THE USE OF WORDWALL SPEAKING CARD GAME FOR TEACHING PRONOUNCIATION

(A Pre-Experimental Research At The Seventh Grade Students of SMP Negeri 19 Kota Pontianak in Academic Years 2025/2026)

A THESIS

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2026

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I hereby declare this thesis entitled "The Use of Wordwall speaking card game for teaching pronounciation (A Pre-Experimental Research At The Seventh Grade Students of SMP NEGERI 19 Kota Pontianak in Academic Year 2025/2026)" on my own and did not use any unnamed source. Hence, this thesis consist no material previously published or written by another person except where due reference has been made in the thesis, I agree if the thesis may be tested for plagiarized content and it is proven there are elements of plagiarism, I am willing to accept sanctions according to applicable regulations

Pontianak, 2026

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The researcher understands this thesis is far from perfect, and it still has several weaknesses and needs to be improved. Therefore, constructive critiques and suggestions are needed in order to improve this thesis.

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ABSTRACT

Many seventh-grade students experienced difficulties in English pronunciation, while classroom pronunciation practice remained limited due to conventional teaching methods. In addition, limited studies had investigated the effectiveness of the Wordwall Speaking Card feature in improving pronunciation achievement. Therefore, this study investigated the effectiveness of the Wordwall Speaking Card feature in improving the pronunciation achievement of seventh-grade students at SMP Negeri 19 Kota Pontianak. This study employed a pre-experimental one-group pre-test–post-test design involving 32 students selected through cluster sampling. Data were collected using a speaking test and analyzed through descriptive statistics, the Shapiro–Wilk normality test, the Wilcoxon Signed Rank Test, and N-Gain analysis. The findings showed that the students' mean pronunciation score increased from 75.47 to 85.47. The Wilcoxon Signed Rank Test produced a significance value of 0.000 ($p < 0.05$), indicating a statistically significant improvement, while the average N-Gain score of 0.40 indicated a medium level of improvement. It was concluded that the Wordwall Speaking Card feature effectively improved the pronunciation achievement of seventh-grade students by encouraging active participation and repeated pronunciation practice.

Keywords: Wordwall, Speaking Card Feature, Pronunciation Achievement, Digital Interactive Media, Seventh-Grade Students**.**

TABLE OF CONTENT

DECLARATION OF AUTHENTICITY....iii
ACKNOWLEDGEMENTS....iv
ABSTRACT....vii
TABLE OF CONTENT....viii
LIST OF TABLE....xi
LIST OF FIGURES....xii
LIST OF APPENDICES....xiii
CHAPTER I INTRODUCTION....1
1.1 Background of the Study....1
1.2 Research Questions....8
1.3 Purpose of the Study....8
1.4 Significance of the Study....9
1.4.1 Theoretical Significance....9
1.4.2 Practical Significance....9
1.5 Scope of the Study....10
1.6 Variables of the Study....11
1.7 Hypothesis....11
1.8 Terminology....12
CHAPTER II LITERATURE REVIEW....14
2.1.1 Definition of Speaking Skills....14
2.1.2 Components of Speaking Skills....17
2.1.3 Types of Speaking....19
2.2.1 Definitions of Pronunciation....22
2.2.2 Components of Pronunciation....24
2.2.3 The Importance of Pronunciation in Speaking....29
2.3 Digital Interactive Media....30
2.3.1 Definition of Digital Interactive Media....30
2.3.2 Characteristics of Digital Interactive Media....32

2.3.3 Benefits of Digital Interactive Media in English Language Learning 33
2.3.4 Digital Interactive Media for Pronunciation Learning 35
2.4 Wordwall 36
2.4.1 Definition of Wordwall 36
2.4.2 Features of Wordwall 38
2.4.3 Advantages of Wordwall in English Language Learning 40
2.5 Wordwall Speaking Card Feature 41
2.5.1 Definition of the Wordwall Speaking Card Feature 41
2.5.3 Advantages of the Wordwall Speaking Card Feature 47
2.5.4 The Use of the Wordwall Speaking Card Feature for Pronunciation Learning 50
2.6 The Speaking Card Feature in Speaking Practice 56
CHAPTER III METHODOLOGY 66
3.1 Research Design 66
3.2 Population, Sample, and Sampling Technique 67
3.2.1 Population 67
3.2.2 Sample 68
3.2.3 Sampling Technique 68
3.4 Research Variables 69
3.4.1 Independent Variable 69
3.4.2 Dependent Variable 69
3.5 Research Instrument 70
3.5.1 Speaking Test 70
3.5.2 Pronunciation Scoring Rubric 71
3.7 Research Procedure 72
3.7.1 Preparation Stage 72
3.7.2 Implementation Stage 73
3.7.3 Final Stage 74
3.8 Technique of Data Analysis 75
3.8.1 Descriptive Statistics 75

