Utilization of "Wordwall" Media in Increasing Digital Literacy in Third-grade Students at Pajang III State Elementary School

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Abstract. This Classroom Action Research (PTK) is based on the results of research regarding efforts to improve literacy learning achievement in digital literacy of third-grade through the learning medium "Wordwall" at Pajang III State Elementary School. The aim of this research is to improve students' digital literacy outcomes through the use of "Wordwall" media. Classroom Action Research (PTK) was carried out in two cycles. The subjects of this research were 24 third-grade students at Pajang III State Elementary School. The instruments used in this research include classroom observations, questionnaires, and digital literacy skills tests using the learning medium "Wordwall." This can be seen in the significant increase in the percentage of students who use "Wordwall" media for learning. In the first cycle, the average percentage of student learning outcomes was 41%, but increased to 83% in the second cycle. From the analysis of research data, it can be concluded that there has been a significant increase in student learning outcomes in digital literacy using "Wordwall" media.

Keywords: classroom action research, digital literacy, wordwall media

1. Introduction

Language can be defined as a means for interaction or as a tool for communicating with humans, which means as a medium for conveying thoughts, concepts, and feelings. According to (1), in language development, paying special attention to early childhood is crucial so that children can convey messages efficiently and effectively through the use of simple and appropriate language. The process of language acquisition in early childhood is a complex and interesting stage that contributes to the development of children's cognitive and social aspects. One important factor in learning a language is understanding the structure of the Indonesian language (2). Good language skills are very important for the educational and communication development of students in elementary schools. Mastery of vocabulary, understanding grammar, and reading and writing skills are key components of speaking ability, which is an important skill in language. Language has an important role in the intellectual, social, and emotional development of students, as well as supporting understanding of the subjects taught by teachers. Good and appropriate Indonesian language skills are very important in the educational context. The curriculum in Indonesia

emphasizes learning Indonesian from elementary school to tertiary level (PT) to improve the quality of education. Language skills taught in schools include listening, speaking, reading, and writing (Syafi'ie, 1993)

Reading language skills are one of the four language skills that need to be applied to every individual, especially elementary school students. Reading literacy skills arebasic aspects that students must have which are used to absorb various sources of information received (3–5). The ability to read involves not just spelling and writing but also understanding what is read. Understanding reading sources is at the core of this reading skill (6). Reading is a process of understanding combinations of letters and words that involves word recognition and the ability to combine the meaning of words into sentences or word structures to form a good and complete understanding (7). Reading is a productive activity that has great significance for students. There are various benefits that can be obtained through reading activities. Not only that, but to increase knowledge and insight, reading can also improve students' language skills. According to (8), reading language skills are very important in everyday life because reading activities penetrate all aspects of life. Children in elementary schools must immediately apply their reading skills because this skill is closely related to the entire learning process of students in elementary schools. For this reason, it is important for teachers to develop students' reading skills well to improve their overall language skills.

In improving language skills, educators need to develop innovations in learning methods, namely by applying digital technology in the educational context. To enable teachers to deliver material more effectively and as well as possible, so that students can understand it well and the knowledge transfer process becomes more enjoyable. This can also increase student involvement in learning in the classroom. According to (9), education requires movement to undergo the development of the industrial era 4.0. One of the various movement initiatives proposed by the government is an effort to introduce the latest literacy movement, which aims to strengthen and replace the old literacy movement. This latest literacy movement is focused on three main skill aspects, namely human literacy, technological literacy, and digital literacy. In the current era of rapid development of information and communication technology, basic skills are needed that are not limited to conventional literacy (10). Teachers are not only a source of learning; they are also educators who are part of the learning resources in schools. All learning resources are designed to stimulate initiative in learning to be effective, efficient, and interesting, with the aim of making students more motivated to continue learning. Therefore, the role of the teacher will shift towards that of the learning management teacher (11). The role of technology in learning is increasingly becoming key to the dynamics of teaching. In the world of education, innovation is an important need so that it can continue to develop and align itself with developments in other fields.

Currently, digital literacy is encouraging advances in information and communication technology that continue to develop, which offers learning methods where information is presented in digital format, not just limited to printed format. There are various sources of information that can be accessed via the internet, including websites, e-books. , e-library, and e-magazines (12).

