

Research Instruments

Guidelines For Observing Student Learning Motivation In The Application Of Learning Methods Using Wordwall On Student Learning Motivation

No	Aspect	Students behavior in carrying out learning activities	Assessmen			
			Excellent (4)	Good (3)	Fair (2)	Poor (1)
1.	Preliminary activities	Students respond to the teacher's greeting.				
2.		Students pray before starting the lesson				
3.		Students give a response when the teacher checks attendance.				
4.	Main activity	Students listen to the explanation of the material being studied.				
5.		Students actively participate in learning activities.				

6.		Students actively participate in group work.				
7.		Students show enthusiasm in answering questions on Wordwall.				
8.		Students feel happy when receiving additional points.				
9.		Students ask the teacher about the material being studied.				
10.		Students respond to the appreciation given by the researcher.				
11.		Students wanting to achieve high grades.				
12.		Students show the courage to actively answer and ask the teacher				

13.	Closing activities	Students listen carefully to the learning plan for the next meeting.				
14.		Students pray together before ending the class.				
15.		Students respond to the teacher's greeting at the final meeting.				
Total			$\frac{Sum}{60} \times 100\% =$			

STUDENT INTERVIEW

- 1) Do you happy when learning English using Wordwall?
- 2) Do you actively participate in discussions with your classmates when using wordwall?
- 3) Does Wordwall make your more enthusiastic about attending English lesson?
- 4) Do you find it easier to understand English material using Wordwall?
- 5) Do you feel that learning English becomes more enjoyable with Wordwall?
- 6) Do you feel more confident answering English questions when playing with Wordwall?
- 7) Are you more interested in learning English after using Wordwall?
- 8) Do you enjoy the games or quizzes available on Wordwall during English lessons?

Appendix 1. Modul Ajar



MODUL AJAR JUNIOR HIGH SCHOOL

Name of Written	: Faleria Messi Anggrini
School name	: SMPN 01 Menukung
Subject	: English
Phase/ Class/ Semester	: D/ VIII/ 2

GENERAL INFORMATION

A. Module Identification

Name of written	: Faleria Messi Anggrini
School name	: SMPN 01 Menukung
Year of Development	: 2025
Level	: Junior High School
Subject	: English
Phase / Class	: D / VIII
Chapter/ Theme	: 2 / Recoun Text
Time Allocation	: 2 JP (2 X 40 Menit)

B. Pancasila Profile

- Taqwa Kepada Tuhan Yang Maha Esa
- Bergotong royong

C. Facilities and Infrastructure

- Laptop
- Projector
- Whiteboard
- Markers
- Students Worksheet (LKS) and other English book
- Book
- Pen

D. Learning Models adn Teaching Methods

- Face to face
- Contextual
- Comparative
- Game

MAIN COMPONETS

A. Learning Objectives

- Students can explain what a Recount text is and different it from others texts.
- Students can identify the characteristics and structure of a Recount text.

Learning Outcomes

Students can understand and identify the structure and characteristics of the text, including orientation, events, and reorientation. Students are able to use the simple past tense correctly to write a recount text based on personal experiences.

Number of students

25 Students

B. Prompting Questions

- What is the most enjoyable experiences that you cannot forget? It can be school or at home?
- Have you ever had a funny story at the school? Please share it.

C. Learning steps

Introduction

- 1 The teacher greets the students and asks one of the students to lead a prayer according to their respective religions and beliefs.
- 2 The teacher checks the students' attendance.
- 3 The teacher asks the prepared prompting questions to the students.
- 4 After the prompting questions have been posed to the students, the teacher presents the learning topic that would be studied.
- 5 After presenting the learning topic, the teacher states the learning objectives.
- 6 The teacher checks the students' attendance.
- 7 The teacher asks the prepared prompting questions to the students.
- 8 After the prompting questions have been posed to the students, the teacher presents the learning topic that would be studied.
- 9 After presenting the learning topic, the teacher states the learning objectives.

Main Activities

1. The teacher explains the material on Recount Text to the students.

2. The teacher explains the structure for composing a Recount Text.
3. The teacher explains the language features used when composing a Recount Text.
4. The teacher provides an example of a Recount Text.
5. After the teacher gives the example to the students, the teacher asks the students if they have an idea or if they understand the material presented.
6. After asking the students if they understand the material, the teacher divides the students into several groups, with each group consisting of 4 students chosen heterogeneously.
7. After the students are divided into groups, the teacher distributes the text that has been prepared to all groups.
8. After the texts are distributed, the teacher asks the students to look at the text together and invites the students to read the text in English.
9. The teacher explains the of Recount Text.
10. The teacher provides an example of a Recount Text.
11. After the teacher gives the example to the students, the teacher asks the students if they have an idea or if they understand the material presented.
12. After asking the students if they understand the material, the teacher divides the students into several groups, with each group consisting of 4 students chosen heterogeneously.
13. After the students are divided into groups, the teacher distributes the text that has been prepared to all groups.
14. After the students are divided into groups, the students are given the text and asked to read it together with the teacher. After finishing reading the text with the teacher.

Conclusion

1. After the students have played, the teacher provides an evaluation and briefly explains the material they have learned.

2. After finishing the brief presentation of the material, the teacher asks each individual student what they remember from the lesson they have learned.
3. The teacher asks the students about their feelings.
4. Before ending the class, the teacher informs the students about the material they would learn next week.
5. The teacher concludes the class and asks one of the students to lead them before they leave.

MODUL AJAR

Recount Text

Definision of Recount Text is a group paragraph which use to retell events or expriences in the past.

For example recount text : Personal Recount, Factual Recount, Biography, History and so on.

The Purpose of Recount Text to list and describe past experiences by retteling events the order in which they happened.

Generic Structure :

- Orientation
- Events
- Re-orientation

Language Features

- Using simple past tense (saw, ate, did)
- Using personal participants (I, We, My group, My team)
- Using Chorological conjunction (First, next, then, after)

EXERCISE

Returning To My Hometown.

Last summer, I had the opportunity to visit my hometown after a long time. I was excited to see my family and friends again. The journey back was filled with anticipation as I remembered all the beautiful moments I had spent there.

When I arrived, my parents welcomed me with open arms. The smell of my mother's cooking filled the house, reminding me of my childhood. We spent the first evening catching up and sharing stories over a delicious dinner.

The next day, I visited my old friends. We went to our favorite hangout spot by the river, where we used to spend hours talking and laughing. It felt great to reconnect and reminisce about the good old days.

One of the highlights of my trip was the family gathering we had on the weekend. Relatives from different places came together, and we shared food, games, and laughter. It was heartwarming to see everyone together, and it reminded me of the importance of family.

As my trip came to an end, I felt a mix of sadness and gratitude. I realized how much I missed my hometown and the people in it. This trip not only allowed me to reconnect with my roots but also filled my heart with joy and cherished memories.

Questions (Multiple Choice)

- 1 what season with the writer visit their hometown??
 - a) Winter
 - b) Spring
 - c) Summer
 - d) Fall
- 2 How did the writer feel about returning to their hometown?
 - a) Indifferent

- b) Excited
 - c) Nervous
 - d) Angry
- 3 What did the writer's mother cook that reminded them of their childhood?
- a) Pizza
 - b) Fried rice
 - c) Traditional dishes
 - d) Pasta
- 4 What did the writer and their friends go to hang out?
- a) A cafe
 - b) The park
 - c) The mall
 - d) The river
- 5 What was one of the highlights of the writer's trip?
- a) A family gathering
 - b) Visiting a museum
 - c) Going to the beach
 - d) Attending concert
- 6 How did the writer feel the end of the trip?
- a) Happy and relieved
 - b) Sad and grateful
 - c) Angry and frustrated
 - d) Indifferent
- 7 What did the writer do during the first evening at home?
- a) Caught up with family
 - b) Went for a walk
 - c) Watched TV
 - d) Slept early
- 8 Who came together for the family gathering?
- a) Only immediate family
 - b) Friends from school

- c) Relatives from different places
 - d) Neighbors
- 9 What did the writer reminisce about with their friends?
- a) School subjects
 - b) Travel experiences
 - c) Future plans
 - d) Good old day
- 10 What did the writer realize about their hometown?
- a) They wanted to move there permanently
 - b) They missed it and the people in it
 - c) They didn't like it anymore
 - d) They wanted to explore new places

Assessment Rubric for Student Motivation and Participation in Learning

Criteria	Score 1 (Low))	Score 2 (Medium)	Score 3 (High)	Score 4 (Very High)
Attendance	Often absent/late	Sometimes absent or late	Always present, rarely late	Always present on time and active
Involvement	Does not participate in discussions	Occasionally participates	Often participates in discussions	Always actively participates in discussions
Assignments and Tasks	Does not submit assignments	Submits assignments but not on time	Submits assignments on time	Submits all assignments with high quality

Attitude towards Learning	Does not show interest or motivation	Occasionally shows interest	Shows good interest and motivation	Very enthusiastic and motivated in learning
Collaboration	Does not cooperate with the team	Occasionally collaborates with peers	Often collaborates with peers	Always collaborates and helps peers

Score Explanation

Score 1 (Low): The student shows little to no motivation and participation in learning English.

Score 2 (Medium): The student shows some motivation and participation but still needs to improve their engagement.

Score 3 (High): The student demonstrates good motivation and participation, actively involved in learning activities.

Score 4 (Very High): The student is highly motivated and actively participates, showing a positive attitude and enthusiasm in learning English.

THE PAST SIMPLE TENSE

1 Nominal Sentence

(+) Subject + to be (was/were) + adjective/adverb/noun

(-) Subject + to be (was/were) + not + adjective/adverb/noun

(?) To be (was/were) + subject + adjective/adverb/noun?

Examples:

1. (+) Dina **was** at Tari's house yesterday
 (-) Dina **was not** at Tari's house yesterday
 (?) Was Dina at Tari's house yesterday?
2. (+): The flowers were beautiful.
 (-): The flowers were not beautiful.
 (?): Were the flowers beautiful?
3. (+): She was happy.
 (-): She was not happy.
 (?): Was she happy?
4. (+): They were at the park.
 (-): They were not at the park.
 (?): Were they at the park?
5. (+): The weather was nice.
 (-): The weather was not nice.
 (?): Was the weather nice?
6. (+): My brother was tired.
 (-): My brother was not tired.
 (?): Was my brother tired?
7. (+): The sky was blue.
 (-): The sky was not blue.
 (?): Was the sky blue?

2 Verbal Sentence

(+) Subject + past tense + object/complement

(-) Subject + did + not + infinitive + object/complement

(?) Did + subject + Infinitive + object/complement

Examples:

1) (+) Mr Tono **grew and took** care of plants

(-) Mr Tono **did not grow** and take care of plants

(?) Did Mr Tono grow and take care of plants?

