
THE EFFECT OF USING WORD WALL INTERACTIVE MEDIA ON STUDENT'S ABILITY IN SIMPLE PAST TENSE MASTERY

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Abstract

The purpose of this research is to find out whether there is Effect of Using Word Wall Interactive Media on Student's Ability in Simple Past Tense At Grade X Of SMA Negeri 2 Kisaran in 2024/2025 Academic Year. This type of research is This research used a quantitative research method with an experimental design. Two groups of students were involved in the research: an experimental group that was taught using Word Wall Interactive Media and a control group that received conventional way. There are 2 classes of this research samples (class X1 and X2) which are taken in *random sampling*. In class X1 as an experimental class using Word Wall Interactive Media and in class X2 as a control class with a conventional way. After the learning was completed, the results show that the alternative hypothesis (H_a) is accepted and the null hypothesis (H_0) is rejected. This proves that the application of Word Wall Interactive Media has a significant influence on student's ability in simple past tense. The application of this learning media also makes the learning process more interesting and interactive, so that students are more motivated and actively participate in learning activities.

Key word: Word Wall, Simple Past Tense

INTRODUCTION

English has become one of the most important subjects in Indonesia due to its role as an international language used in various aspects of life, including education, technology, and the workforce. However, despite its significant influence, English learning in Indonesia often faces several challenges, particularly in terms of understanding grammatical aspects, which are considered difficult and boring by most students (Sari, 2020).

Grammar is an important role and one of aspects that must be mastered by the students in learning English. In Senior High School, the students at tenth grade are conveyed to learn some tenses including simple past tense (Kahraman & Şentürk, 2020). The simple past describes the actions or situations that began and ended in the past (Westermann, 2022). Simple past tense is the tense normally used for relation of past event. But, many students at tenth grade cannot understand English grammar, especially in learning simple past tense. It can be seen from their final

examination score which are still far away from their learning target. It is caused by paying little attention to the knowledge of grammar, low interesting, fell difficult and bored when they study about the structure of simple past tense (Suri, 2022).

Monotonous learning situation caused by one of aspects in which a teacher only uses the text books as learning media, frequently it makes students' feel bored in learning (Swari, 2023). Students need various of media for motivating them to learn it more pleasant. For this reason, teacher should do many efforts by using the various media and learning methods. Many applications are existed here to challenge teachers to create or develop the interesting and challenging learning media, in this case for English learning and teaching (Aini, 2022).

Word Wall is an interactive teaching and the learning platform that provides educators with a diverse set of tools to create engaging activities for their students (Rosydiyah et al., 2022). It offers features such as interactive quizzes, games, and activities that can be customized to suit various subjects, including the language learning. The platform aims to enhance the students' participation, collaboration, and understanding through dynamic and visually appealing content (Inovasi et al., 2024). Student learning outcomes are greatly influenced by the methods and media used in teaching, as learning outcomes serve as a measure of the assessment of the instruction that has been carried out. Therefore, students are expected to achieve the learning outcomes completely that need the minimum competency standard (KKM) (Lubis & Nuriadin, 2022). According Arimbawa (2021) The advantages of using media of Word Wall has been proved well. In a research, it has contributed in students' learning motivation. It has been proved the contribution can support the better learning situation (Maulana, 2024)

The purpose of this research is to determine the effect of using Word Wall interactive media on student's ability in simple past tense mastery. Many students can not understand English grammar, especially for learning simple past tense, the students have low interesting in the learning English, they fell bored when they study about grammar, and get the difficulties in using the formulas or patterns of simple past tense.

Based on the results of observations and interviews conducted by the researcher with the relevant teachers before conducting the research, the researcher found several obstacles that could potentially attract the researcher to choose this research title. The following are some identified issues: the first is the low of teacher creativity in using strategies and teaching models that capture students' attention; the second is that most students at SMA Negeri 2 Kisaran, especially in the grade, consider English to be a very difficult and boring subject; and the third is the low interest of students in learning English, particularly in simple past tense.

To solve this problem, the teachers familiarize them to imagine how to learn the simple past tense by using Word Wall as a learning media. By applying this media the teacher gives students time to think for themselves by looking at the picture, as follows the media Word Wall, so that they can make simple past tense sentences correctly. Furthermore, the teacher must give them the opportunity to write another simple past tense sentence by showing another Word Wall Interactive Media. Word Wall Interactive Media is very crucial to be applied in teaching learning process.