3.8.2 Normality Test.....75
3.8.3 Wilcoxon Signed Rank Test.....75
3.8.4 Normalized Gain (N-Gain) Analysis.....76
3.9 Instrument Validity and Reliability.....77
3.9.1 Instrument Validity.....77
3.9.2 Instrument Reliability.....78
CHAPTER IV RESULTS AND DISCUSSIONS.....81
4.1 Research Findings.....81
4.1.1 Students Pronunciation Achievement Before and After the Treatment 81
4.1.2 The Wordwall Speaking Card Feature Was Effective in Improving Students Pronunciation Achievement.....82
4.2 Discussion.....109
4.2.1 Students Pronunciation Achievement Before and After the Treatment 109
4.2.2 The Effectiveness of the Wordwall Speaking Card Feature.....112
CHAPTER V CONCLUSIONS AND SUGGESTIONS.....117
5.1. Conclusions.....117
5.2.1 Suggestions for English Teachers.....119
5.2.2 Suggestions for Students.....119
5.2.3 Suggestions for Future Researchers.....120
REFERENCES.....121

LIST OF TABLE

Table 3. 1 Intsrument validity.....78
Table 3. 2 Reability Statistics.....79
Table 4. 1 Distribution of Students Pre-test Scores Based on Score Classification 84
Table 4. 2 *Descriptive Results of the Pre-test*.....86
Table 4. 3 Post-test Result.....87
Table 4. 4 *Descriptive Results of the Pre-test*.....89
Table 4. 5 Descriptive statistics of pretest and posttest scores.....90
Table 4. 6 Test of normality (Shapiro-Wilk).....92
Table 4. 7 Table Pretest and Posttest Before and After Treatment.....102
Table 4. 8 Test Statistic.....103
Table 4. 9 N-Gain Analysis.....104

LIST OF FIGURES

Figure 2. 1 the teaching procedure using the Speaking Card feature in the classroom.....56
Figure 2. 2 Teaching Procedure Using Speaking Card.....57
Figure 4. 1 Pretest before treatment.....93
Figure 4. 2 Detrended Normal Q-Q Plot Of Pretest Before Treatment.....94
Figure 4. 3 Minimum And Maximum Score Pretest.....95
Figure 4. 4 Posttest after treatment.....97
Figure 4. 5 Normal Q-Q Plot After Treatment.....98
Figure 4. 6 Minimum and Maximum Score After Treatment.....99
Figure 4. 7 Wilcoxon Signed Ranks Test.....101

LIST OF APPENDICES

Appendix 1. Surat tugas penelitian.....130
Appendix 2. Surat keterangan penelitian sekolah.....132
Appendix 3. Lesson plan(rencana pembelajaran).....133
Appendix 4. Table of pre- test.....164
Appendix 5. Table of post -test.....166
Appendix 6 : result testing.....168
Appendix 7. Picture speaking card wordwall.....177
Appendix 8. Documentation.....179
Appendix 9. Student worksheet.....186

CHAPTER I

INTRODUCTION

This chapter presented an introduction to the research, which included background, research questions, objectives, benefits, scope, variables, hypotheses, and definitions of terms.

1.1 Background of the Study

Pronunciation was an important component of spoken English because it affected how clearly a speaker's message could be understood by listeners. In English language learning, pronunciation was not limited to the production of individual consonants and vowels but also involved suprasegmental features such as word stress, rhythm, and intonation. Wang (2022) explained that pronunciation instruction involved both segmental and suprasegmental features and that these features were related to speech intelligibility. Saito and Plonsky (2021) also reported that pronunciation instruction could contribute to improvements in learners intelligibility and comprehensibility when pronunciation features were explicitly practiced. Therefore, pronunciation was considered an essential aspect of speaking because accurate pronunciation could have supported clearer communication.

Pronunciation could have been challenging for Indonesian EFL learners because several English sounds were not directly represented in the Indonesian phonological system. English included various consonant sounds, such as stops, fricatives, affricates, nasals, and approximants, as well as vowel sounds that differed from Indonesian. One example was the interdental fricative /θ/, as in *think*, *three*, and *bath*, and /ð/, as in *this*, *that*, and *mother*. These sounds could have been difficult

for Indonesian learners because they did not have direct equivalents in Indonesian. Firdaus et al. (2020) reported that Indonesian EFL learners experienced difficulties in producing the English interdental fricatives /θ/ and /ð/ and frequently substituted these sounds with other consonants. More recently, Ristati et al. (2024) also found that Indonesian EFL learners experienced difficulties in producing several English fricative consonants, including /θ/, /v/, and /ʒ/. These findings indicated that differences between English and Indonesian sound systems could have contributed to learners pronunciation difficulties.