(+): He played football.

(-): He did not play football.

(?): Did he play football?

2) (+): They visited the museum.

(-): They did not visit the museum.

(?): Did they visit the museum?

3) (+): We watched a movie.

(-): We did not watch a movie.

(?): Did we watch a movie?

4) (+): He watched a movie.

(-): He did not watch a movie.

(?): Did he watch a movie?

5) (+): We cleaned the house.

(-): We did not clean the house.

(?): Did we clean the house?

6) (+): They played basketball.

(-): They did not play basketball.

(?): Did they play basketball?

Subject	Predicate/ "To Be"	Complement
I He She It Singular Subject	Was	- Noun (Kata benda) - Adjective (Kata sifat)
You They We Plural Subject	Were	- Adverb (Kata keterangan)

LKPD

- What is the negative form of the positive sentence "**He played football**"?
 - He does not play football
 - He did not play football
 - He was not playing football
 - He plays football
- What is the interrogative sentence of a positive sentence "**The visited the museum.**"?
 - Did they visit the museum?
 - Did they visited the museum?
 - They did visit the museum?
 - The visit the museum?
- How to form a positive sentence from a negative sentence "**We did not watch a movie.**"?
 - We are watching a movie
 - We do not watch a movie
 - We watched a movie
 - We would watch a movie
- How to form interrogative sentence from positive sentence "**We cleaned the house.**"?
 - Did we clean the house?
 - We did clean the house?

- c) Did we cleaned the house?
 - d) We clean the house?
5. What is the positive form of this negative sentence **"They were not at the park"**?
- a) They are at the park
 - b) They were at the park
 - c) They would be at the park
 - d) They were not at the park
6. What is the interrogative form of this positive sentence **"My brother was tired"**?
- a) Is my brother tired?
 - b) Did my brother tired?
 - c) My brother was tired?
 - d) Was my brother tired?
7. What is the positive form of a negative sentence **"The sky was not blue."**?
- a) The sky is blue
 - b) The sky was blue
 - c) The sky would be blue
 - d) The sky was not blue
8. What is the negative form of a positive sentence **"The played basketball."**?
- a) They do not play basketball
 - b) They did not play basketball
 - c) They were not playing basketball
 - d) They played not basketball
9. What is the interrogative form of a negative sentence **"They did not play basketball."**?
- a) They did play basketball?
 - b) Did they played basketball?
 - c) Did they play basketball?
 - d) They play basketball?

10 What is the positive form of a negative sentence "**The flowers were not beautiful.**"?

- a) The flowers are beautiful.
- b) The flowers were not beautiful.
- c) The flowers would be beautiful.
- d) The flowers were beautiful.



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JUNIOR HIGH SCHOOL

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Chapter/ Theme	: 3 / Narrative Text
Time Allocation	: 2 JP (2 X 40 Menit)

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- Taqwa Kepada Tuhan Yang Maha Esa
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Facilities and Infrastructure

- Laptop
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- Markers
- Students Worksheet (LKS) and other English book
- Book
- Pen

Learning Models and Teaching Methods

- Face to face
- Contextual
- Comparative
- Game

MAIN COMPONENTS

A. Learning Objectives

The learning objectives of narrative texts include understanding the structure of a story, such as the introduction, problem, and resolution. Students are also trained to develop reading and comprehension skills, as well as improve listening abilities. Narrative texts help students hone their skills in building imagination and creativity, as well as teach moral values that can be applied in everyday life.

Learning Outcomes

Students can remember the structure when writing narrative texts and analyze narrative texts. They use the appropriate structure according to their level of understanding and convey stories that are engaging for the audience.

Number of students

25 Students

B. Prompting Questions

- Have you ever heard the story of the mouse deer and the crocodile? If you have heard or watched a video about the mouse deer and the crocodile, who are the characters you remember in that story?
- How did the mouse deer save itself from the crocodile that was going to eat it?

C. Learning steps

Introduction

1. After the students have played, the teacher provides an evaluation and briefly explains the material they have learned
2. After finishing the brief presentation of the material, the teacher asks each individual student what they remember from the lesson they have learned
3. The teacher asks the students about their feelings.
4. Before ending the class, the teacher informs the students about the material they would learn next week.
5. The teacher concludes the class and asks one of the students to lead them before they leave.

Main Activities

1. The teacher explains the material of Narrative Text to the students.
2. The teacher explains the structure for composing a Narrative Text.
3. The teacher explains the language features used when composing a Narrative Text.
4. The teacher explains the types of Narrative Text.
5. After the teacher provides examples to the students, the teacher asks the students if they have an idea or if they understand the material that has been given.
6. The teacher explains the structure for composing a Narrative Text.
7. The teacher explains the language features used when composing a Narrative Text.
8. The teacher explains the types of Narrative Text.

9. After the teacher provides examples to the students, the teacher asks the students if they have an idea or if they understand the material that has been given.
10. After the students are divided into groups, the teacher distributes the texts that have been prepared by the teacher to all groups.
11. After the texts are distributed, the teacher asks the students to look at the texts together and invites the students to read the texts in English.
12. After the students finish reading in turns based on their groups, the teacher translates the text they have read into Indonesian to help the students understand the text better.
13. Before playing the Open Box game on Wordwall, the teacher explains to and guides the students on how to play using Wordwall.
14. After the teacher finishes explaining how to play, the teacher explains the rules for the quiz. Each group that participates in answering questions and answers incorrectly would receive additional points from the teacher, and if students answer and actively participate in answering questions, the group that can answer correctly and is active would receive higher scores.

Conclusion

1. After the students have played, the teacher provides an evaluation and briefly explains the material they have learned.
2. After finishing the brief presentation of the material, the teacher asks each individual student what they remember from the lesson they have learned.
3. The teacher asks the students about their feelings.
4. Before ending the class, the teacher informs the students about the material they would learn next week.
5. The teacher concludes the class and asks one of the students to lead them before they leave.

MODUL AJAR

Defition of Narrative Text

A Narrative Text tells an imaginative story or real story that has been modified, and is structured though a sequece of events that took place in the past.

Narrative Text is a story with compication or problemstic events and series to find the resolutions to solve the problems. An important part of Narrative text is the narrative mode, the of methods uses to communicate the narrative through process narattion.

Social function

To amuse or the entertein the reader

Generic Sructure

- Orientation : It is opening paragraph where the characters are introduced
- Complication : Where the problems in the story developed
- Resolution : Where the problems in the story is solved
- Reorientation : It is the lesson from the story. (It is opsional)

Language Feature

- Using past tense

Narrative text usually uses the simple past tense because it tells events or stories that have already happened. This way, readers can clearly understand the sequence of events and be immersed in the story.

- Using adverb Time

An adverb of time is a word that provides information about when an event happens, how long it lasts, and how often it occurs. Examples include Today, Yesterday, Tomorrow, Last year, Later.

- The Characters are specified. For example, Cinderella, Alibaba, The Ugly Duckling, etc.
- Using action verbs. For Example : run, jump, say, build, etc.

- Using direct speech. It is to make the story lively. The direct speech uses present tense.

Types of Narrative Text

1. Fable

A fable is a short story that contains a moral message, where the characters are animals that speak and behave like humans. Fables are often used to teach life values to children. Examples of fables include The Deer and the Crocodile, The Grasshopper and the Ant, The Tortoise and the Hare, etc.

2. Legend

A legend is a folk tale that contains elements of local beliefs and is usually related to the origin of a place or natural phenomena. Legends often have magical elements or mythological stories. Examples include Lake Toba, Batu Dara Muning, Bujang Beji (Bukit Kelam), etc.

3. Myth

A myth is a story that explains the origin of an event or natural phenomenon, usually involving gods or mythological creatures. Myths are often part of the beliefs of a particular culture. Examples include Bintang Kejora, The Kuntilanak Marries a Human, etc.

4. Folk Tale

A folk tale is a traditional story that develops in a community and is passed down through generations. This story can be a regular folk tale or one told orally by local people. Examples include Malin Kundang, Timun Mas, Roro Jonggrang, Batu Dara Muning, Batu Dara Nimpai, Lake Toba, Sangkuriang, etc.

5. Fairy Tale

A fairy tale is a story that contains fantasy elements, not always based on real events, and often carries a moral message or life lesson. The characters in fairy tales are usually humans, animals, or other fantastic creatures. Examples include Cinderella, Rapunzel, Snow White, etc.

EXERCISE

The Horse and the Donkey

Once upon a time, there was a poor washerman. All he had was a Donkey and a Horse. He used the donkey to carry load of clothes from the village to the river and back. While he would use the horse for himself to go wherever he needed to. The horse enjoyed an easy life carrying only his master. While the poor donkey did all the hard work.

One day the washerman went to go village to collect clothes from people. "Hello! Are there any clothes you want to give for washing today?" "Yes, I am glad you came. We have too many guests today and excess laundry too." "Don't worry. I would have them back in time," said the washerman.

And so the washerman went from door to door collecting clothes for washing. He loaded everything onto his donkey.

"We have a big job in front of us today. We have more clothes to wash the every other day. We'll have to hurry up."

As soon as he had got the donkey loaded up started moving towards the river. The washerman decided to walk beside the horse and the donkey. But the load was too much for the donkey to carry. He got very tired. When they were halfway though to the river, the washerman decided to stop to get some rest.

He was too tired, having walked all the way instead of riding the horse, as usual, that's when the donkey decided to talk to the horse. "Horse? Can you please help me? This load is too heavy to carry. Since the master is walking today and you have no burden to carry the load. It's yours and you alone must do it," said the horse

The donkey had no choice but to carry the burden of the clothes all alone. So he continued walking slowly when he resumed their journey. But after some time the weight become too much for him and he collapsed. He tried to get up again but just couldn't.

"Oh no! What's wrong with my donkey! Let me get his weight off him

first,” the washerman removed the bags and bundles of clothes from the donkey. “Oh, these bags are very very heavy. It was wrong of me to put them on the donkey alone. Now he is very tired, he would not be able to carry this burden anymore. I would put everything on the horse.” Saying so, he put all the bags and bundles on the back of the horse. “Let’s give the donkey some rest today.”

The horse started walking again towards the river. As he walked, the horse realized what mistake he had made. “This is heavy. I wish I had not been so selfish earlier. If I had shared the donkey’s load when he had asked me to, I wouldn’t have had to carry all this by myself. From now on, I would always share the burden.”