METHOD

This study used a quantitative research method with an experimental design. Two groups of students were involved in the research: an experimental group that was taught using Word Wall Interactive Media and a control group that received conventional way. Random sampling was applied to ensure that each student had an equal chance of being selected as a participant.

The sample of this research was students of class X1 as the experimental group and X2 as the control group. The design of this research focuses on the provision of treatment and the results obtained. Data were collected through pre-test and post-test to measure the effect of using Word Wall Interactive Media on student's ability in simple past tense mastery. The design of this study is :

Table 1. Two Groups Pre-Test Post-Test

| Group | Types | Experiment | Types |
|------------------|----------|------------|-----------|
| Experiment Group | Pre-test | X | Post-test |
| Control Group | Pre-test | Y | Post-test |

Note:

X : Using Word Wall Interactive Media

Y : Using Conventional Way

The data collection process in this study will be carried out through several systematic and planned stages. The first stage is to complete various formal administrative procedures which are the main requirements before carrying out data collection. One of these procedures is to obtain official permission from the principal as a form of approval to carry out research activities in the school environment. This permission is very important to ensure that the data collection process runs in accordance with applicable provisions and gets full support from the school. After the permission is successfully obtained, the next step is to conduct direct observation in the classroom. This observation is carried out to observe various aspects related to the implementation of learning and student activities, so that the data collected is truly relevant and supports the research objectives. Thus, this stage is a crucial part of obtaining accurate and comprehensive data.

1. Pre-Test

This research use test; pre-test and post-test. Test that will use multiple choices test with four options; a, b, c, and d. This test aims to determine the extent of students' ability to master the simple past tense before certain learning methods are applied. The results of this initial test become a reference for comparing students' development after being given treatment at a later date.

2. Treatment

The first stage is to divide students into two groups: experimental and control. The experimental group was taught using a Word Wall Interactive Media, while the control group used conventional methods without special treatment. The control group serves as a comparison to see differences in results between the two groups. During treatment, Word Wall Interactive Media was applied to the experimental group to test the effect of using Word Wall Interactive Media on student's ability in simple past tense mastery. It is hoped that the final test will show an increase in understanding in the experimental group compared to the results of the pre-test and control group.

3. Post-Test

The post-test will give after the treatment. The final exam is conducted to assess the success level of using Word Wall Interactive Media on student's ability in simple past tense mastery. In this process, the scores from the pre-test and post-test of the experimental group and the control group are compared with each other. Next, these score results are processed as primary data to determine the extent to which students' reading comprehension has improved through the application of Word Wall Interactive Media.

4. Scoring Test

According to Sudjono (2003: 155), the formula for calculating the score is :

$$Value = \frac{\text{total score obtained}}{\text{total score}} \times 100$$

Table 2. Scoring Students' Criteria and Percentage

| Score | Category |
|----------|-----------|
| 85 – 100 | Excellent |
| 75 – 80 | Very Good |
| 70 – 60 | Good |
| 55 – 50 | Low |

A questionnaire was a list of questions that must be answered by the person being evaluated. This survey used to determine students' responses of using Word Wall Interactive Media on student's ability in simple past tense mastery.

RESULTS AND DISCUSSION

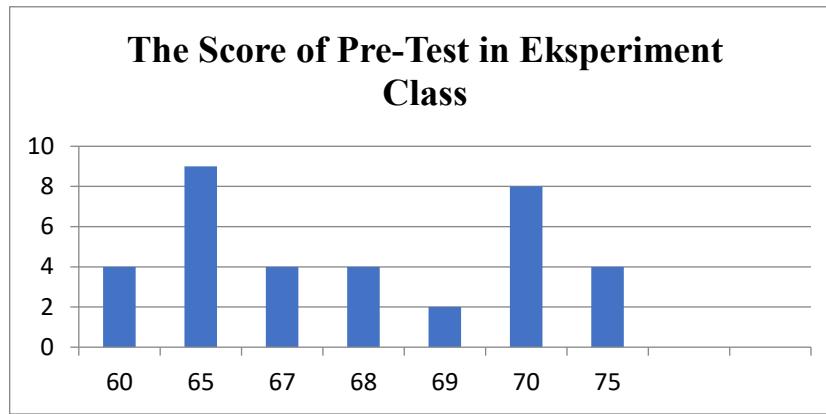
The result of the students' test can be seen on the following table score.