According to UNESCO (2004), literacy is not only related to reading and writing skills but also includes the entire ability to recognize, understand, interpret, create, communicate, calculate, and use various written and printed materials that are relevant to various situations or contexts. In a digital context, reading and writing skills are related to the use of digital technology. Therefore, digital literacy is defined in a way that describes the development of new meanings that include aspects such as networking, cooperation, interaction, and creativity driven by technology (13).

In the current era of digital technology, the use of technology-based educational tools has become a trend in teaching and learning. Improving the intellectual culture of Indonesian language literacy in elementary schools certainly requires the use of technology to support learning, one of which is the web application "Wordwall," which is a learning platform specifically designed to develop reading skills in elementary school students (14). Word games, riddles, hidden word searches, flashcards, and other interactive elements are available on "Wordwall" for instructors to tailor to their pupils' language proficiency. This tool attracts students' attention with engaging visual elements and interactions, making learning more fun and effective. According to Putri (29), "Wordwall" can facilitate students understanding of learning material through playing the wordwall game and is a very simple tool to implement as a learning evaluation method to determine the value of students' learning achievements (28).

2. Method

The research method applied in this research is classroom action research (PTK). PTK was chosen because this method examines learning problems in the classroom through reflection with the aim of resolving these problems through planned actions directly in a real context. In addition, PTK allows analysis of the effects of the actions taken. This PTK focuses on improving digital literacy skills using a learning medium called "Wordwall." Classroom action research is a type of research that combines research procedures with concrete action, namely a step taken within the framework of inquiry or a person's attempt to understand the situation that occurs while engaging in improvement and transformation efforts. This method uses a combined quantitative and qualitative approach. The steps in classroom action research are: (1) planning, (2) implementation, (3) observation, and (4) reflection (Arkunto, 2011:74).

In analyzing the data in this research, an analysis method based on the Miles and Huberman model was used, as stated by Rohmadi and Nasuscha (2020), which is called a flowing analysis model, where components are intertwined with each other and carried out comprehensively. The activities in this data analysis are: 1) data collection; 2) data reduction; 3) pre-presentation or display of data; and 4) drawing conclusions. Meanwhile, to test the validity of the data, the researcher used the data triangulation technique, which is to test the data with the aim of checking and comparing it with other data (Samsu, 2017). In this research, the method used to check the validity of the data used is the triangulation technique, which is an approach to crossing information obtained from various sources so that only data that can be accounted for is taken to achieve research results (Arikunto, 2006:18).

This research aims to obtain information and a picture that is more comprehensive, detailed, possible, and useful for researchers in carrying out observational research. This research was carried out at Pajang III State Elementary School, St. Transito No. 18, Pajang, Laweyan district, Surakarta City, Central Java, 57146. The research period is from October to November 2023. The research is carried out every Tuesday in third-grade with 24 students as research objects. The instruments applied in this research include classroom observation techniques, questionnaires, and digital literacy skills tests using the learning medium "Wordwall." Class observations were carried out to find out about students who were not yet fluent in reading and to find out about students who were able to use digital media. Interviews are used to obtain information regarding the challenges and difficulties experienced by teachers when teaching in class. Questionnaire to obtain student perceptions of learning activities using the learning medium "Wordwall" to increase digital literacy. The digital literacy skills test uses the learning medium "Wordwall" to measure students' abilities and improvements after being given treatment.

3. Result and Discussion

Language is a significant tool in the educational environment. In the teaching and learning process, students will first be asked to listen. Listening skills are language skills that involve being active and receptive. Stated differently, the process of engaging in listening activities necessitates the mental activation of the recognition, comprehension, and interpretation of linguistic sounds in order to ascertain the speaker's intended meaning. Next, the second is speaking ability, involving verbal communication skills. Language plays an important role in social interaction. By having superior language skills in the effective use of language, students can communicate with classmates, learn to work together, and build healthy social relationships. Good communication skills also help in resolving conflicts and building cooperation. Third, reading: good reading skills help students understand subject matter, explore new knowledge, and develop imagination; and fourth, writing: good writing skills enable students to convey ideas and concepts through writing in the language studied at school. Good language skills will help students understand lessons better, express their thoughts in writing and orally, and follow instructions correctly.

