniform characteristics, the total sampling technique was used so that all students were used as one experimental group that received uniform treatment during the study.

The main instrument used was a questionnaire designed to measure students' beginning reading skills. This questionnaire uses a five-point Likert scale and has been tested for validity through expert judgment, while reliability is tested with Cronbach's Alpha coefficient which produces a value of 0.940, indicating a very good level of reliability. Data were analyzed through several stages, namely by normality test using Kolmogorov-Smirnov and Shapiro-Wilk. Instrument reliability was tested with Cronbach's Alpha, and mean scores and standard deviations were calculated through descriptive analysis. Finally, hypothesis testing was conducted using the Paired Sample T-Test to identify significant differences between pretest scores and posttest scores after treatment. The entire analysis process used SPSS software version 25. This study also paid attention to ethical aspects by involving the class teacher as a facilitator and ensuring that students gave voluntary consent after obtaining an adequate explanation of the research.

3. Results and Conclusion

The results and discussion in this study are based on data obtained during the research which aims to see the application of wordwall-based interactive games to improve the initial reading skills of grade II students in Indonesian language subjects with a case study conducted at SDN Talabiu, Bima. Data processing analysis of this research used SPSS software version 25, and involved a number of statistical tests, including normality tests, such as (Kolomogorov-Smirnov and Shapiro-Wilk), as well as instrument reliability tests, Analysis was carried out descriptively, along with hypothesis testing through Paired Sample T-Test. In addition, a series of analyses of the data obtained from 25 students as research samples have been carried out since the early stages of the research implementation.

The implementation of the research took place over five systematically designed meetings. At the first meeting, the researcher submitted a letter to the principal to apply for permission. At this meeting, the researcher also began to build relationships with students by using an individual approach to create a comfortable and supportive learning environment. On the second meeting, the researcher gave the pretest to the students as an initial tool to evaluate the students' reading ability.

Furthermore, the third meeting concentrated on delivering basic reading material. This material is prepared based on the Indonesian teaching module with a scientific approach combined with a discovery learning model with a game-based learning (GBL) approach as a means of educational games to increase motivation and early reading skills with the theme of fond of reading in accordance with learning needs and includes reading exercises of simple words, recognition of vowels and consonants, and syllable formation.

Wordwall interactive learning media began to be used on the fourth meeting through various educational games, such as the spinning wheel game, which was adjusted to the material being studied. With that, students were highly engaged in the activities and very interested in learning. After the last meeting, an additional test with a difficulty level comparable to the pretest was conducted to determine the extent to which students' reading skills had been improved. The analysis showed that students' reading ability had improved significantly.

Based on the analysis of the validity results, most of the questionnaire items show a significant Pearson correlation, so it can be concluded that the items are valid for use in research exceeding the r table value, so they are declared valid. Then the statements listed in the questionnaire questionnaire have the ability to describe the constructs measured correctly and are suitable for use as research tools. In addition, the reliability test results showed that the Cronbach's Alpha value reached 0.940, indicating that there was a very high level of consistency among the group members. Therefore, this questionnaire is proven to be not only valid in measuring, but also has a high level of reliability as it can produce consistent data even after repeated use. This questionnaire is worth using as a reliable instrument for the purpose of this study. The learning activities can be seen in figure 1 below.

Figure 1. Learning Activities

Based on normality testing, the pretest and posttest data were normally distributed, thus fulfilling the assumptions for parametric statistical analysis. On the pretest, Kolmogorov-Smirnov statistic = 0.121 and significance = 0.200, while Shapiro-Wilk statistic = 0.957 and significance = 0.356. For the posttest, Kolmogorov-Smirnov statistics = 0.123 with significance = 0.200, and Shapiro-Wilk = 0.960 with significance = 0.419, and all values of significance values greater than 0.05 indicate that there is no violation of the assumption of data normality. The normality results are presented in table 1 below.

Table 1. tests of Normality

Variable	Statistics	df	siq. (p-value)
Pre-test	0,957	25	0,356
Post-test	0,960	25	0,419

Source: researcher processed data (2025)

Based on the results of descriptive statistics, there was a substantial increase in beginning reading ability after treatment. The pretest score was 53.32 with a standard deviation value of 11.397, while in the posttest it increased to 79.52 with a standard deviation of 11.439. The median also increased from 53.00 to 80.00, indicating that the participants' distribution values experienced positive changes. The values of skewness (-0.022 in the pretest and 0.069 in the posttest) and kurtosis (-0.692 and -0.695) indicate a symmetrical and normal distribution of data. The minimum-maximum score shift from 33-73 to 60-100 indicates that the improvement occurred evenly across students' ability levels. A higher average posttest score indicates an increase in beginning reading ability.

Based on the results of testing the hypothesis, the Paired Samples T-test value proves that there is a significant change between the pre- and post-treatment scores. A value of t = -70.871 was found with df = 24 and a significance of p = 0.000, indicating that the increase in post-treatment scores was not random. The mean difference of 26.200 points has a standard error of 0.370, with a 95% confidence interval between -26.963 to -25.437, indicating that there are no zero values in the difference. As shown in table 2 and figure 2 below.