Table 3. The Sore of Pre-test and Post-test in Experiment Group

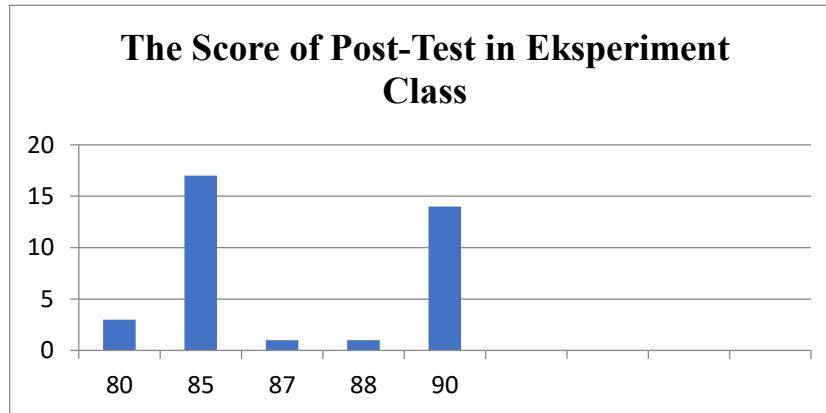
| No | Initial Name | Score of Pre-test (X) | Score of Post-test (Y) | X ² | Y ² | XY |
|----|--------------|-----------------------|------------------------|----------------|----------------|-------------|
| 1 | ANR | 65 | 90 | 4225 | 8100 | 5850 |

| | | | | | | |
|--------------|------|-------------------|-------------------|-----------------------|-----------------------|----------------------|
| 2 | ASK | 65 | 85 | 4225 | 7225 | 5525 |
| 3 | ASB | 60 | 80 | 3600 | 6400 | 4800 |
| 4 | AZ | 70 | 90 | 4900 | 8100 | 6300 |
| 5 | AM | 65 | 90 | 4225 | 8100 | 5850 |
| 6 | AD | 68 | 90 | 4624 | 8100 | 6120 |
| 7 | CBT | 69 | 85 | 4761 | 7225 | 5865 |
| 8 | CAM | 70 | 90 | 4900 | 8100 | 6300 |
| 9 | CNP | 65 | 80 | 4225 | 6400 | 5200 |
| 10 | FUB | 60 | 85 | 3600 | 7225 | 5100 |
| 11 | FJ | 70 | 85 | 4900 | 7225 | 5950 |
| 12 | FME | 75 | 90 | 5625 | 8100 | 6750 |
| 13 | GPLS | 70 | 90 | 4900 | 8100 | 6300 |
| 14 | GKT | 60 | 85 | 3600 | 7225 | 5100 |
| 15 | HA | 65 | 85 | 4225 | 7225 | 5525 |
| 16 | HL | 70 | 90 | 4900 | 8100 | 6300 |
| 17 | JAH | 70 | 85 | 4900 | 7225 | 5950 |
| 18 | KAAL | 70 | 85 | 4900 | 7225 | 5950 |
| 19 | MN | 70 | 85 | 4900 | 7225 | 5950 |
| 20 | MFA | 60 | 85 | 3600 | 7225 | 5100 |
| 21 | MAIH | 65 | 85 | 4225 | 7225 | 5525 |
| 22 | MFA | 65 | 90 | 4225 | 8100 | 5850 |
| 23 | MBB | 68 | 85 | 4624 | 7225 | 5780 |
| 24 | MRA | 67 | 85 | 4489 | 7225 | 5695 |
| 25 | NIN | 67 | 90 | 4489 | 8100 | 6030 |
| 26 | NIF | 67 | 85 | 4489 | 7225 | 5695 |
| 27 | PAH | 68 | 90 | 4624 | 8100 | 6120 |
| 28 | RHS | 69 | 90 | 4761 | 8100 | 6210 |
| 29 | RA | 67 | 85 | 4489 | 7225 | 5695 |
| 30 | RN | 70 | 88 | 4900 | 7744 | 6160 |
| 31 | RPS | 75 | 90 | 5625 | 8100 | 6750 |
| 32 | SMN | 75 | 90 | 5625 | 8100 | 6750 |
| 33 | SDA | 70 | 87 | 4900 | 7569 | 6090 |
| 34 | TKS | 68 | 85 | 4624 | 7225 | 5780 |
| 35 | ZST | 65 | 80 | 4225 | 6400 | 5200 |
| 36 | SDA | 65 | 85 | 4225 | 7225 | 5525 |
| Total | | $\sum X$ =2428 | $\sum Y$ =3120 | $\sum X^2$ =164274 | $\sum Y^2$ =270738 | $\sum XY$ =210640 |

Data was taken from the result after Word Wall Interactive Media was given after the Treatment, it can be seen there was an increasing in student learning outcomes.