Questions (Multiple Choice)

1. What did the washerman use the donkey for?
 - a) To ride
 - b) To carry clothes
 - c) To pull a cart
 - d) To graze
2. How did the horse feel about his life?
 - a) Tired
 - b) Happy
 - c) Jealous
 - d) Angry
3. What did the donkey ask the horse for?
 - a) Food
 - b) Water
 - c) Help with the load
 - d) A ride
4. What happened to the donkey when he was carrying the heavy load?
 - a) He ran faster
 - b) He collapsed

- c) He found a shortcut
 - d) He got angry
5. What did the washerman realize after the donkey collapsed?
- a) He needed a new donkey
 - b) The load was too heavy for one animal
 - c) He should ride the donkey
 - d) He should work faster
6. Who ended up carrying the load after the donkey collapsed?
- a) The washerman
 - b) The horse
 - c) Another donkey
 - d) A villager
7. What lesson did the horse learn by the end of the story?
- a) To be faster
 - b) To be more selfish
 - c) To share the burden
 - d) To avoid work
8. Why did the washerman decide to walk instead of riding the horse?
- a) He wanted to exercise
 - b) He was tired of riding
 - c) He wanted to give the horse a break
 - d) He lost his saddle
9. How did the donkey feel when he was carrying the heavy load?
- a) Happy
 - b) Tired
 - c) Excited
 - d) Angry
10. What did the horse wish he had done when the donkey asked for help?
- a) I ignored him
 - b) Shared the load
 - c) Taken a nap

d) Run away

Exercise 2

The Legend of Lake Toba

Long ago in North Sumatra, there lived a poor but hardworking farmer named Toba. One day while fishing, he caught an enormous golden fish. To his astonishment, the fish transformed into a beautiful woman named Putri. She revealed she was a princess under a spell, and Toba promised to keep her secret.

They fell in love and married, with one condition Toba must never mention her fish origins. Years passed, and they had a son named Samosir. However, Samosir was lazy and one day refused to bring Toba his lunch. In anger, Toba shouted, "You stupid child of a fish!"

Hearing this, Putri wept bitterly. Suddenly, dark clouds gathered and heavy rain began. The valley flooded, forming a massive lake. Putri and Samosir transformed back into fish, while Toba stood frozen on what became Samosir Island in the middle of Lake Toba.

Questions (Multiple Choice)

- 1 What was Toba's occupation?
 - a. Fisherman
 - b. Farmer
 - c. Merchant
 - d. Blacksmith
- 2 What magical creature did Toba catch?
 - a. A golden fish
 - b. A talking frog
 - c. A silver bird
 - d. A water dragon
- 3 In the structure of narrative writing, introducing the characters and setting is called?
 - a. Complication

- b. Orientation
 - c. Resolution
 - d. Reorientation
- 4 The main conflict or problem in the story appears in the part?
- a. Resolution
 - b. Orientation
 - c. Reorientation
 - d. Complication
- 5 The part where the problem is resolved is in the section?
- a. Orientation
 - b. Complication
 - c. Resolution
 - d. Reorientation
- 6 What insult did Toba shout?
- a. "Son of a witch!"
 - b. "Child of a fish!"
 - c. "Worthless boy!"
 - d. "Disobedient brat!"
- 7 The presence of a moral message in the structure of narrative text is called?
- a. Reorientation
 - b. Complication
 - c. Orientaton
 - d. Resolution
- 8 What remains in Lake Toba today?
- a. Toba's ghost
 - b. Samosir Island
 - c. Putri's palace
 - d. The golden fish
- 9 From the story above, what type of narrative text is it?
- a. Myth
 - b. Fable
 - c. Fairy Tale
 - d. Legend
- 10 What are the components of the structure of narrative text?
- a. Orientation, rising action, arguments, and falling action
 - b. Introduction, arguments, rising action and conclusion
 - c. Orientation, complication, resolution, and reorientation
 - d. Opening, events, resolutiion, and conclusion

Assessment Rubric for Student Motivation and Participation in Learning

Criteria	Score 1 (Low))	Score 2 (Medium)	Score 3 (High)	Score 4 (Very High)
Attendance	Often absent/late	Sometimes absent or late	Always present, rarely late	Always present on time and active
Involvement	Does not participate in discussions	Occasionally participates	Often participates in discussions	Always actively participates in discussions
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Score Explanation

Score 1 (Low): The student shows little to no motivation and participation in learning English.

Score 2 (Medium): The student shows some motivation and participation but still needs to improve their engagement.

Score 3 (High): The student demonstrates good motivation and participation, actively involved in learning activities.

Score 4 (Very High): The student is highly motivated and actively participates, showing a positive attitude and enthusiasm in learning English.


Appendix 2.

Surat Balasan dari kepala sekolah SMPN 01 Menukung

	<p>PEMERINTAH KABUPATEN MELAWI DINAS PENDIDIKAN DAN KEBUDAYAAN SMP NEGERI 1 MENUKUNG</p> <p>NSS : 201131304001 AKREDITASI "B" NPSN : 30106437 Alamat : Jalan Negara, Desa Menukung Kota, Kec. Menukung, Kab. Melawi Kode Pos 79682 e-mail. Smpn01menukung@yahoo.com</p>							
<table border="0" style="width: 100%;"> <tr> <td style="width: 30%;">Nomor</td> <td>: 400.3.5.1 / 0106 / SMPN.1 / G / 2025</td> </tr> <tr> <td>Lampiran</td> <td>: -</td> </tr> <tr> <td>Perihal</td> <td>: Konfirmasi Izin Melaksanakan Observasi</td> </tr> </table>			Nomor	: 400.3.5.1 / 0106 / SMPN.1 / G / 2025	Lampiran	: -	Perihal	: Konfirmasi Izin Melaksanakan Observasi
Nomor	: 400.3.5.1 / 0106 / SMPN.1 / G / 2025							
Lampiran	: -							
Perihal	: Konfirmasi Izin Melaksanakan Observasi							
<p>Yth. Kepada Kepala Prodi PBI Di- Tempat</p> <p>Dengan hormat, Berdasarkan surat Nomor : 362/B-6/61/1/2025. Tanggal 22 Januari 2025. Perihal permohonan izin melaksanakan observasi dalam rangka penyusunan tugas Akhir/ skripsi atas nama mahasiswa :</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 30%;">Nama</td> <td>: Faleria Messi Anggrini</td> </tr> <tr> <td>NIM</td> <td>: 210507156</td> </tr> <tr> <td>Program Studi</td> <td>: Pendidikan Bahasa Inggris</td> </tr> </table> <p>Bersama ini kami sampaikan bahwa mahasiswa tersebut di atas kami terima untuk melaksanakan Observasi di satuan Pendidikan kami.</p> <p>Demikian izin observasi ini kami sampaikan, untuk dapat dipergunakan sebagaimana mestinya.</p> <p style="text-align: right; margin-top: 20px;"> Menukung, 1 Februari 2025 Kepala SMPN 1 Menukung  Roslin Srimayana, S. Si NIP. 19880502 201708 2 003 </p>			Nama	: Faleria Messi Anggrini	NIM	: 210507156	Program Studi	: Pendidikan Bahasa Inggris
Nama	: Faleria Messi Anggrini							
NIM	: 210507156							
Program Studi	: Pendidikan Bahasa Inggris							

Appendix 3.

Surat keputusan dosen penguji

 PERKUMPULAN BADAN PENDIDIKAN KARYA BANGSA STKIP PERSADA KHATULISTIWA SINTANG SINTANG-KALIMANTAN BARAT <i>Jl. Pertamina Sengkuang Km.4, Kotak Pos 126, Telp. (0565)2022386, 2022387</i> Email: persada@persadakhatulistiwa.ac.id Website: www.persadakhatulistiwa.ac.id			
SURAT KEPUTUSAN DOSEN PENGUJI PROPOSAL TA			
Kode :	Edisi	Revisi	Tanggal Terbit
038FA3-1	2	2	1 Agustus 2021

SURAT KEPUTUSAN
KETUA STKIP PERSADA KHATULISTIWA SINTANG
NOMOR: 0009/A1/B5/III/2025

TENTANG
PENGUJI PROPOSAL TA

KETUA STKIP PERSADA KHATULISTIWA SINTANG

Menimbang : 1. Bahwa untuk menyusun TA yang merupakan Tugas Akhir bagi mahasiswa yang akan menyelesaikan Sarjana Pendidikan di STKIP Persada Khatulistiwa perlu mendapat bimbingan dari Dosen Pembimbing.
2. Bahwa untuk kelancaran pelaksanaan bimbingan TA tersebut perlu ditetapkan dengan Surat Keputusan Ketua STKIP Persada Khatulistiwa Sintang

Mengingat :

1. Undang-undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional
2. Undang-undang Nomor 12 Tahun 2012 tentang Pendidikan Tinggi
3. Peraturan Pemerintah Nomor 8 Tahun 2012 tentang Kerangka Kualifikasi Nasional Indonesia
4. Peraturan Pemerintah Nomor 4 Tahun 2014 tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi
5. Peraturan Menteri Pendidikan dan Kebudayaan Nomor 73 Tahun 2013 tentang Penyelenggaraan KKNI di Perguruan Tinggi
6. Peraturan Menteri, Riset dan Teknologi Nomor 44 Tahun 2015 Jo Permendikbud Nomor 3 Tahun 2020 tentang Standar Nasional Pendidikan Tinggi
7. Surat Keputusan Menteri Pendidikan Nasional Nomor 189/D/O/2006 tentang Izin Penyelenggaraan Program-Program Studi dan Pendirian STKIP Persada Khatulistiwa
8. Surat Keputusan Badan Akreditasi Nasional Perguruan Tinggi Nomor 930/SK/BAN-PT/Ak.KP/PT/IX/2022 tentang Peringkat Akreditasi STKIP Persada Khatulistiwa Sintang.
9. Surat Keputusan LAMDIK No. 37/SK/LAMDIK/Ak/S/I/2024 tentang Akreditasi Program Studi Pendidikan Bahasa Inggris
10. Pedoman Akademik STKIP Persada Khatulistiwa Sintang

Memperhatikan : Usulan penunjukan Dosen Penguji Proposal TA dari Ketua Program Studi Pendidikan Bahasa Inggris STKIP Persada Khatulistiwa Sintang tanggal 12 Maret 2025.