In addition to consonant and vowel production, pronunciation also involved suprasegmental features. Word stress was one of the important suprasegmental features because English words contained syllables that received different degrees of prominence. Incorrect stress placement could have affected word recognition and made speech more difficult for listeners to understand. Pronunciation instruction that addressed both segmental and suprasegmental features could therefore have helped learners produce more intelligible spoken English. Wang (2022) emphasized that pronunciation learning involved attention to both individual sounds and prosodic features, while Saito and Plonsky (2021) highlighted the relationship between pronunciation instruction and second-language speech intelligibility.

Based on these considerations, the present study focused on four pronunciation indicators: sound accuracy, word stress, final sounds, and speech clarity. Sound accuracy referred to the students' ability to produce English consonants and vowels accurately. Particular attention was given to problematic sounds such as /θ/ and /ʃ/ because these sounds could have presented difficulties for Indonesian EFL learners.

Word stress referred to the students' ability to place emphasis on the appropriate syllable in English words. Final sounds referred to the accurate production of consonants occurring at the ends of words, while speech clarity referred to how easily the students' spoken responses could have been understood by listeners. These indicators were selected because they could have been practiced directly through oral responses to speaking prompts.

The pronunciation difficulties experienced by EFL learners indicated the need for classroom activities that provided repeated opportunities to listen to, produce, and receive feedback on English pronunciation. Traditional pronunciation practice that relied mainly on teacher explanation and repetition could have provided limited opportunities for students to use pronunciation features in meaningful speaking contexts. Therefore, an interactive digital medium could have been used to provide students with additional opportunities to participate actively in oral pronunciation practice.

One digital platform that could have supported interactive English learning was Wordwall. According to Wordwall (n.d.), the development of Wordwall began in 2006 in a secondary school classroom in London, United Kingdom. One of its founders initially developed a program that allowed teachers to enter lists of words and use them in classroom activities. The product was subsequently developed by its two founders, Josh and Ben, into a company. Wordwall later developed into an online platform for creating and using interactive learning activities. In 2016, Wordwall.net was launched, allowing teachers to create and use web-based interactive learning resources (Wordwall, n.d.).

Wordwall provided teachers with various templates that could be adapted to different learning objectives. The platform allowed teachers to enter instructional content and transform it into different interactive activity formats. These activities could have been displayed on classroom screens or accessed by students through their individual devices. Previous research had also reported that Wordwall could support student engagement and participation in English learning activities. However, the effectiveness of Wordwall depended on how the teacher selected and implemented the particular activity format according to the learning objective.

Among the available templates, the Speaking Cards feature was particularly relevant to the present study. Wordwall (n.d.) described Speaking Cards as an activity in which cards were presented from a shuffled deck. The cards could contain questions, statements, topics, scenarios, images, or other prompts that encouraged students to produce oral responses. Therefore, the Speaking Card feature could have been used as a digital speaking prompt rather than simply as a game. In the present study, the teacher prepared Speaking Card prompts based on familiar topics such as daily activities, hobbies, school life, food, friendship, and other topics related to the students' learning materials.

The Speaking Card feature was considered relevant to pronunciation learning because students were required to transform the prompts into spoken responses. For example, a card containing the question *"What do you do in the morning?"* could have encouraged a student to respond, *"I usually wake up at six o'clock and take a shower."* While producing the response, students could have practiced individual English sounds, word stress, final sounds, and overall speech clarity. The teacher

could also have provided immediate feedback when students produced inaccurate sounds or misplaced word stress. Consequently, the Speaking Card feature provided a connection between pronunciation practice and meaningful oral production.

Several previous studies had examined the use of Wordwall in English language learning, but they differed in terms of research focus, participants, research design, and language skills. Ilahiyati et al. (2023), for example, investigated the implementation of Wordwall in vocabulary learning. Their study involved English Literature students and examined the use of Wordwall activities in vocabulary instruction. The findings indicated that Wordwall activities could support vocabulary learning as well as provide opportunities related to pronunciation and sentence construction. However, the main focus of their study was vocabulary, whereas the present study specifically examined pronunciation achievement.