Figure 1. The Score of Pre-Test in Experiment Class

From the figure above, the data indicated that many students it could be illustrated the lower score in each indicator. From the figure above there was 5 student who got score 60, there was 9 students who got score 65, there was 4 students who got score 67, there was 4 students who got score 68, there was 2 students who got score 69, there was 8 student who got score 70, there was 4 students who got score 75.

Figure 2. The Score Of Post-Test In Experiment Class

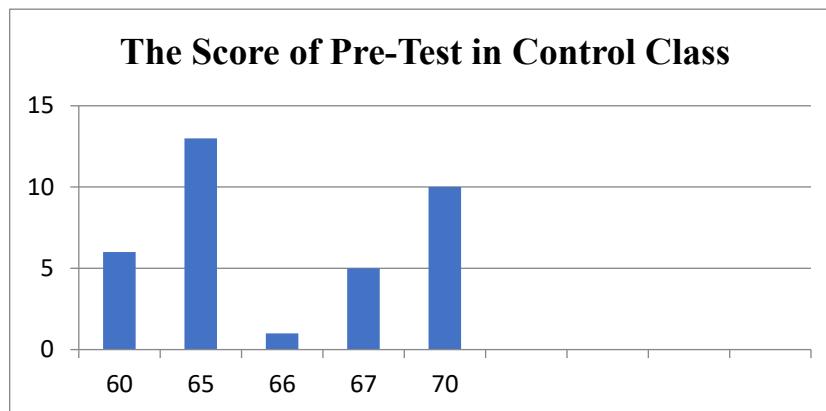
From the figure above, the data indicated that many students it could be illustrated the lower score in each indicator. From the figure above there was 3 student who got score 80, there was 17 students who got score 85, there was 1 student who got score 87, there was 1 student who got score 88, there was 14 students who got score 90.

Table 4. The Score of Pre-test and Post-test in Control Group

| No | Initial Name | Score of Pre-test (X) | Score of Post-test (Y) | X ² | Y ² | XY |
|--------------|--------------|--------------------------|---------------------------|-----------------------|-----------------------|----------------------|
| 1 | AM | 60 | 70 | 3600 | 4900 | 4200 |
| 2 | AF | 65 | 70 | 4225 | 4900 | 4550 |
| 3 | ASE | 65 | 70 | 4225 | 4900 | 4550 |
| 4 | ATAN | 67 | 80 | 4489 | 6400 | 5360 |
| 5 | BSCG | 65 | 80 | 4225 | 6400 | 5200 |
| 6 | BR | 60 | 75 | 3600 | 5625 | 4500 |
| 7 | CM | 65 | 80 | 4225 | 6400 | 5200 |
| 8 | CE | 65 | 75 | 4225 | 6400 | 4875 |
| 9 | DS | 70 | 80 | 4900 | 6400 | 5600 |
| 10 | DM | 60 | 70 | 3600 | 4900 | 4200 |
| 11 | DA | 70 | 70 | 4900 | 4900 | 4900 |
| 12 | FBG | 65 | 70 | 4225 | 4900 | 4550 |
| 13 | FAIP | 65 | 70 | 4225 | 4900 | 4550 |
| 14 | GA | 60 | 70 | 3600 | 4900 | 4200 |
| 15 | GCH | 65 | 80 | 4225 | 6400 | 5200 |
| 16 | HN | 60 | 75 | 3600 | 5625 | 4500 |
| 17 | JKIS | 65 | 75 | 4425 | 5625 | 4875 |
| 18 | JN | 70 | 80 | 4900 | 6400 | 5600 |
| 19 | LJM | 70 | 80 | 4900 | 6400 | 5600 |
| 20 | MNA | 65 | 75 | 4225 | 5625 | 4875 |
| 21 | MFR | 70 | 75 | 4900 | 5625 | 5250 |
| 22 | MY | 67 | 75 | 4489 | 5625 | 5025 |
| 23 | NAR | 65 | 70 | 4335 | 4900 | 4550 |
| 24 | NFS | 70 | 70 | 4900 | 4900 | 4900 |
| 25 | NP | 67 | 75 | 4489 | 5625 | 5025 |
| 26 | NUR | 66 | 70 | 4356 | 4900 | 4620 |
| 27 | NPT | 70 | 70 | 4900 | 4900 | 4900 |
| 28 | NTR | 70 | 70 | 4900 | 4900 | 4900 |
| 29 | RAP | 75 | 75 | 5625 | 5625 | 5625 |
| 30 | RP | 70 | 78 | 4900 | 6084 | 5460 |
| 31 | RZS | 65 | 70 | 4225 | 4900 | 4550 |
| 32 | RS | 67 | 70 | 4489 | 4900 | 4690 |
| 33 | SNR | 60 | 75 | 3600 | 5625 | 4900 |
| 34 | SPS | 65 | 75 | 4425 | 5625 | 4875 |
| 35 | SAL | 70 | 70 | 4900 | 4900 | 4900 |
| 36 | WP | 67 | 75 | 4489 | 5625 | 5025 |
| Total | | $\sum X$ =2436 | $\sum Y$ =2685 | $\sum X^2$ =158261 | $\sum Y^2$ =203184 | $\sum XY$ =175880 |