MEMUTUSKAN

- Menetapkan :
 Pertama : Mengangkat/menunjuk Dosen Penguji Proposal TA dan mahasiswa yang dibimbing seperti tersebut di bawah ini:
- | | |
|--------------------|-----------------------------------|
| Ketua Penguji | : Tuti, M.Pd |
| Sekretaris | : Yokie Prasetya Dharma, M.Pd.B.I |
| Anggota Penguji I | : Sijono, M.Pd |
| Anggota Penguji II | : Ilinawati, M.Pd |
-
- | | |
|-----------------------|--|
| Nama Mahasiswa | : Faleria Messi Anggrini |
| Nomor Induk Mahasiswa | : 210507156 |
| Program Studi | : Pendidikan Bahasa Inggris |
| Judul | : IMPROVING STUDENTS' LEARNING MOTIVATION BY USING WORDWALL MEDIA OF EIGHTH GRADE AT SMPN 01 MENUKUNG IN THE ACADEMIC YEAR 2024/2025 |
-
- Kedua : Penguji bertugas menguji dengan mengajukan/memberikan pertanyaan, kritik, saran dan masukan, selanjutnya bertanggung jawab kepada Ketua STKIP Persada Khatulistiwa Sintang.
- Ketiga : Segala biaya yang dikeluarkan sebagai akibat Surat Keputusan ini dibebankan pada anggaran pendaftaran Ujian Proposal TA yang telah diatur sesuai dengan ketentuan dan kebutuhan kegiatan tersebut .
- Keempat : Keputusan ini mulai berlaku sejak tanggal ditetapkan, dengan ketentuan apabila terdapat kekeliruan dalam keputusan ini, akan diadakan perbaikan sebagaimana mestinya.

Ditetapkan di : Sintang
 Pada Tanggal : 12 Maret 2025
 Ketua STKIP Persada Khatulistiwa Sintang





Didin Syafruddin, SP., M.Si.
 NUPTK. 4538744645200012

TembusandisampaikankepadaYth. :

1. Ketua STKIP Persada Khatulistiwa
2. Ketua Program Studi Pendidikan Bahasa Inggris
3. Dosen Pembimbing Utama dan Pendamping
4. Yang bersangkutan

Appendix 4.

Undangan Surat seminar proposal

 PERKUMPULAN BADAN PENDIDIKAN KARYA BANGSA STKIP PERSADA KHATULISTIWA SINTANG SINTANG-KALIMANTAN BARAT <i>Jl. Pertamina Sengkuang KM 4, Kotak Pos 126, Telp. (0565) 2022386, 2022387</i> <i>Email: persada@persadakhatulistiwa.ac.id Website: www.persadakhatulistiwa.ac.id</i>	
Nomor	: 0009/A1/F5/III/2025
Lampiran	: 1 Berkas
Perihal	: Undangan Seminar Proposal Skripsi
Kepada	
Yth:	
	1. Tuti, M.Pd 2. Yokie Prasetya Dharma, M.Pd.B.I 3. Sijono, M.Pd 4. Ilinawati, M.Pd
Di	
Sintang	
<p>Dengan hormat, berdasarkan Surat Keputusan Ketua STKIP Persada Khatulistiwa Sintang Nomor : 0009/A1/F5/III/2025 tentang penunjukan Dosen Penguji Seminar Proposal Skripsi, maka diberitahukan kepada Bapak/Ibu Dosen bahwa pelaksanaan Seminar Proposal Skripsi mahasiswa:</p>	
Nama	: Faleria Messi Anggrini
NIM	: 210507156
Prodi	: Pendidikan Bahasa Inggris
Judul	: IMPROVING STUDENTS' LEARNING MOTIVATION BY USING WORDWALL MEDIA OF EIGHTH GRADE AT SMPN 01 MENUKUNG IN THE ACADEMIC YEAR 2024/2025
Yang akan diselenggarakan pada:	
Hari/Tanggal	: Jumat, 14 Maret 2025
Waktu	: 09.00 – 10.30 WIB
Tempat	: Gedung ER 202
<p>Dimohon kepada Bapak/Ibu Dosen agar dapat hadir tepat pada waktunya. Atas perhatian Bapak/Ibu Dosen diucapkan terima kasih.</p>	
<p style="text-align: right;">  Sintang, 12 Maret 2025 Ketua STKIP Persada Khatulistiwa Sintang <u>Didin Syafruddin, SP., M.Si.</u> NUPTK. 4538744645200012 </p>	

Appendix 5.

Formulir Berita acara ujian seminar proposal TA

 <p align="center">PERKUMPULAN BADAN PENDIDIKAN KARYA BANGSA STKIP PERSADA KHATULISTIWA SINTANG SINTANG-KALIMANTAN BARAT Jl. Pertamina Sengkuang Km.4, Kotak Pos 126, Telp. (0565)2022386, 2022387 Email: stkippersada@gmail.com Website: www.persadakhatulistiwa.ac.id</p>			
FORMULIR BERITA ACARA UJIAN SEMINAR PROPOSAL TA			
Kode :	Edisi	Revisi	Tanggal Terbit
015FA4-1	1	1	1 Agustus 2021

BERITA ACARA UJIAN SEMINAR PROPOSAL TA
STKIP PERSADA KHATULISTIWA
SEMESTER TAHUN AKADEMIK

Pada hari ini Jum'at....., Tanggal 14 Bulan Maret..... Tahun 2025

Telah dilaksanakan Seminar Proposal TA atas Mahasiswa:

Nama : Falena Maesi Anggrini

NIM : 210507156

Program Studi : Pendidikan Bahasa Inggris.

Yang bersangkutan telah menyusun dan mempertahankan Proposal TA yang diwajibkan padanya dengan Judul :
Improving Students' Learning Motivation By using Wordwall Media of
Eighth grade at SMPN 01 Muntung in the Academic Year
2024 / 2025

Di hadapan Tim Penguji berikut dengan nilai:

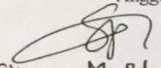
No	Nama Penguji	NUPTK	Jabatan	Nilai
1	Tuti, M. Pd	433776166230290	Ketua Penguji	81.77
2	Yokie Prasetya Dharma, M. Pd. B.I	9199768669130230	Sekretaris	80.8
3	Sijono, M. Pd	1697767668130290	Anggota Penguji I	81.02
4	Ilinawati, M. Pd	3452761662230190	Anggota Penguji II	82.88
Jumlah				325.87
Rerata				81.5

Proposal yang bersangkutan dinyatakan :

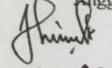
<input type="checkbox"/>	Lulus Tanpa Revisi
<input checked="" type="checkbox"/>	Lulus Dengan Revisi (syarat merevisi paling lama.....2.....minggu)
<input type="checkbox"/>	Tidak Lulus, yang bersangkutan diminta menyeminarkan ulang/mengajukan proposal ulang ke Program Studi.

Sintang, 14 Maret 2025


Anggota I


 (Sijono, M. Pd)

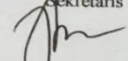
Anggota II

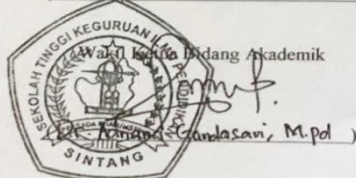

 (Ilinawati, M. Pd)

Ketua

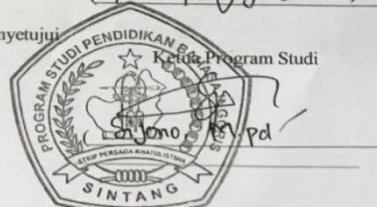

 (Tuti, M. Pd)

Sekretaris


 (Yokie Prasetya Dharma, M. Pd. B.I)



Menyetujui



Appendix 6.

Surat permohonan Validasi Instrument penelitian

	PERKUMPULAN BADAN PENDIDIKAN KARYA BANGSA STKIP PERSADA KHATULISTIWA SINTANG SINTANG-KALIMANTAN BARAT <i>Jl. Pertamina Sengkuang Km.4, Kotak Pos 126, Telp. (0565)2022386, 2022387</i> Email: stkippersada@gmail.com Website: www.persadakhhatulistiwa.ac.id		
	FORMULIR SURAT PERMOHONAN VALIDASI INSTRUMEN PENELITIAN TA		
Kode :	Edisi	Revisi	Tanggal Terbit
018FA3-1	1	1	1 Agustus 2021

Hal : Permohonan Validasi Instrumen TA
 Lampiran : 1 Bendel

Kepada Yth.
Dosen Prodi Mr. Sijono, M.Pd
Di
Tempat


Dengan hormat,
 Sehubungan dengan pelaksanaan Tugas Akhir (TA), dengan ini saya:
 Nama : Faleria Messi Anggrini
 NIM : 210507156
 Program Studi : Pendidikan Bahasa Inggris
 Judul AT : Improving Students' Learning Motivation By Using Wordwall Media Of Eighth Grade At SMPN 01 Menukung
 mohon Bapak/Ibu berkenan memberikan validasi terhadap instrumen penelitian TA yang telah saya susun. Sebagai bahan pertimbangan, bersama ini saya lampirkan; (1) Proposal TA, (2) kisi-kisi instrumen penelitian TA, dan (3) draft instrumen penelitian TA.

Demikian permohonan saya, atas bantuan dan perhatian Bapak/Ibu diucapkan terima kasih.

Mengetahui,
 Kaprodi

 Sijono M.Pd
 NURR. 1547767668130290

Sintang, 04 April 2025
 Pemohon


 Faleria Messi Anggrini
 NIM. 210507156

Appendix 7.

Surat pernyataan validasi instrumen

	PERKUMPULAN BADAN PENDIDIKAN KARYA BANGSA STKIP PERSADA KHATULISTIWA SINTANG SINTANG-KALIMANTAN BARAT <i>Jl. Pertamina Sengkuang Km.4, Kotak Pos 126. Telp. (0565)2022386, 2022387</i> Email: stkippersada@gmail.com Website: www.persadakhatulistiwa.ac.id		
	FORMULIR SURAT PERNYATAAN VALIDASI INSTRUMEN PENELITIAN TA		
Kode :	Edisi	Revisi	Tanggal Terbit
019FA3-1	1	1	1 Agustus 2021

SURAT PERNYATAAN VALIDASI INSTRUMEN PENELITIAN TA

Saya yang bertanda tangan di bawah ini:

Nama : Ilinawati, M.Pd
 NUPTK : 3452761662230190
 Prodi : Pendidikan Bahasa Inggris

menyatakan bahwa instrumen penelitian TA atas nama mahasiswa:

Nama : Faleria Messi Anggrini
 NIM : 210507156
 Program Studi : Pendidikan Bahasa Inggris
 Judul TA : Improving Students' Learning Motivation By Using Wordwall Media Of Eighth Gr
 SMPN 01 Menukung

Setelah dilakukan kajian atas instrumen penelitian TA tersebut dapat dinyatakan:

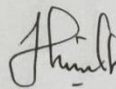
<input type="checkbox"/>	Layak digunakan untuk penelitian
<input checked="" type="checkbox"/>	Layak digunakan dengan perbaikan
<input type="checkbox"/>	Tidak layak digunakan untuk penelitian yang bersangkutan

dengan catatan dan saran/perbaikan sebagaimana terlampir.

Demikian agar dapat digunakan sebagaimana mestinya.

