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The Use of Video-Based Learning and Wordwall Quiz to Improve Students' Understanding of Argumentative Text at Senior High School

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Abstract	This study aims to enhance students' comprehension of argumentative texts through the implementation of Video-Based Learning combined with Wordwall Quiz in class XII IPA 4 at SMA Nurul Jadid. The participants of this research consisted of 30 twelfth-grade students. The study employed a Classroom Action Research (CAR) design, which was conducted in two cycles. Each cycle followed four systematic stages: planning, implementation, observation, and reflection. This approach allowed the researcher to continuously evaluate and improve the teaching strategy based on classroom conditions and students' responses. Data were collected using pre-test and post-test instruments to measure students' improvement in understanding argumentative texts. The findings revealed a significant increase in students' achievement. The average score in the pre-test was 63, which increased to 75 in the post-test of the first cycle and further improved to 89 in the post-test of the second cycle. These results indicate a consistent improvement in students' comprehension after the implementation of the learning media. The use of video-based learning materials proved effective in attracting students' attention and increasing their motivation to engage with the learning content. Meanwhile, the Wordwall Quiz supported students' understanding by providing interactive exercises and immediate feedback. In conclusion, the integration of Video-Based Learning and Wordwall Quiz is effective in improving senior high school students' understanding of argumentative texts
Keywords	Video-Based Learning, Wordwall Quiz, argumentative text, student understanding, English language learning.

INTRODUCTION

Digital technology has brought big changes to the education world, especially in how students learn English at the high school level.[1] This change means that teachers need to use technology in a way that makes learning interesting and meaningful for students.[2] One approach that is becoming more popular is video-based learning, which uses videos to show real-life

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[1] Kun Li, "The Practice of Digital Technology Enabling English Classroom Teaching in Senior High," *Education Reform and Development* 7, no. 5 (2025): 232–37.
[2] Siti Rosyidah, "Pengaruh Integrasi Teknologi Dalam Pembelajaran Terhadap Kompetensi Pedagogi Digital Guru SMP," *Kelola Jurnal Manajemen Pendidikan* 12, no. 01 (2025): 105–20.

examples and contexts of how English is used. Through videos, students can learn by watching and listening, which helps them understand the structure and meaning of English texts more effectively than traditional methods.[3]

Understanding argumentative texts is an important skill in English learning for high school students.[4] These texts require students to identify structure, develop ideas, and evaluate arguments using critical and logical thinking.[5] However, many students still struggle with understanding the thinking patterns and structure of argumentative texts because they are not fully engaged in the learning process. Previous studies show that video-based learning can increase students' motivation, attention, and involvement, which in turn helps improve their critical thinking and understanding of texts.[6] Although many studies have discussed the effectiveness of video as a learning medium, its use in teaching argumentative texts at the high school level is still limited. Research from [7] shows that short videos can improve students' narrative writing skills, but their use in understanding argumentative texts has not been widely studied [8].

Besides using videos, innovations in learning assessment also play a key role in improving student learning outcomes. One digital tool that is gaining popularity is Wordwall, an interactive game-based platform that allows teachers to create quizzes and exercises. Wordwall provides instant feedback and lets students practice in a fun way, which helps reduce boredom and increase engagement. Studies by [9] show that using Wordwall in English learning can boost students' motivation and learning results, especially in reading and writing skills.

Even though video-based learning and Wordwall Quiz have been proven effective in

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[3] Rahmanisa, "The Development of English Learning Video to Enhance Students' Reading Comprehension Skill Rahmanisa 1) , Siti Niah 2) , Pahmi 3) 123," *ELT-Lectura: Studies and Perspectives in English Language Teaching* 11, no. 2 (2024): 225–35.

[4] Aulia Mukhlis et al., "Pengaruh Strategi Know Want Learned Terhadap," *Jurnal Basataka (JBT)* 8, no. 1 (2025): 326–35.

[5] Henny Dwi Iswati and Oikurema Purwati, "Improving Students ' Critical Thinking through Guided Discovery Learning Method in Argumentative Texts Reading," *ELS Journal on Interdisciplinary Studies in Humanities Volume* 5, no. 4 (2022): 701–6.

[6] Irma Ulfaa, Lisdiana Lisdiana, and Sigit Saptono, "Unnes Science Education Journal Accredited Sinta 2 Effectiveness of Interactive Learning Videos Based on Problem- Based Learning to Increase Student Motivation and Critical Think- Ing Skills," *Unnes Science Education Journal* 14, no. 1 (2025): 42–48.

[7] Fadlia Fadlia, "The Use of Short Video to Improve Writing Skill in Argumentative Text of Student Grade X of MAN 2 Palu" (Universitas Islam Negeri Datokarama Palu, 2022).

[8] Daniel Ari Widhiatama and Catharina Brameswari, "The Effectiveness of Wordwall in Enhancing Students' Engagement and Motivation in Literature Classes.," *International Journal of Linguistics, Literature & Translation* 7, no. 4 (2024).

[9] Pradeepa Poudyal, "Impact of Audio-Visually Enhanced Pedagogy on Student Performance and Satisfaction in the Blended Anatomy and Physiology Classroom," 2023.

certain contexts, there is not much research that specifically combines both to improve students' understanding of argumentative texts in Indonesian high schools.[10] This shows a gap in research that needs to be filled through classroom-based empirical studies. Previous studies by highlighted the importance of combining audio-visual and interactive media to create a more comprehensive learning experience, but they haven't specifically tested how effective this combination is for improving students' ability to understand argumentative texts.