Literacy is a cultural habit that includes activities in the context of reading and writing. It can be concluded that literacy involves skills in both aspects, where reading is considered a process of interpreting language symbols, which can lead to an understanding that has meaning in a certain context (15). Not only that, but literacy also involves visual literacy skills, namely the skills to recognize and understand ideas conveyed visually, for example through scenes, videos, or images. This is in line with the development of the Industrial Revolution Era 4.0, also known as the fourth world, which requires new literacy that utilizes digital technology to improve literacy skills, known as digital literacy. According to (16), in the current era of globalization, easy access to technology has become wider for all humans, both adults and children. The role of technology is currently very important in the world of education by providing great support in the learning process and knowledge development. Apart from that, technology also acts as a means of communication between

educators and students. The world of education is required to integrate abilities in knowledge, attitudes, skills, and mastery of information and communication technology (17).

In general, the term learning media refers to the idea of performance, which comes from the word 'raga', which describes a form that can be felt, seen, heard, and observed through the five senses. Learning media includes all forms used to send messages or information in a learning context, with the aim of attracting students' attention and interest in the learning process. The existence of this medium is crucial because it is hoped that it can help students understand the lessons delivered by the teacher. Currently, there are various advances in learning media, ranging from conventional to modern (18). According to (19), media can be a tool that helps send information or messages during the teaching and learning process, with the aim of making it easier for students to understand lessons well. Learning media is not only a software tool for conveying educational messages or information using tools; this aims to ensure that the information and messages can be conveyed directly and make it easier for students to grasp the learning material according to what they need. Learning media can be useful for educators and education so that learning is more productive, increasing students' learning motivation to be more active and creative. With the existence of learning media, the teaching and learning process will be colorful and innovative, so students can be more enthusiastic about learning.

The role of technology today has a big influence on education. Both teachers and students may use technology to aid in the learning process. With technology that can be accessed, there are learning media, one of which is the game "Wordwall" (20). "Wordwall" media is a learning platform specifically designed to develop reading skills in elementary school students. There are many learning media available in the form of interactive and technology-based learning media to support the achievement of the teaching and learning process in the classroom, including "Wordwall." "Wordwall" presents 18 features or templates that can be used and reviewed via the website or link: https://wordwall.net/id. There are 18 features that can be used, starting with quizzes, anagrams, and word searches (14) The interactive elements available on "Wordwall" include word games, puzzles, hidden words, flashcards, and other activities that teachers may utilize to help their pupils get better at language. According to (21), the next stage is to be able to review this game. The teacher will give the student a link, and after entering the link, the teacher will start the game while monitoring the progress of the game. After that, students can verify the correctness of the answers they have chosen by clicking the "show answer" option or view the answers and immediately see the results and ranking by clicking the "leaderboard.". These steps are easy to understand and follow, so many people are interested in using them. This application is suitable for combining learning by playing with fun. Researchers in this study employed a feature called hidden words in the form of a story called "Crocodile and Mouse Deer." This feature can draw students' attention in order to make learning engaging, enjoyable, and simple to understand. It can also improve students' digital literacy by utilizing the media "Wordwall." According to (22,26), apart from being a learning tool, the learning medium "Wordwall" can also be used as a source of material and an assessment instrument for teachers and students. The variety of presentations presented can increase students' interest and

involvement in the learning process. The following are indicators for the use of "Wordwall" media in increasing digital literacy.

Table 1. Research Indicator

No.	Indicator	Descriptions
1.	Can use a laptop as a digital media tool	• Can turn on the laptop
		• Can access laptop
		• Mastering the use of a laptop
2.	Can access the internet	• Looking for an internet network connection on the laptop
		• Search for access to find "Wordwall" media on Google
		• Look for "missing words" in the "Wordwall" media that will be worked on
3.	Can work on "wordwall" media	• Can read via digital media
		• Fluent in completing missing stories in missing words in "Wordwall" media
		• Choosing the right words to complete the missing story in the missing words in the "Wordwall" media

This research is classroom action research because it can improve learning outcomes (23,27), believes that classroom action research is an effective learning evaluation method because problems can be identified each cycle, allowing teachers to provide responses and solutions for the next cycle, so that researchers are actively involved in the learning process. As planners and teachers, researchers have primary responsibility for learning progress. At the pre-cycle stage, the digital literacy skills using the "Wordwall" media for third-grade students at Pajang III State Elementary School were still assessed as low. Initial observations showed that only 20%, or 5 of 24 students, could successfully complete the assignment in the first cycle of the third-grade students at Pajang III State Elementary School. Of the total 24 students, 10 have completed well, while 14 are still in progress. In the first cycle, students who completed the assignment were those who were active in class and who were able to use digital media and were fluent in digital literacy using "Wordwall" media so that every explanation given could be understood and was easy to understand, but the 14 students who had not completed it were students who do not understand how to use digital and are not fluent in digital literacy using "Wordwall" media and are still playing around in class and are not focused on listening to the explanation from the researcher. The following is the data from the assessment results for each indicator in cycle I.