Sintang, 04-04-2025

Validator,



Ilinawati, M.Pd
 NUPTK. 3452761662230190

Appendix 8.

Hasil validasi instrumen penelitian TA

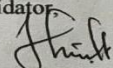
HASIL VALIDASI INSTRUMEN PENELITIAN TA

Nama Mahasiswa : Faleria Messi Anggrini
 NIM : 210507156
 Judul TA : Improving Students' Learning Motivation By Using Wordwall Media Of Eighth C
 At SMPN 01 Menukung

No.	Variabel	Saran/Tanggapan
		Instrument dapat digunakan juga
		sedikit revisi dan dapat
		digunakan untuk penelitian
	Komentar Umum/Lain-lain:	

Sintang, 04 April 2025

Validator,


 Ilinawati, M.Pd

NUPTK. 3452761662230190

Appendix 9.

Surat Izin Penelitian

	<p align="center"> PERKUMPULAN BADAN PENDIDIKAN KARYA BANGSA SEKOLAH TINGGI KEGURUAN DAN ILMU PENDIDIKAN PERSADA KHATULISTIWA PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS SINTANG – KALIMANTAN BARAT Jl. Pertamina Sengkuang KM. 4 Kotak Pos 126 Telp (0565) 2022386, 2022387 Email: elepersada@gmail.com Website: www.stkipersada.ac.id </p>	
<p> Nomor : 375/B-6/G1/VI/2025 Lampiran : 1 (satu) lembar Perihal : Izin Penelitian </p>		
<p>Kepada</p>		
<p>Yth. Kepala SMPN 01 Menukung</p>		
<p>Di Tempat</p>		
<p>Dengan hormat,</p>		
<p>Berkenaan dengan tugas akhir mahasiswa atau skripsi, kami mohon kepada Bapak/Ibu untuk memberikan izin kepada mahasiswa kami:</p>		
<p>Nama</p>	<p>: Faleria Messi Anggrini</p>	
<p>NIM</p>	<p>: 210507156</p>	
<p>Jurusan</p>	<p>: Pendidikan Bahasa dan Seni</p>	
<p>Program Studi</p>	<p>: Pendidikan Bahasa Inggris</p>	
<p>Untuk melakukan penelitian di sekolah yang Bapak/ Ibu pimpin dengan judul:</p>		
<p>“Improving Students’ Learning Motivation By Using Wordwall Media Of Eighth Grade At SMPN 01 Menukung ”. Adapun tanggal dan waktu penelitian sepenuhnya adalah hasil koordinasi kedua belah pihak.</p>		
<p>Demikian surat permohonan ini kami sampaikan, atas perhatian dan kerjasamanya kami ucapkan terima kasih.</p>		
<p align="right">Sintang, 07 April 2025</p>		
<p align="center"> Mengetahui Ketua STKIP Persada Khatulistiwa  Didin Syafruddin, S.P.,M.Si NIDN 1102066603 </p>	<p align="center"> Ketua Prodi PBI  Sijono, M.Pd. NURTK 1547767668130290 </p>	

Appendix 10. Interview Guidline

Student Name : NM

Class : VIII B

Gender : Female

Teacher : Hello, Good Morning M.

(Guru : Hallo selamat pagi M.)

Minsi : Good Morning, miss.

(M : Selamat pagi miss.)

Teacher : Alright M, here miss wants to ask you as representative of your classmates. Miss has a few questations for M about how you feel and your expriences when miss uses Wordwall as a learning aid in the classroom.

(Guru : Baik M di sini miss mau menanyakan kepada kamu sebagai perwakilan dari teman-teman yang di kelas kamu. Disini miss punya beberapa pertanya kepada M tentang bagaimana perasaan dan pengalaman M ketika miss menggunakan Wordwall media sebagai alat bantu di dalam pembelajaran.)

M : Alright, miss.

(M : Baik miss)

Teacher : The First question miss want to ask M how do you feel when miss uses Wordwall in the learning process?

(Guru : Oke, pertanyaan pertama miss mau tanya sama M adalah bagaimana persaan kamu ketika miss menggunakan Wordwall di dalam pembelajaran?)

M : I feel happy when miss uses Wordwall in the learning process because I enjoy learning not only by focusing on the material but also because there are game sessions that make the class more exciting and not boring.

(M : Persaan saya ketika miss menggunakan Wordwall di dalam pembelajaran pastinya saya merasa senang ketika belajar, karena apa saya senang karena belajar tidak hanya berfokus dengan materinya saja di dalam pembelajaran tetapi ada sesi game nya ini membuat kelas lebih seru dan tidak membosan kan.)

Teacher : Okay, the next question. Do you understand the material that miss teaches when miss uses Wordwall as a media?

(Guru : Oke, pertanyaan selanjutnya. Apakah kamu paham dengan materi yang miss ajarkan ketika miss gunakan Wordwall media?)

M : Of couse, I find it easier to understand miss because there are usually quizzess from you, and that is very enjoyable.

(M : Tentu saya lebih mudah memahami miss, karena biasanya kan ada kuis dari miss dan itu sangat menyenangkan.)

Teacher : Now, you mentioned that you feel very happy and not bored in the learning process. Do you feel involved or participate in the learning?

(Guru : Nah dari tadi kamu mengatakan perasaan kamu sangat senang dan tidak bosan di dalam pembelajaran, apakah kamu merasakan terlibat atau berpartisipasi di dalam pembelajaran?)

M : Yes, miss. When you use Wordwall, I always participate because using Wordwall is very fun since there are quizzes, and it makes me excited and motivated to play the game.

(M : Iya miss, ketika miss menggunakan Wordwall saya selalu berpartisipasi karena menggunakan Wordwall media sangat seru karena di situ ada kuis nya dan buat saya bersemangat dan termotivasi ingin bermain di game tersebut.)

Teacher : Okay M, thank you for your answers.

(Guru : Oke M, terimakasih ya atas jawaban kamu.)

M : You're welcome, miss.

(M : Sama-sama miss.)

Apendix 11. Interview Giudline

Student Name 2 : KDF
Class : VIII B
Gender : Male

Teacher : Good morning D.

(Guru : Selamat pagi D.)

D : Good morning miss

(D : Selamat pagi miss.)

Teacher : Alright, here miss wants to ask D about his fellings and experiences in class when miss uses Wordwall as a teaching aid in the learning process.

(Guru : Baik, di sini miss mau bertanya sama D bagaimana perasaan dan pengalaman nya di kelas ketika miss menggunakan Wordwall sebagai alat bantu miss di dalam proses belajar mengajar.)

D : Alright, miss.

(D : Baik miss.)

Teacher : How do you feel when miss uses game in the learning process?

(Guru : Bagaimana perasaan D ketika miss menggunakan game di dalam pembelajaran?)

D : I feel happy, miss. Because learning becomes more exciting and enjoyble.

(D : Senang miss. Karena belajar nya menjadi lebih seru dan menyenangkan.)

Teacher : Do you find it easy to understand the lessons?

(Guru : Apakah kamu mudah memahami pembalajaranya?)

D : Yes, miss. I find it easy to understand because using games in the learning process is very fun, and sometimes I feel like the school bell rings too quickly even though the class is still exciting and enjoyable.

(D : Iya miss, saya mudah paham karena menggunakan game di dalam pembelajaran sangat fun dan terkadang saya merasa bel pulang cepat sekali berbunyi padahal kelas masih seru dan menyenangkan.)

Teacher : Do you think games like Wordwall can help improve your English?

(Guru : Apakah game seperti Wordwall salah satunya apakah bisa meningkatkan bahasa Inggris kamu?)

D : Yes, miss, because the games are very fun, I don't feel bored while learning, so this learning process increases my desire to learn English. In the game, I also learn Vocabulary, and when I don't understand a word, you explain its meaning, which makes it very easy for me, miss.

(D : Iya miss, karena game sangat seru jadi ketika belajar saya tidak merasa bosan jadi dengan pembelajaran bisa meningkatkan keinginan saya untuk belajar Bahasa Inggris dan di dalam game itu saya juga belajar kosakatanya di situ dan ketika saya tidak mengerti dengan kosakata nya miss yang bilang artinya dan itu sangat memudahkan saya miss.)

Teacher : Alright D, thank you.

(Guru : Baik D, terimakasih ya.)

D : You're welcome, miss.

(D : sama-sama miss)

Appendix 12. Interview Guidline

Student Name 3 : CA

Class : VIII B

Gender : Female

Teacher : Good morning.

(Guru : Selamat pagi C.)

C : Good morning, miss Messi.

(C : Selamat pagi miss Messi.)

Teacher : Here, miss wants to ask about your expriences during the lessons with miss, especially when miss uses games in the learning process.

(Guru : Disini miss mau tanya pengalaman kamu selama pembelajaran bersama miss dan di mana didalam pembelajaran berlangsung miss menggunakan game di dalam pembelajaran.)

C : Alright, miss.

(C : Baik miss.)

Teacher : How do you feel when you are learning?

(Guru : Apakah kamu bagaimana perasaan mu ketika belajar?)

C : I feel happy because there are games between the lessons, and this keeps us from feeling bored during the class.

(C : Senang, karena di sela-sela pembelajaran ada game dan ini membuatkan kami tidak merasa bosan saat pembelajaran.)

Teacher : Do you feel motivated when you learn?

(Guru : Apakah kamu termotivasi ketika belajar?)

C : I feel very motivated because we really enjoy the games that you provide for us, and when we answer correctly or incorrectly, you still give us scores. That it also a motivation for me to achieve the best grades.

(C : sangat termotivasi sekali karena kami sangat suka dengan game yang miss berikan kepada kami dan ketika kami menjawab benar atau salah miss tetap membirikan nilai kepada kami, itu salah satu motivasi juga bagi saya untuk mendapatkan nilai yang terbaik.)

Teacher : Okey, Christin Thank you.

(Guru : oke Christin. Terima kasih ya)

C : Sama-sama miss.

(C : My pleasure miss.)

Appendix 13. interview Guidline

Student Name 4 : AM
Class : VIII B
Gender : Female

Teacher : Good morning M.

(Guru : Selamat pagi M)

M: Morning miss.

(M: Selamat pagi miss.)

Teacher : Here, miss wants to ask about your experiences during the lessons with miss, especially when miss uses games in the learning process.

(Guru : Disini miss mau tanya pengalaman kamu selama pembelajaran bersama miss dan di mana didalam pembelajaran berlangsung miss menggunakan game di dalam pembelajaran.)

MA :Alright, miss.

(M: Baik miss.)

Teacher : How do you feel when learning with Wordwall game?

(Guru : Bagaimana perasaan mu ketika belajar menggunakan game Wordwall?)