Table 2. Descriptive Statistics.

Statistics	Pre-test	Post-test
Mean	53,32	79,52
Median	53,00	80,00
Standard Deviation	11,397	11,439
Variance	129,893	130,843
Minimum	33	60
Maximum	73	100
Range	40	40
Skewness	-0,022	0,069
Kurtosis	-0,692	-0,695

Source: researcher processed data (2025)

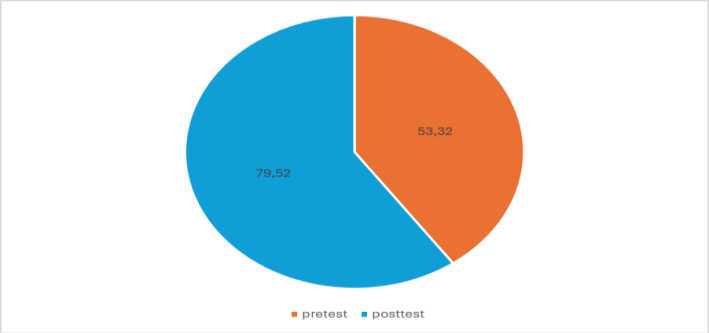

Figure 2. Comparison of Pretest and Posttest Averages

This reinforces that the results obtained have very high statistical power. The standard deviation value of the difference was 1.848, indicating that the improvement experienced by the participants was relatively uniform. This can be seen in table 3 below

Table 3. Paired Sample Test

Pair 1	mean	Std. Deviation	T count	df	Sig. (2-tailed)
pre-test and post-test	-26,200	1,848	-70,871	24	0,000

Source: researcher processed data (2025)

This research proves clearly and tangibly that the use of wordwall as an interactive learning tool can encourage the improvement of early reading skills of grade II students at SDN Talabiu Bima. The results obtained directly answer the problem formulation and support the hypothesis that wordwall-based media is effective in supporting early reading skills at the elementary school level. The results of the pretest and posttest were significantly different, which was proven through the analysis of the Paired Sample T-Test test, indicating that the increase was indeed caused by the treatment given, not randomly. The reliability of the research instrument is also very high, as reflected by the large Cronbach's Alpha value, so the data generated can be classified as valid and convincing.

Since the data is normally distributed, statistical parameter analysis can be appropriately used to ensure the validity of the findings. On the other hand,

wordwall as a learning media that combines technology and active interaction is proven to be able to increase students' participation and motivation in reading activities, especially in the early stages. Previous research has shown that wordwall interactive games can make learning more interesting. The successful implementation of Wordwall also indicates that a similar approach can be adapted by other schools that experience difficulties in reading, while encouraging educators to utilize technology more innovatively. Thus, this study not only shows the effectiveness of Wordwall, but also opens up opportunities for the development of other digital media that can be adapted to the characteristics of students at the primary school level. This shows that the use of wordwall-based interactive games has a significant effect on the beginning reading ability of grade II students at SDN Talabiu.

This is in line with the results of research according to (Nurrahma et al., 2023) with the title: "The Effect of Wordwall Media on Early Reading Skills in Early Childhood". The results showed that Wordwall media can improve the ability to read early childhood beginners significant differences in average scores, the experimental group obtained a score of 18.00, while the control group only obtained a score of 8.43. Furthermore, the Wilcoxon statistical test results show that the significance value is 0.017, below the 0.05 threshold. Therefore, compared to conventional learning methods, Wordwall media helps students learn to read significantly.

Another research conducted by (Awalyah et al., 2024) with the title: "The Effect of Wordwall Interactive Games on the Motivation and Learning Outcomes of Grade V Students in Mathematics". shows that the use of Wordwall media increases student motivation and learning outcomes. This is indicated by an increase in the average post-test score of 83.33 and a significance value of 0.000, far below the 0.05 threshold. Therefore, it can be concluded that the Wordwall interactive game media is very helpful for learning. Other research shown by (Prahesty & Zumrotun, 2023) titled "The Effectiveness of Wordwall Media to Improve Elementary School Students' Reading Skills" shows that grade VI students of SDN 2 Mantingan can improve their beginning reading skills by using Wordwall media. Wordwall media has a positive effect on improving students' reading skills, as shown by an increase in the average student reading score by 20%, increasing from 62.5% in the pretest to 82.5% in the posttest. Thus, the results of this study were successful.

4. Conclusion

This study shows that the use of wordwall interactive games significantly succeeded in encouraging the improvement of skills and mastery of early reading by primary school students in class II Talabiu bima. The wordwall game proved to be able to create an interesting learning atmosphere, encourage active participation, and increase student learning motivation in the early stages of reading skills. This success shows that interactive technology-based learning approaches are not only relevant to the needs of 21st century education, but also effective in supporting the achievement of basic competencies in beginning reading in primary schools. The

findings conclude that digital communication such as Wordwall can be an alternative learning strategy that is innovative, fun and meaningful. For further development, it is suggested that similar research be applied at different grade levels and other subjects to test the consistency and effectiveness of Wordwall media in improving the quality of learning more broadly.

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