Table 2. Assessment of Indicators in Cycle I

No.	Name	Assesment			Score
		1	2	3	
1.	AB	55	50	50	51,6
2.	AS	95	85	80	86,6
3.	AD	80	60	60	66,6
4.	AG	70	65	65	66,6
5.	AL	75	60	60	65
6.	AV	95	90	85	90
7.	AN	80	70	60	70

No.	Name	Assesment			Score
		1	2	3	
8.	AR	70	60	60	63,3
9.	AR	95	80	80	85
10.	AS	95	80	75	83,3
11.	AL	60	50	50	53,3
12.	AZ	50	40	40	43,3
13.	AQ	75	70	60	68,3
14.	BI	95	80	75	85
15.	BT	85	60	60	68,3
16.	FI	75	70	70	71,6
17.	HB	50	40	40	43,3
18.	NA	90	80	80	83,3
19.	NF	80	60	60	66,6
20.	NA	80	80	80	80
21.	NU	90	80	80	81,6
22.	RE	90	85	80	83,3
23.	RF	85	85	85	85
24.	ST	75	60	60	65
	Results	1,885	1,645	1,530	1,700

Descriptions:
1. Assesment 1 = Can use a laptop as a digital media tool
2. Assesment 2 = Can access the internet
3. Assesment 3 = Can work on "wordwall" media

In the diagram below are the results of cycle I to find out the number of students who have passed and failed in digital literacy using the "Wordwall" media. There are 10 students who have passed digital literacy using the "Wordwall" media and 14 students who have not passed.
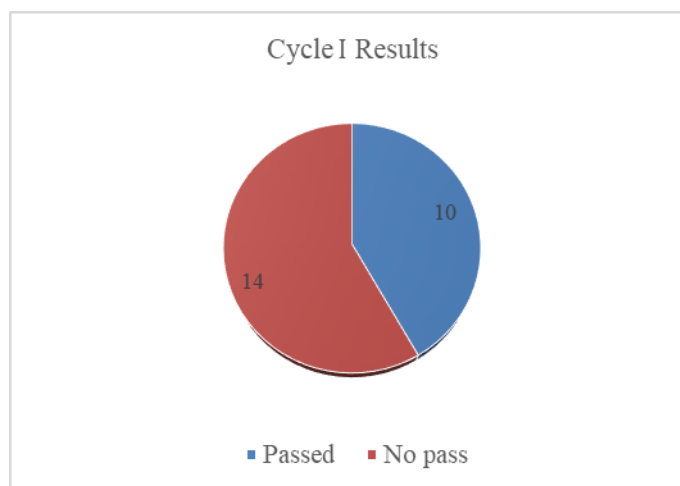

Figure 1. Cycle 1 Results

From the use of "Wordwall" media in increasing digital literacy, researchers collected several assessments of each aspect of the indicators. Researchers took samples, namely third-grade students

who could be classified into several indicators of digital literacy skills using "Wordwall" media. The following data has been obtained for cycle I.

Table 3. Assessment of Several Indicators in Cycle I

No.	Name	Assessment Indicators			Descriptions
		1	2	3	
1.	AB	Less	Less	Less	Not yet able to use and master the three indicators due to lots of joking around in class
2.	AS	Very Good	Very Good	Less	It is good from all three indicators
3.	AD	Very Good	Less	Less	Can master the use of a laptop but is still not fluent in accessing the internet and working on "wordwall" media
4.	AG	Enough	Enough	Enough	Can master the use of a laptop but is still not fluent in accessing the internet and working on "wordwall" media
5.	AL	Less	Less	Less	Can master the use of a laptop but is still not fluent in accessing the internet and working on "wordwall" media
6.	AV	Very Good	Very Good	Very Good	It has been very good from all three indicators
7.	AN	Enough	Enough	Less	Can master the use of a laptop, is good at accessing the internet and can also work on "wordwall" media but not all the answers are correct.
8.	AR	Enough	Less	Less	Can master the use of a laptop but is still not fluent in accessing the internet and working on "wordwall" media
9.	AR	Very Good	Enough	Enough	It is good from all three indicators
10.	AS	Very Good	Enough	Enough	It is good from all three indicators
11.	AL	Less	Less	Less	Not yet able to use and master the three indicators due to lots of joking around in class
12.	AZ	Less	Less	Less	Not yet able to use and master the three indicators due to lots of joking around in class
13.	AQ	Enough	Enough	Less	Can master the use of a laptop, is good at accessing the internet and can also work on "wordwall" media but not all the answers are correct.
14.	BI	Very Good	Enough	Enough	It has been very good from all three indicators
15.	BT	Very Good	Less	Less	Can master the use of a laptop but is still not fluent in accessing the internet and working on "wordwall" media
16.	FI	Enough	Enough	Enough	Can master the use of a laptop, is good at accessing the internet and also working on short stories on "wordwall" media
17.	HB	Less	Less	Less	Not yet able to use and master the three indicators due to lots of joking around in class
18.	NA	Very Good	Enough	Enough	It has been very good from all three indicators
19.	NF	Enough	Less	Less	Can master the use of a laptop but is still not fluent in accessing the internet and working on "wordwall" media
20.	NA	Enough	Enough	Enough	It is good from all three indicators