M: I feel happy. Because using games in learning very enjoyable. Focusing only on the materia when learning English can be quite boring, sometimes, when we focus on the material, it doesn't make it easier to understand, instead, it can be confusing and hard to graps because the learning feel boring, but when miss uses games like Wordwall, I feel happy miss.

(M: Senang. Karena menggunakan game di dalam belajar itu sangat menyenangkan karena belajar bahasa Inggris kalau fokuskan hanya dengan materi pastinya lebih membosankan karena terkadang belajar bahasa

Inggris kalau fokus dengan materi bukannya mudah paham malahan makin bingung dan tidak mudah di pahami karena pembelajarannya terasa membosankan aja gitu miss. Dan ketika miss gunakan game seperti Wordwall seperti itu saya sangat senang banget miss.)

Teacher : So, when using Wordwall between the lessons, do you feel motivated?

(Guru : Oke jadi ketika menggunakan Wordwall di sela-sela pembelajaran apakah kamu merasa termotivasi?)

M: Yes, definitely, miss. My motivation increases because it's fun. Because usually give quizzes in the game, and when we answer correctly, it happy because the points given are not just for correct answers even if we answer incorrectly, we still get points, miss.

(M: Iya pasti miss motivasi lebih meningkat karena seru. Karena apa? Miss kan biasanya kasi kuis di dalam game tersebut dan ketika menjawabnya benar rasanya senang banget apalagi kalau jawabannya benar dapat poin nilai nya juga tinggi saya juga senang karena poin nilai yang di berikan bukan hanya jawaban yang benar saja tetapi kalau kami salah menjawab kami juga dapat nilai gitu miss.)

Teacher : Okey, thank you Maria

(Guru : Oke, thank you Maria)

M: You're welcome

(M: Sama-sama miss.)

Appendix 14. Interview Guidline

Name Student 5 : TH
Class : VIII B
Gender : Male

Teacher : Morning T

(Guru : Selamat pagi T.)

T : Morning miss.

(T : Pagi miss.)

Teacher : Alright T, here miss wants to aks you about your expriences when miss uses Wordwall in the lessons.

(Guru : Baik T, disini miss mau bertanya dengan kamu bagaimana pengalaman kamu rasakan ketika miss menggunakana Wordwall di dalam pembelajaran.)

T : Yes, miss.

(T : Iya miss.)

Teacher : Does Wordwall make you more enthusuastic about participating in English lessons?

(Guru : Apakaha Wordwall membuat kamu lebih semangat mengikuti pembelajaran bahasa Inggris?)

T : Yes, miss. I am very enthusiastic when attending English lessons, especially during the games. Using games like that is very enjoyable, esoecially the quizzes that you provide. Even though we may not understand English well, you explai the meanings in the games, which makes it easier for us to understand the questions in the quizzes. Competing wit friends to answer those questions is really fun, miss.

(T : Iya miss saya sangat bersemangat ketika mengikuti pembelajaran bahasa Inggris ketika di sela-sela pembelajaran. Karena ketika

menggunakan game seperti itu sangat menyenangkan apalagi kuis-kuis yang miss berikan walupun kami tidak paham bahasa Inggris tetapi miss memberi tahu kami arti di dalam game nya sehingga membuat kami lebih mudah memahami pertanyaan yang di berikan di dalam kuis tersebut dan disaat berebut dengan kawan di saat menjawab pertanyaan itu sangat seru sekali miss.)

Teacher : Do you enjoy quizzes that miss has prepared in Wordwall?

(Guru : Apakah kamu menikmati kuis-kuis yang sudah miss siapkan di dalam Wordwall?)

T : Yes, miss. I really enjoy the quizzes you give they are very fun.

(T : Iya miss saya sangat menikmati sekali kuis yang miss berikan itu sangat menyenangkan sekali.)

Teacher : Does using Wordwall help increase your motivation to learn English?

(Guru : Apakah dengan menggunakan Wordwall bisa meningkat kan motivasi kamu dalam belajar Bahasa Inggris?)

T : Of course, miss. Because learning doesn't feel boring with the games, so we not only learn but also have fun while learning, making it easier for us to understand the material you present. Even during the last period, I feel very happy learning, and sometimes I don't even realize when the school bell rings. If school weren't so far away, I would want to say, let's stay and learn a bit longer miss the lessons are still exciting.

(T : Tentu miss, karena belajar tidak terasa bosan karena ada game nya sehingga kami tidak hanya belajar saja melainkan kami mendapatkan keseruan di dalam belajar sekaligus kami mudah memahami materi yang miss sampaikan. Dan juga walaupun jam terakhir saya merasa belajar nya sangat senang bahkan terkadang tidak sadar kalau bel pulang seandainya kalau sekolah tidak nyebarang rasanya pengen bilang nanti aja pulang nya miss belajarnya masih seru.)

Teacher : Thank you T

(Guru : Oke T, makasih ya sudah menjawab pertanyaan miss.)

T : My pleasure miss.

(T : Iya miss.

Appendix 15. Interview Guidline

Name Student 6 : CPS

Class : VIII B

Gender : Male

Teacher : Morning C

(Guru : Pagi C)

C : Morning miss

(C : Pagi miss.)

Teacher : Alright C, here miss wants to ask you about your feelings when you learn English while miss uses the Wordwall game in the lessons.

(Guru : Baik C di sini miss mau tanya sama kamu tentang perasaan kamu ketika kamu belajar Bahasa Inggris ketika miss menggunakan game Wordwall di dalam pembelajaran.)

C : Alright, miss.

(C : Baik miss.)

Teacher : Do you feel active or participation to answer when miss uses Wordwall in the lessons?

(Guru : Apakah kamu merasa aktif atau mau menjawab ketika miss gunakan Wordwall di dalam pembelajaran?)

C : Yes, miss. I feel active and participate in aswering questions on Wordwall.

(C : Iya miss, saya merasa aktif dan berpartisipasi untuk menjawab pertanyaan di Wordwall.)

Teacher : Okey C, do you enjoy learning when it's mixed with games like Wordwll that miss uses in class?

(Guru: Oke C, apakah kamu senang kalau belajar di selingin game seperti Wordwall yang miss pakai di dalam kelas?)

C : Yes miss, because when we are asked to bring our phones to class, my friends and I compete to see who can answer more questions, and that is very fun, miss.

(C : Senang miss, karena pas waktu kami di suruh bawa hp masing-masing ke dalam kelas saya dan teman saya bertanding siapa yang bisa menjawab lebih banyak pertanyaannya dan itu sangat menyenangkan miss.)

Teacher : Does using Wordwall as a medium help increase your motivation to learn English?

(Guru : Apakah dengan menggunakan Wordwall media bisa meningkatkan motivasi kamu untuk belajar Bahasa Inggris?)

C : Yes, definitely miss. Besides being fun to learn and answer questions on the quizzes, we also receive extra points that you give us. You also don't require us to answer questions correctly and precisely to get points even if we sometimes answer incorrectly we still receive extra points.

(C : Iya pastinya tentu miss selain hanya seru belajar, dan menjawab pertanyaan di kuis kami juga mendapatkan nilai tambahan yang miss berikan kepada kami dan miss juga tidak menuntut kami harus menjawab pertanyaan harus benar dan tepat baru di kasih nilai tetapi kami terkadang salah jawab pun kami tetap di berikan nilai tambahan.)

Teacher : Thank you C

(Guru : Baik C terimakasih atas jawabannya.)

C : You're welcome miss.

(C : Sama-sama miss.)

Appendix 16.

**Foto Penyerahan surat observasi bersama kepala sekolah dan guru mapel
B. Ing SMPN 01 Menukung**



Appendix 18.

**Foto Penyerahan surat penelitian kepada kepala sekolah SMPN 01
Menukung**



The first cycle, first meeting



First cycle, second meeting.



Second Cycle, first meeting



Second Cycle, second meeting



Students Interviews



NM



KDF


	
CA	AM
	
TH	IPS

Appendix 18. Field Notes

Field Note
Cycle 1

Date : Senin, 14 April 2025
 School : SMPN 01 Menungkung
 Grade/Semester : VIII / 2
 Topic : Recount Text
 Cycle/ Meeting : 1 / 1

No	Description
1.	Banyak siswa kurang memperhatikan ketika guru menjelaskan Materi.
2.	Siswa kurang mengikuti pembelajaran dengan serius
3.	Siswa sibuk sendiri dan berbicara dengan teman.

Menungkung,
 Observer

 Esta Melina Uning, S.Pd

Field Note

Cycle

Date : 15 April 2025
 School : SMPN 01 Menukung
 Grade/Semester : VIII / 2
 Topic : Recount Text
 Cycle/ Meeting : 1 / 2

No	Description
1.	Siswa mulai memperhatikan guru ketika menjelaskan materi.
2.	Siswa terkadang ikut terlibat didalam pembelajaran
3.	Siswa masih Malu-malu dalam menjawab dan berpartisipasi ketika guru bertanya.

Menukung,

Observer



Esta Melina Uning, S.Pd

Field Note

Cycle

Date : Senin, 21 April 2020
 School : SMPN 01 Menukung
 Grade/Semester : VII / 2
 Topic : Narrative Text.
 Cycle/ Meeting : 2 / 1

No	Description
1.	Siswa mulai mulai menunjukkan partisipasi dalam pembelajaran.
2.	Siswa mulai menunjukkan rasa ingin tahu ketika belajar seperti mencoba bertanya kepada guru.
3.	Siswa masih terlihat suka berbicara dengan teman-temannya namun tidak terlalu sering.

Menukung,

Observer



Esta Melina Uning, S.Pd

Field Note

Cycle

Date : Selasa, 22 April 2025
 School : SMPN 01 Menumkung
 Grade/Semester : VIII / 2
 Topic : Narrative Text.
 Cycle/ Meeting : 2 / 2

No	Description
1.	Siswa sangat antusias menjawab kuis di Wordwall.
2.	Siswa aktif dan ikut terlibat ketika pembelajaran.
3.	Siswa kurang berbicara dengan temannya disaat pembelajaran dan siswa sudah menunjukkan keseriusan dalam pembelajaran.