Pratiwi et al. (2024) investigated the use of Wordwall to improve students' speaking skills through a Classroom Action Research design. Their study reported improvements in students' speaking performance and classroom participation after the implementation of Wordwall-based activities. The study differed from the present research in terms of both research design and research focus. Pratiwi et al. used a classroom action research design involving cycles of planning, implementation, observation, and reflection, whereas the present study used a one-group pretest-posttest pre-experimental design. Furthermore, their study examined general speaking skills, while the present study specifically assessed pronunciation.

Maulidya (2024) examined the effect of Wordwall on the speaking ability of junior high school students using a quasi-experimental design. The study involved

two groups and examined speaking performance more broadly. Pronunciation was included as one component of speaking performance together with other aspects of oral ability. In contrast, the present study treated pronunciation achievement as the main dependent variable and assessed it through sound accuracy, word stress, final sounds, and speech clarity. The research design also differed because the present study used a one-group pretest-posttest design.

Makharashvili (2025) investigated the use of Wordwall in relation to pronunciation, stress placement, and intonation among university students learning English for Psychology. The study was particularly relevant because it examined Wordwall and pronunciation. Nevertheless, important differences existed between the two studies. Makharashvili's participants were university students in Georgia, while the present study involved seventh-grade students in Indonesia. In addition, the present study focused on sound accuracy, word stress, final sounds, and speech clarity, whereas Makharashvili examined pronunciation together with stress placement and intonation. The present study also specifically used the Speaking Card feature as the medium for eliciting students' oral responses.

Nuari (2026) investigated the effect of Wordwall games on grammar and pronunciation in spoken recount texts among eighth-grade students in Pontianak. The study employed a one-group pretest-posttest pre-experimental design and analyzed the data using the Wilcoxon Signed-Rank Test and effect size. The study was closely related to the present research because it involved Wordwall, pronunciation, Indonesian junior high school students, and a pre-experimental research design. However, the present study differed in its specific instructional

feature, participants, and dependent variable. Nuari focused on grammar and pronunciation in spoken recount texts among eighth-grade students, whereas the present study focused specifically on pronunciation achievement among seventh-grade students through the Wordwall Speaking Card feature. The present study also assessed pronunciation using four indicators: sound accuracy, word stress, final sounds, and speech clarity.

The comparison of these previous studies indicated that Wordwall had been used to support several areas of English learning, including vocabulary, speaking skills, pronunciation, grammar, and classroom participation. The studies also employed different research designs, including qualitative research, classroom action research, quasi-experimental research, and pre-experimental research. Although previous studies had demonstrated the potential of Wordwall for English language learning, relatively limited attention had been given to the Speaking Card feature as a specific digital medium for pronunciation practice among Indonesian junior high school students.

The research gap was therefore identified in the combination of the specific Wordwall Speaking Card feature, pronunciation as the primary learning outcome, and the four pronunciation indicators used in this study. Previous studies had generally examined Wordwall as a broader interactive platform or focused on overall speaking, vocabulary, grammar, or pronunciation in different contexts. The present study addressed this gap by examining the effectiveness of the Wordwall Speaking Card feature in improving the pronunciation achievement of seventh-grade students at SMP Negeri 19 Kota Pontianak.

The study employed a quantitative one-group pretest-posttest pre-experimental design. The students' pronunciation was measured before and after the treatment using a pronunciation assessment consisting of sound accuracy, word stress, final sounds, and speech clarity. During the treatment, the Wordwall Speaking Card feature was used to provide students with speaking prompts and repeated opportunities to produce English orally. Through this procedure, the study examined whether students demonstrated an improvement in pronunciation achievement after participating in the Wordwall Speaking Card activities.

1.2 Research Questions

Based on the background of the study, the research questions of this study are formulated as follows:

1. How is the pronunciation achievement of seventh-grade students at SMP Negeri 19 Kota Pontianak before and after being taught using the Wordwall Speaking Card feature?
2. Is the use of the Wordwall Speaking Card feature effective in improving the pronunciation achievement of seventh-grade students at SMP Negeri 19 Kota Pontianak?

1.3 Purpose of the Study

Based on the research questions above, the purposes of this study are:

1. To identify the pronunciation achievement of seventh-grade students at SMP Negeri 19 Kota Pontianak before and after being taught using the Wordwall Speaking Card feature.

2. To investigate the effectiveness of the Wordwall Speaking Card feature in improving the pronunciation achievement of seventh-grade students at SMP Negeri 19 Kota Pontianak.

1.4 Significance of the Study

The findings of this study are expected to provide both theoretical and practical contributions to English language teaching, particularly in pronunciation instruction through digital interactive media.