No.	Name	Assessment Indicators			Descriptions
		1	2	3	
21.	NU	Very Good	Enough	Enough	It is good from all three indicators
22.	RE	Very Good	Very Good	Enough	It is good from all three indicators
23.	RF	Very Good	Very Good	Sangat Baik	It has been very good from all three indicators
24.	ST	Enough	Less	Less	Can master the use of a laptop but is still not fluent in accessing the internet and working on "wordwall" media

Description of Assessment Indicators:
81-100 = Very Good
61-80 = Enough
40-60 = Less

For the results of the analysis of students in cycle II, it was obtained that the percentage of students achieving classical completeness was 83%, so that digital literacy skills using the "Wordwall" media in cycle II were in the very good category and were said to be complete. The test results in cycle II obtained 20 students who took the test and completed the digital literacy test using the "Wordwall" media, while 4 students did not complete it because they were hyperactive in class and played too much, so they could not participate in learning using the "Wordwall" media. The student also could not focus on listening to the researcher's explanation. In terms of observations, in terms of the results of digital literacy skills using the "Wordwall" learning media, improvements can be seen that have occurred since the pre-cycle stage, cycles I and II. This research has met the success criteria that have been determined, namely that 75 of all students experienced an increase in digital literacy skills using "Wordwall" media; therefore, this research ended only in cycle II. The following is the data from the assessment results for each indicator in cycle II.

Table 4. Assessment of Indicators in Cycle II

No.	Name	Assesment			Score
		1	2	3	
1.	AB	65	55	55	58
2.	AS	95	85	85	88,3
3.	AD	90	85	80	85
4.	AG	80	80	80	80
5.	AL	85	75	70	76,6
6.	AV	95	90	90	91,6
7.	AN	90	85	80	85
8.	AR	80	75	70	75
9.	AR	95	80	85	86,6
10.	AS	95	80	80	85
11.	AL	65	55	50	56
12.	AZ	55	45	40	46
13.	AQ	85	80	75	78,3
14.	BI	95	80	80	86,6

15.	BT	85	80	80	81,6
16.	FI	85	85	85	85
17.	HB	55	45	40	46
18.	NA	90	80	85	85
19.	NF	85	85	70	80
20.	NA	80	70	70	73,3
21.	NU	90	80	80	83,3
22.	RE	85	85	85	85
23.	RF	90	85	85	86,6
24.	ST	80	80	75	78,3
	Results	2,009	1,830	1,780	1,862

Descriptions:

1. Assesment 1 = Can use a laptop as a digital media tool
2. Assesment 2 = Can access the internet
3. Assesment 3 = Can work on "wordwall" media

The following below shows that the diagram below shows an increase in student learning outcomes from cycle I to cycle II. In cycle II, there were 20 students who had passed, while 4 students had not passed, showing that the learning media "Wordwall" was very motivating for third-grade students at Pajang III State Elementary School. Display digital literacy in the classroom.
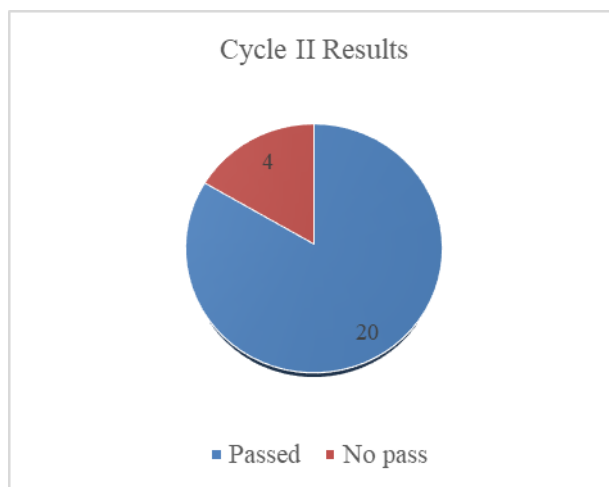