Menumkung,

Observer



Esta Melina Uning, S.Pd

Appendix 19. Observation Sheets

Observation Sheet						
Cycle 1						
No	Aspect	Students behavior in carrying out learning activities	Assessmen			
			Excellent (4)	Good (3)	Fair (2)	Poor (1)
1.	Preliminary activities	Students respond to the teacher's greeting.	✓			
2.		Students pray before starting the lesson	✓			
3.		Students give a response when the teacher checks attendance.	✓			
4.	Main activity	Students listen to the explanation of the material being studied.		✓		
5.		Students actively participate in learning activities.		✓		
6.		Students actively participate in group work.			✓	
7.		Students show enthusiasm in answering questions on Wordwall.		✓		

8.		Students feel happy when receiving additional points.		✓		
9.		Students ask the teacher about the material being studied.			✓	
10.		Students respond to the appreciation given by the researcher.		✓		
11.		Students want to achieve high grades.		✓		
12.		Students show the courage to actively answer and ask the teacher			✓	
13.	Closing activities	Students listen carefully to the learning plan for the next meeting.			✓	
14.		Students pray together before ending the class.		✓		
15.		Students respond to the teacher's greeting at the final meeting.		✓		
Total			$\frac{44}{60} \times 100\% = 73,33\%$			

Observation Sheet

Cycle 2

No	Aspect	Students behavior in carrying out learning activities	Assessmen			
			Excellent (4)	Good (3)	Fair (2)	Poor (1)
1.	Preliminary activities	Students respond to the teacher's greeting.	✓			
2.		Students pray before starting the lesson	✓			
3.		Students give a response when the teacher checks attendance.	✓			
4.	Main activity	Students listen to the explanation of the material being studied.	✓			
5.		Students actively participate in learning activities.	✓			
6.		Students actively participate in group work.		✓		
7.		Students show enthusiasm in answering questions on Wordwall.	✓			

8.		Students feel happy when receiving additional points.	✓			
9.		Students ask the teacher about the material being studied.		✓		
10.		Students respond to the appreciation given by the researcher.	✓			
11.		Students want to achieve high grades.	✓			
12.		Students show the courage to actively answer and ask the teacher		✓		
13.	Closing activities	Students listen carefully to the learning plan for the next meeting.		✓		
14.		Students pray together before ending the class.		✓		
15.		Students respond to the teacher's greeting at the final meeting.		✓		
Total			$\frac{54}{60} \times 100\% = 90\%$			

APPENDIX 20. Students Test

First Cycle

Students Name : CH

Class : VIII B

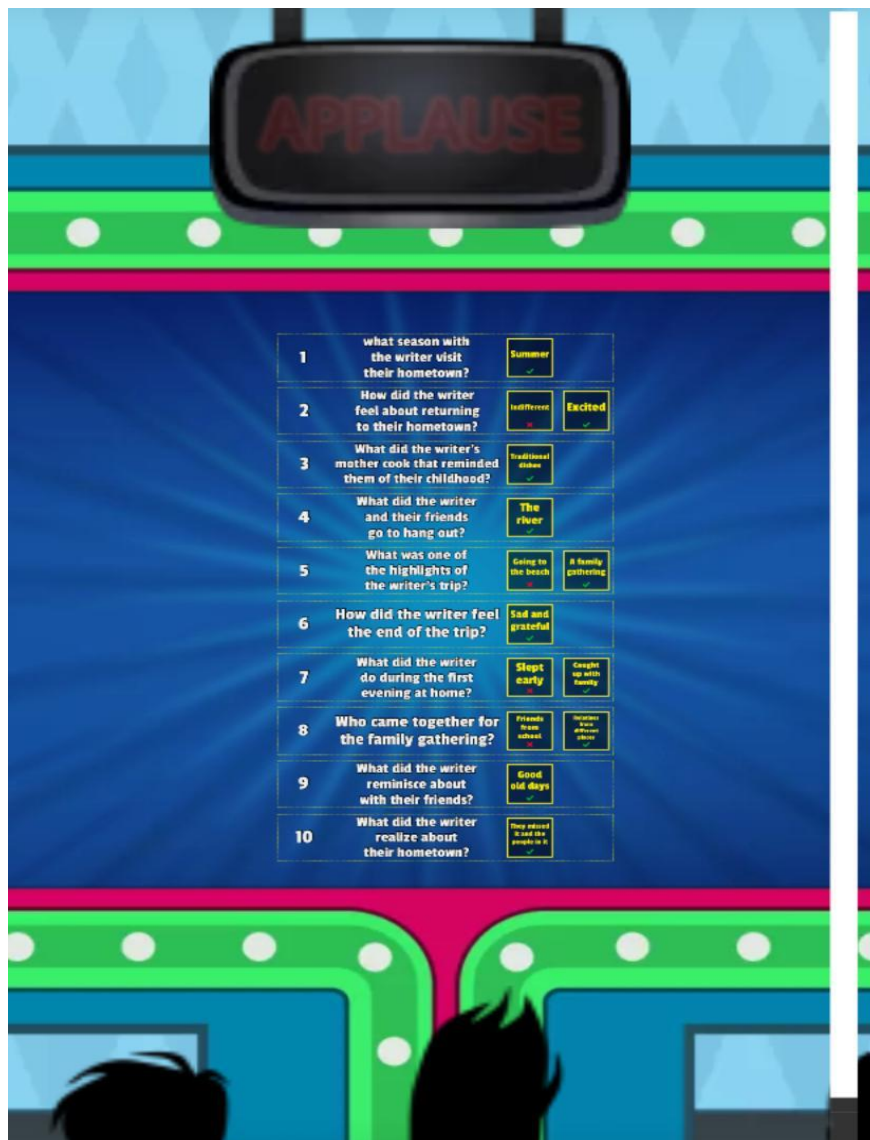
Score : 70

1	what season with the writer visit their hometown?	Summer ✓
2	How did the writer feel about returning to their hometown?	Excited ✓
3	What did the writer's mother cook that reminded them of their childhood?	Traditional dishes ✓
4	What did the writer and their friends go to hang out?	The river ✓
5	What was one of the highlights of the writer's trip?	A family gathering ✓
6	How did the writer feel the end of the trip?	Happy and nostalgic ✓ Sad and grateful ✓
7	What did the writer do during the first evening at home?	Caught up with family ✓
8	Who came together for the family gathering?	Parents, Aunts, and cousins ✓
9	What did the writer reminisce about with their friends?	School subjects ✓ Good old days ✓
10	What did the writer realize about their hometown?	They didn't like it anymore ✓ They missed it and the people in it ✓