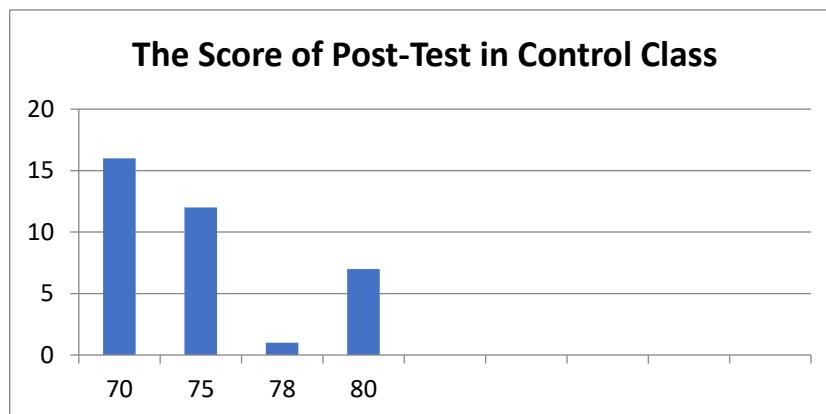
The result of the test above was a difference between Experiment class and Control class, because the learning outcomes of student in lower grade control.

Figure 3. The Score of Pre-Test in Control Class



From the figure above, the data indicated that many students it could be illustrated the lower score in each indicator. From the figure above there was 6 student who got score 60, there was 14 students who got score 65, there was 1 student who got score 66, there was 5 students who got score 67, there was 10 students who got score 70.

Figure 4. The Score of Post-Test in Control Class



From the figure above, the data indicated that many students it could be illustrated the lower score in each indicator. From the figure above there was 16 student who got score 70, there was 12 students who got score 85, there was 1 students who got score 78, there was 7 students who got score 80.

Based on the data above, it can be seen there are different in students' scores. Students who learned to use Word Wall Interactive Media of learning (Experimental Class) got better result compared with conventionally taught classes (Control Class).

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CONCLUSION

This research uses quantitative methods with random sampling techniques to determine the sample, namely class X students of SMA Negeri 2 Kisaran in 2024/2025 academic year. The data in this study was collected in three stages, namely pre-test, treatment and post-test. The instrument used multiple chooses test, which is designed to measure the extent to which students understand about the simple past tense. In the learning process, students show active involvement and do not get bored easily, because using Word Wall Interactive Media is able to motivate them to be more enthusiastic and involved in learning. Based on the data analysis presented in the previous chapter, the results show that the alternative hypothesis (H_a) is accepted and the null hypothesis (H_0) is rejected. This proves that the application of Word Wall Interactive Media has a significant influence on student's ability in simple past tense. Thus, students' background knowledge becomes an important factor in supporting the develop of their learning. The application of this learning media also makes the learning process more interesting and interactive, so that students are more motivated and actively participate in learning activities.

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