Figure 2. Cycle II Results

After looking at cycle I, several students needed a lot of improvement, so there was a need for improvement in cycle II. In the first cycle, 10 students could be obtained who had passed each indicator. The following data has been obtained for cycle II from each indicator aspect:

Table 5. Assessment of Several Indicators in Cycle II

No.	Name	Assessment Indicators	Descriptions

		1	2	3	
1.	AB	Less	Less	Less	Not yet able to use and master the three indicators due to lots of joking around in class
2.	AS	Very good	Very good	Very good	It has been very good from all three indicators
3.	AD	Very good	Very good	Enough	Can master the use of a laptop and be fluent in accessing the internet and working on "wordwall" media
4.	AG	Enough	Enough	Enough	Can master the use of a laptop and be fluent in accessing the internet and working on "wordwall" media
5.	AL	Very good	Enough	Enough	Can master the use of a laptop and be fluent in accessing the internet and working on "wordwall" media
6.	AV	Very good	Very good	Very good	It has been very good from all three indicators
7.	AN	Very good	Very good	Enough	It is good from all three indicators
8.	AR	Enough	Enough	Enough	Can master the use of a laptop and be fluent in accessing the internet and working on "wordwall" media
9.	AR	Very good	Enough	Very good	It is good from all three indicators
10.	AS	Very good	Enough	Enough	It is good from all three indicators
11.	AL	Less	Less	Less	Not yet able to use and master the three indicators due to lots of joking around in class
12.	AZ	Less	Less	Less	Not yet able to use and master the three indicators due to lots of joking around in class
13.	AQ	Very Good	Enough	Enough	Can master the use of a laptop and be fluent in accessing the internet and working on "wordwall" media
14.	BI	Very Good	Enough	Enough	It has been very good from all three indicators
15.	BT	Very Good	Enough	Enough	Can master the use of a laptop and be fluent in accessing the internet and working on "wordwall" media
16.	FI	Very Good	Very Good	Very Good	It has been very good from all three indicators
17.	HB	Less	Less	Less	Not yet able to use and master the three indicators due to lots of joking around in class
18.	NA	Very Good	Enough	Very Good	It is good from all three indicators
19.	NF	Very Good	Very Good	Enough	It is good from all three indicators
20.	NA	Very Good	Enough	Very Good	It is good from all three indicators
21.	NU	Very Good	Enough	Enough	It is good from all three indicators
22.	RE	Very Good	Very Good	Enough	It is good from all three indicators
23.	RF	Very Good	Very Good	Very Good	It has been very good from all three indicators
24.	ST	Enough	Enough	Enough	Can master the use of a laptop and be fluent in accessing the internet and working on "wordwall" media

Description of Assessment Indicators:
1. 81-100 = Very Good
2. 61-80 = Enough
3. 40-60 = Less

Based on data analysis in cycle I, it can be concluded temporarily that the use of the "Wordwall" learning media used by researchers has not shown a significant increase in student

learning outcomes; therefore, improvements and development are needed by implementing the "Wordwall" learning media in cycle II. In cycle II, there was an increase with students achieving an average score of 83%, where 20 students were successful and 4 students were unsuccessful. Further improvement in learning outcomes can be observed from the comparison of average learning outcomes between cycle I and cycle II, as can be seen in the table below.