1.4.1 Theoretical Significance

Theoretically, this study is expected to enrich the existing literature on technology-enhanced language learning, particularly regarding the use of Wordwall as an interactive digital learning platform for English language instruction. Furthermore, this study contributes to the understanding of how the Wordwall Speaking Card feature can facilitate pronunciation learning by providing interactive speaking activities that encourage repeated oral practice. The findings are also expected to serve as a reference for future researchers who intend to investigate pronunciation instruction using digital learning media.

1.4.2 Practical Significance

a. For English Teachers

This study is expected to provide English teachers with an alternative instructional medium for teaching pronunciation. The findings may help teachers integrate interactive digital media into classroom activities to increase students participation, motivation, and opportunities for pronunciation practice.

b. For Students

This study is expected to help students improve their pronunciation through enjoyable and interactive speaking activities. The use of the Wordwall Speaking Card feature is expected to encourage students to participate actively in speaking practice while improving their pronunciation accuracy.

c. For Future Researchers

This study is expected to become a useful reference for future researchers who are interested in investigating the implementation of digital interactive media, particularly Wordwall, in English language teaching, especially in pronunciation instruction.

1.5 Scope of the Study

To avoid broad interpretation, this study was limited to specific aspects. This study focused on pronunciation achievement as one component of speaking skills among seventh-grade students at SMP Negeri 19 Kota Pontianak. The instructional treatment employed the Wordwall Speaking Card feature as an interactive learning medium during pronunciation practice. The pronunciation assessment was limited to four indicators:

1. Sound Accuracy
2. Word Stress
3. Final Sounds
4. Speech Clarity

Other components of speaking skills, including grammar, vocabulary, fluency, and comprehension, were beyond the scope of this study. The research

was conducted using a pre-experimental one-group pretest-posttest design, involving one class of seventh-grade students selected through cluster sampling.

1.6 Variables of the Study

Variables are characteristics or attributes investigated in a research study to determine the relationship between one variable and another. This study consisted of two variables.

1. Independent Variable (X)

The independent variable of this study was the use of the Wordwall Speaking Card feature as an interactive instructional medium for pronunciation practice.

2. Dependent Variable (Y)

The dependent variable of this study was students' pronunciation achievement, which was measured through students' performance on the pronunciation speaking test based on four assessment indicators:

1. Sound Accuracy
2. Word Stress
3. Final Sounds
4. Speech Clarity

1.7 Hypothesis

The hypotheses of this study were formulated as follows:

1. Null Hypothesis (H_0)

There is no significant improvement in the pronunciation achievement of seventh-grade students at SMP Negeri 19 Kota Pontianak after being taught using

the Wordwall Speaking Card feature.

2. Alternative Hypothesis (H_1)

There is a significant improvement in the pronunciation achievement of seventh-grade students at SMP Negeri 19 Kota Pontianak after being taught using the Wordwall Speaking Card feature.

1.8 Terminology

To avoid misunderstanding and ambiguity, several important terms used in this study are defined as follows.

1. Wordwall

Wordwall is an interactive digital learning platform developed by Visual Education Ltd. that enables teachers to create various game-based educational activities through customizable templates. The platform provides numerous interactive features, such as Quiz, Match Up, Random Wheel, Random Cards, Speaking Cards, Open the Box, Group Sort, and Anagram, which can be adapted to different instructional objectives. In this study, Wordwall functioned as the interactive learning medium used to facilitate pronunciation instruction.

2. Wordwall Speaking Card Feature

The Wordwall Speaking Card feature is one of the interactive templates available on the Wordwall platform. It presents random speaking prompts in the form of questions, keywords, pictures, or short situations that encourage students to produce spontaneous oral responses. In this study, the Speaking Card feature served as the instructional tool for providing repeated pronunciation practice through interactive speaking activities.

3. Speaking Skills

Speaking skills refer to learners' ability to communicate ideas, opinions, and information orally using appropriate pronunciation, grammar, vocabulary, fluency, and comprehension. However, this study did not assess speaking skills as a whole. Instead, it specifically focused on pronunciation achievement as one component of speaking performance.

4. Pronunciation

Pronunciation refers to the way English sounds are produced so that speech can be understood accurately and clearly. In this study, pronunciation achievement was assessed through four indicators:

1. Sound Accuracy
2. Word Stress
3. Final Sounds
4. Speech Clarity

These indicators were measured using a pronunciation scoring rubric administered during the pre-test and post-test.

5. Pronunciation Achievement

Pronunciation achievement refers to students' level of performance in producing English pronunciation accurately after participating in pronunciation learning activities. In this study, pronunciation achievement was measured using a speaking test before and after the implementation of the Wordwall Speaking Card feature.