Student Name : AM

Class : VIII B

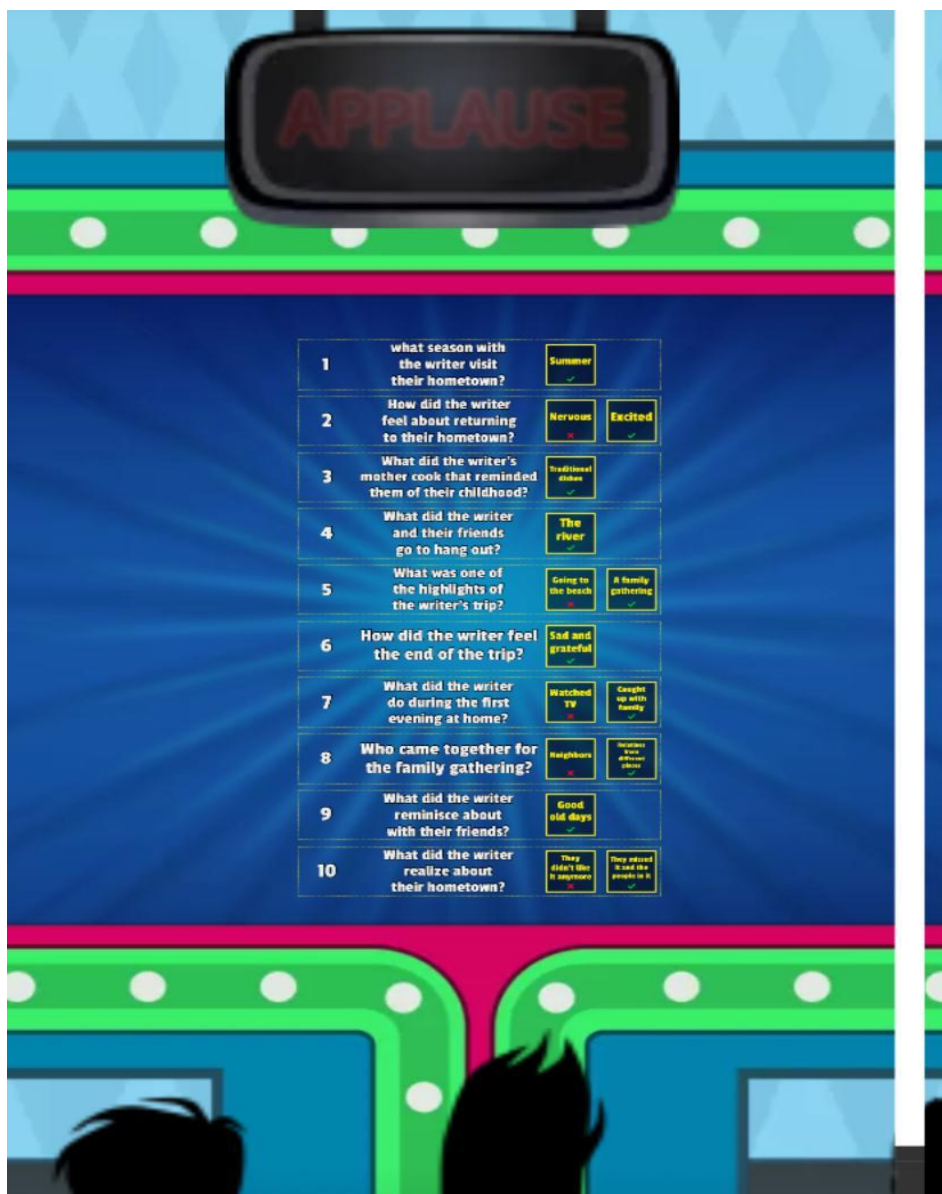
Score : 60



Student Name : MS

Class : VIII B

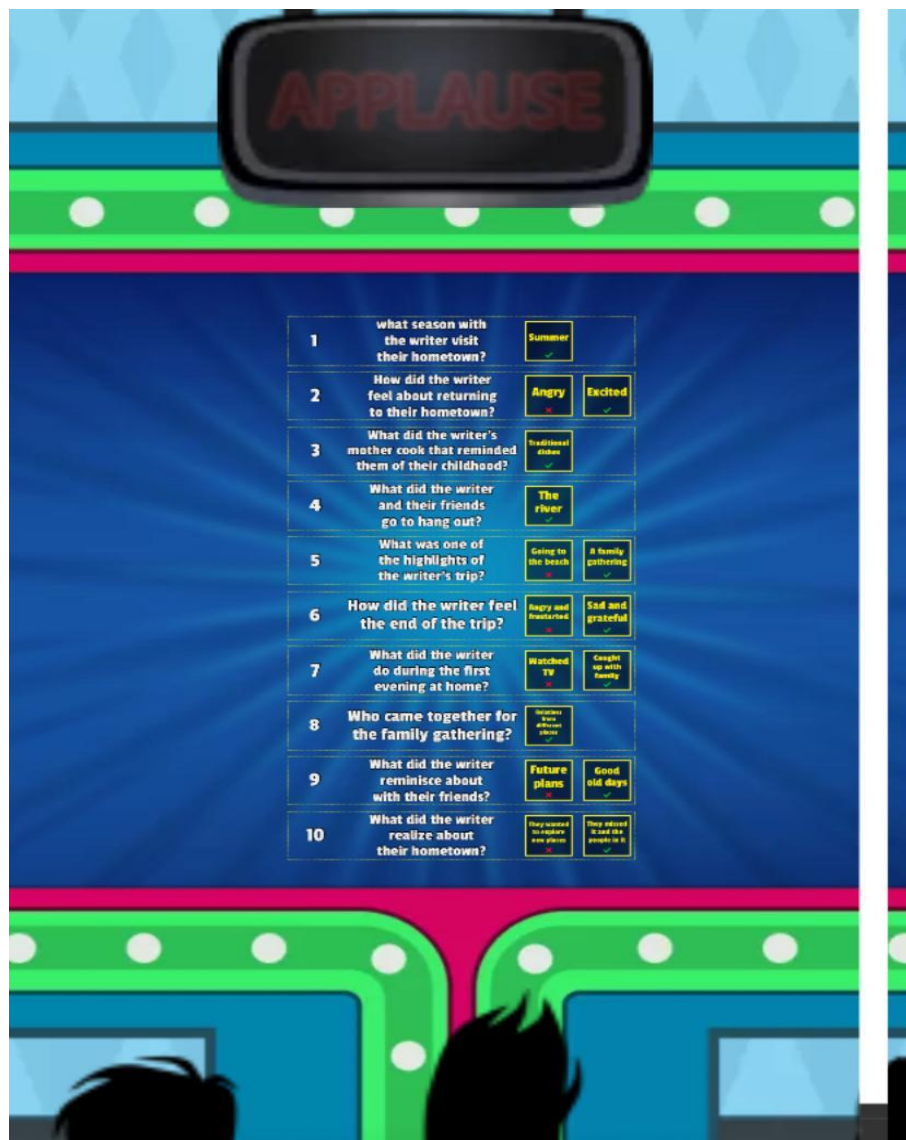
Score : 50



Student Name : TH

Class : VIII B

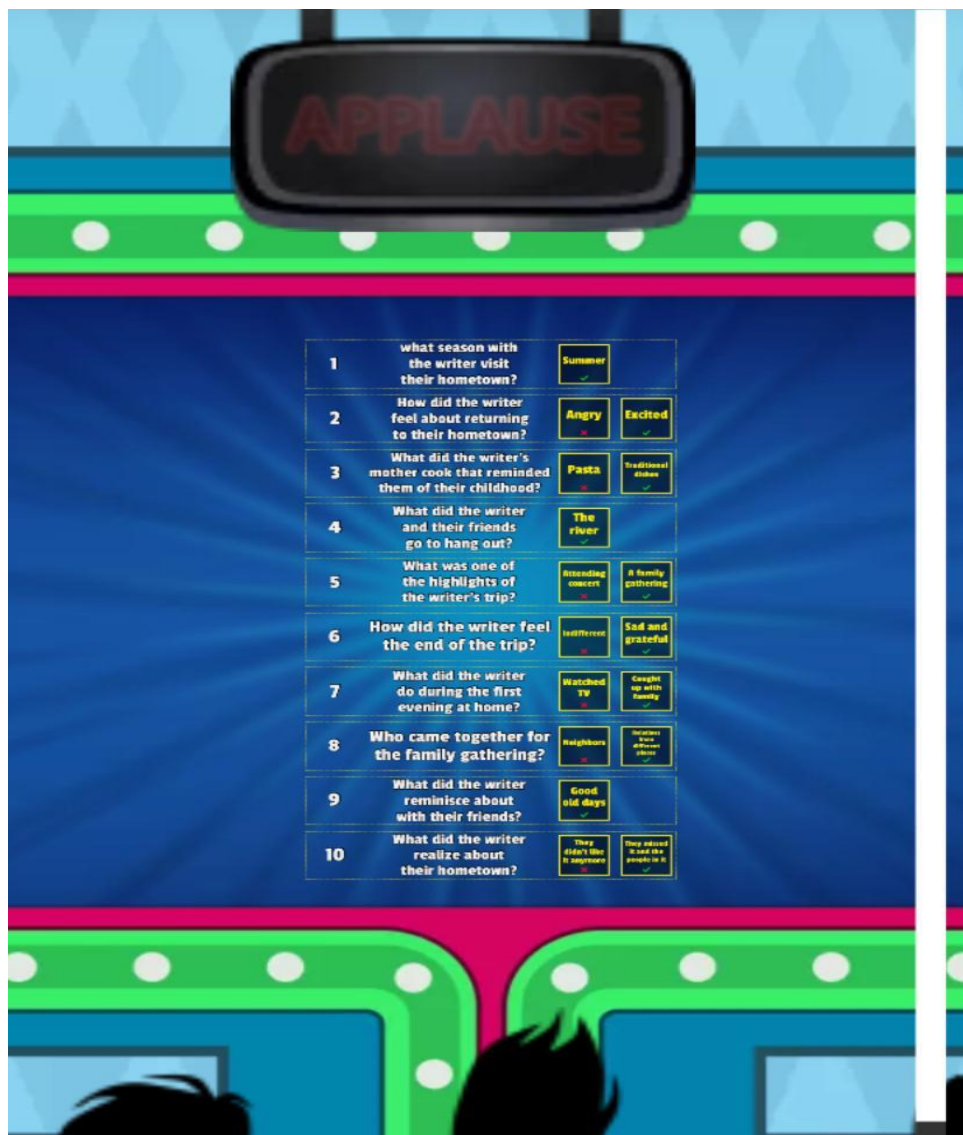
Score : 60



Student Name : KDF

Class : VIII B

Score : 30



APPENDIX 21. Students Test

Second Cycle

Name : AH

Class : VIII B

Score : 80

Show answers ✓ 8

1	What did the washerman use the Donkey for?	To carry clothes ✓	
2	What is the type of the story?	Fabel ✓	
3	What did the Donkey ask the house for?	Help share the load ✓	
4	What the happened to the donkey when he was carrying the heavy load?	He found a shortcut ✗	He got angry ✗
5	What did washerman realize after the donkey collapsed?	He should ride the donkey ✗	The load was too heavy for one animal ✓
6	Who ended up carrying the load after the donkey collapsed?	The horse ✓	
7	What lesson did the house learn by the of the story?	To avoid work ✗	
8	What is the type of the text?	Narrative Text ✓	
9	How did the donkey feel when he was carrying heavy load?	Tired ✓	
10	What is the title of the story?	The House and the Donkey	

Name : NV

Class : VIII B

Score : 70

Tampilkan jawaban ✓ 7

1	What did the washerman use the Donkey for?	To carry clothes ✓	
2	What is the type of the story?	Fabel ✓	
3	What did the Donkey ask the house for?	Help share the load ✓	
4	What the happened to the donkey when he was carrying the heavy load?	He got angry ✗	He collapsed ✓
5	What did washerman realize after the donkey collapsed?	He should ride the donkey ✗	He should work faster ✗
6	Who ended up carrying the load after the donkey collapsed?	The horse ✓	
7	What lesson did the house learn by the of the story?	To avoid work ✗	To avoid work ✗
8	What is the type of the text?	Narrative Text ✓	
9	How did the donkey feel when he was carrying heavy load?	Tired ✓	
10	What is the title of the story?	The Bird sweet magic ✗	The Bird sweet magic ✗

Name : AD

Class : VIII B

Score : 60

Show answers ✓ 6

2	What is the type of the story?	Fabel ✓	
3	What did the Donkey ask the house for?	A ride ✗	Water ✗
4	What the happened to the donkey when he was carrying the heavy load?	He collapsed ✓	
5	What did washerman realize after the donkey collapsed?	He should ride the donkey ✗	The load was too heavy for one animal ✓
6	Who ended up carrying the load after the donkey collapsed?	Another donkey ✗	Another donkey ✗
7	What lesson did the house learn by the of the story?	To be more selfish ✗	To be more selfish ✗
8	What is the type of the text?	Narrative Text ✓	
9	How did the donkey feel when he was carrying heavy load?	Angry ✗	Happy ✗
10	What is the title of the story?	The House and the Donkey ✓	

Name : JH

Class : VIII B

Score : 50

Show answers ✓ 5

house for?	<input type="checkbox"/>	
happened to when he was the heavy load?	He found a shortcut <input type="checkbox"/>	
washerman after the collapsed?	He needed a new donkey <input type="checkbox"/>	He needed a new donkey <input type="checkbox"/>
up carrying after the collapsed?	Another donkey <input type="checkbox"/>	The washerman <input type="checkbox"/>
did the house of the story?	To be faster <input type="checkbox"/>	To be faster <input type="checkbox"/>
the type e text?	Narrative Text <input checked="" type="checkbox"/>	
the donkey en he was heavy load?	Tired <input checked="" type="checkbox"/>	
the title e story?	The House and the Donkey <input checked="" type="checkbox"/>	



Indicator Students Understanding Material

No	Indicator	Description	Score
1.	Main Idea	Able to identify the theme being discussed in the story.	10
		Understand the main idea of the story.	10
		Know when the story takes place.	10
		Able to identify the structure of the text.	10
2.	Get Information	Identify the emotions experienced by the characters.	10
		Know the important facts in the story.	10
		Be able to recognize the characters in the story.	10
		Understand the chronology of the story.	10
3.	Conclusion	Connect the story with personal experiences/ be able to identify the moral message in the story.	10
		Be able to draw conclusions from the story.	10
	Total 10 x 10 = 100		

BIOGRAPHY



Faleria Messi Anggrini was born on August 30, 2003, in Landau Leban Village, Menukung District, Melawi Regency, West Kalimantan Province. She is the second of three children born to Mr. Marsudin and Mrs. Sitidah. She began her education at SDN 22 Sungai Raya Padang from 2008-2014, continued her education at SMPN 01 Menukung from 2015-2018, and then continued her high school education at SMA Negeri 01 Menukung from 2018-2021. Then, in 2021, she continued her education at STKIP Persada Khatulistiwa Sintang, choosing the English Language Education study program. During her education at STKIP Persada Khatulistiwa Sintang, she participated in several student organizations (UKM), namely the KMK UKM and Arts UKM. During his participation in the UKM activities, he served as an administrator of the English Language Education Student Association (HMPS) in 2022-2023 and 2023-2024 and an administrator of the KMK UKM in 2022-2023.