Table 6. Student Learning Outcomes in Cycle I and Cycle II

No.	Value Description	Average Completeness Score
1.	Cycle I	41%
2.	Cycle 2	83%

In the cycle II stage, improvements were made to the learning that had been carried out in cycle I. The average score increased, suggesting that the researchers' usage of "Wordwall" media in the learning process improved the third-grade students' learning accomplishments at Pajang III State Elementary School. Changes in learning outcomes can be seen in the graph of changes in student learning achievement from cycle I to cycle II.
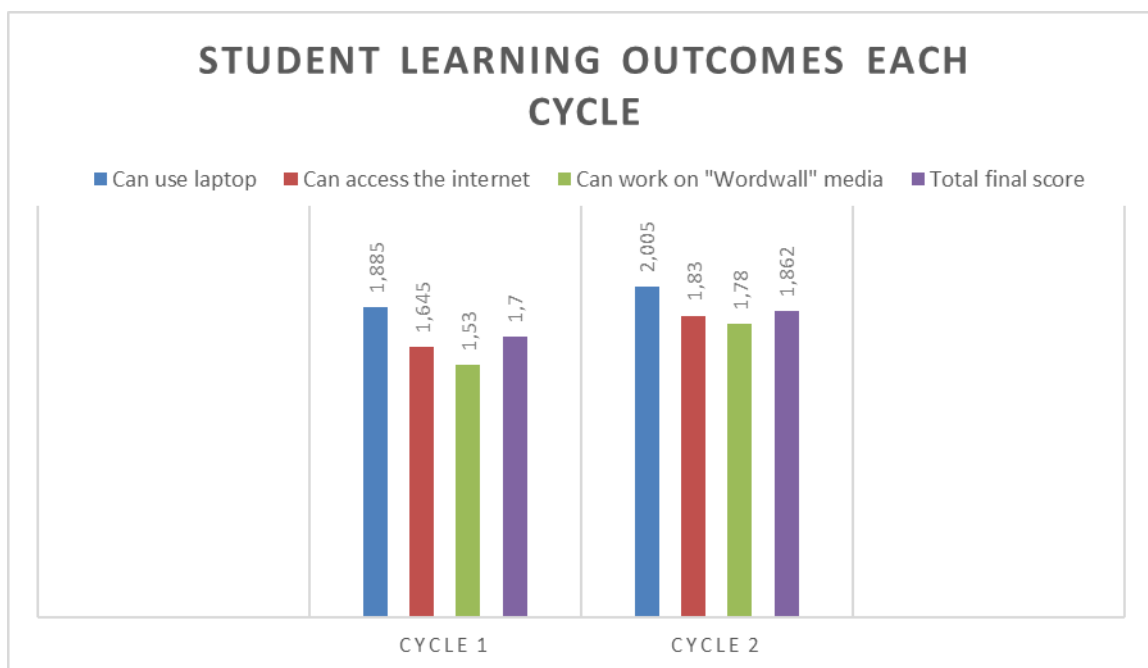

Figure 3. Student Learning Outcomes in Cycle I and Cycle II

From the results of the graph above, the difference between cycle I and cycle II can be obtained, namely that students can be motivated in learning and can increase digital literacy using the learning medium "Wordwall." It can be seen in the graph above that in cycle I, you can get 41%, and in cycle II, you can get 83%. According to (24), learning using "Wordwall" media is very appropriate if using "Wordwall" media as a medium to help elementary school students become more

proficient in reading. (25) also said that proficiency in digital literacy and creativity in teaching are very important for a teacher at the elementary school level. This is because these skills enable teachers to develop creative, critical, and innovative thinking abilities. Apart from that, teachers can also become more effective at solving problems, collaborating, and communicating well with students. Having expertise in digital literacy and creativity also gives teachers the readiness to respond, apply ideas, respond, and overcome various challenges in the educational context. Teachers who are able to apply their creativity can also inspire students to increase creativity in the learning process. (8), said that when using digital media for teaching and learning activities, they expressed joy and pleasure in learning activities, which made them motivated to participate in lessons enthusiastically. A fun learning process creates an atmosphere where students no longer feel bored or stressed, so they no longer have problems with absenteeism or lack of interest in participating in class learning (30).

4. Conclusion

From the analysis of this research data, the author concludes that the use of the "Wordwall" learning media in digital literacy can improve student learning achievement, namely completing the incomplete story in the "Wordwall" feature with missing words with the title "Deer and the Crocodile." In the first cycle, the average score was 41%, with 10 students who had passed and 14 students who had not passed; therefore, the researcher tested it in the second cycle. With the second cycle, digital literacy could be increased using the "Wordwall" media." It can be found that there were 20 students who passed, while there were 4 students who did not pass. Those who did not pass were students who had difficulty concentrating in class and still joked a lot. By implementing very interactive and fun learning media using "Wordwall" media, students show that the level of enthusiasm and motivation is higher during the learning process after receiving than before being given action.

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