At SMA Nurul Jadid, most students still struggle with understanding the structure of argumentative texts and distinguishing between arguments, reasons, and supporting evidence. Based on initial observations during the Field Experience Practice (PPL), it was found that traditional teaching methods are not able to actively engage students. Therefore, using a combination of video-based learning and Wordwall Quiz is considered relevant for improving students' understanding at the same time through material visualization and interactive evaluation. Combining video-based learning with Wordwall Quiz is believed to create an innovative and effective learning environment. Integrating both media allows teachers to make learning more contextual and evaluative. Videos serve as the main source for understanding concepts, while Wordwall acts as an interactive tool for directly measuring students' learning outcomes. In this way, using both media is expected to significantly improve students' ability to understand argumentative texts.

Based on this background, this study aims to improve students' understanding of argumentative texts through the application of Video-Based Learning and Wordwall Quiz for students in class XII IPA 4 at SMA Nurul Jadid. The study focuses on improving learning outcomes, which are measured through pre-test and post-test as a way to evaluate students' abilities before and after the intervention is applied.

METHODS

This research is a classroom action research conducted at SMA Nurul Jadid, specifically in the XII IPA 4 class, which has 30 students. The research was conducted by the researcher, who also acted as a practicum teacher during the PPL program. The classroom action research approach was chosen because it allows the researcher to improve the teaching and learning process directly through systematic, reflective, and ongoing actions. The research was carried out in two cycles,

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[10] Qonita Vidina, "The Effectiveness of Wordwall Media in Enhancing Students ' Writing Skills in Descriptive Texts At," *Journal on Language Teaching and Learning, Linguistics and Literature* 13, no. 02 (2025): 7742–55, https://doi.org/10.24256/ideas.v13i2.8134.

each consisting of four stages: planning, action implementation, observation, and reflection. In the planning stage, the researcher prepared teaching materials such as the Lesson Plan (RPP), video-based learning media, and interactive quizzes using Wordwall. During the action implementation stage, Video-Based Learning was used to deliver argumentative text materials, and Wordwall Quiz was used to assess students' understanding. In the observation stage, the researcher recorded students' learning activities, participation, and responses to the use of learning media. Reflection was done by analyzing the observation results and test outcomes to plan improvements for the next cycle.

Data was collected through two main methods: tests and observation. Tests were used to measure students' understanding of argumentative texts before and after the intervention. The tests included pre-test and post-test with questions aligned with the structure of the text, communicative purpose, and linguistic features of argumentative texts. Observation was conducted to monitor student involvement, enthusiasm during the learning process, and the effectiveness of media in supporting concept understanding.

Data analysis was done both quantitatively and qualitatively. Quantitative data came from pre-test and post-test results, which were analyzed using average comparison to see the improvement in students' scores. Qualitative data was obtained from observations of students' activities and responses during the learning process. The analysis results were used to evaluate the effectiveness of Video-Based Learning and Wordwall Quiz in improving students' understanding of argumentative texts. The results of this research are expected to contribute significantly to the development of English language learning strategies at the high school level, especially in the application of digital learning technologies aimed at enhancing students' critical thinking and argumentative text comprehension skills.

FINDINGS AND DISCUSSION

The classroom action research was carried out in two cycles, each consisting of four stages: planning, action implementation, observation, and reflection. Each cycle focused on improving students' understanding of argumentative texts by using Video-Based Learning and Wordwall Quiz. Student learning outcomes were collected through a pre-test before the action, a post-test at the end of cycle one, and another post-test at the end of cycle two. The pre-test results showed that most students did not fully understand the

structure, social function, and language elements of argumentative texts. The average score was only 63, with most students scoring below the Minimum Completeness Criteria (MCC) of 75. This indicates that students' ability to understand argumentative texts was still low before the intervention.

In cycle one, the actions taken included showing a learning video about examples of argumentative texts, class discussion on text structure, and evaluation through Wordwall Quiz. The post-test results after cycle one showed an increase in average scores to 75, although some students still did not meet the learning criteria. This improvement suggests that using videos in learning helped students better understand the context and main ideas of argumentative texts. After reflection, it was found that some students still struggled to identify the relationship between arguments and supporting evidence. Therefore, in cycle two, the researcher improved the strategy by adding more interactive video-based text analysis activities and increasing the number of Wordwall Quiz sessions with varied context-based questions.

The post-test results after cycle two showed a significant improvement, with the average score reaching 89. Nearly all students (93%) achieved the MCC. This proves that combining Video-Based Learning and Wordwall Quiz is effective in improving students' understanding of argumentative texts. he following table shows a comparison of the pre-test, post-test cycle I, and post-test cycle II results:

Table 1. Pre-Test, Post-Test Cycle I, and Post-Test Cycle II Results

No	Assessment Category	Average Value	Number of Students Completed	Percentage of Completion
1	Pre-Test	63	9	30%
2	Post-Test Cycle I	75	21	70%
3	Post-Test Cycle II	89	28	93%

(Source: Research Data Analysis Results, 2025)

Figure 2. The Diagram Picture

Gambar 1. Peningkatan Nilai Rata-Rata Siswa pada Setiap Tahap Penelitian
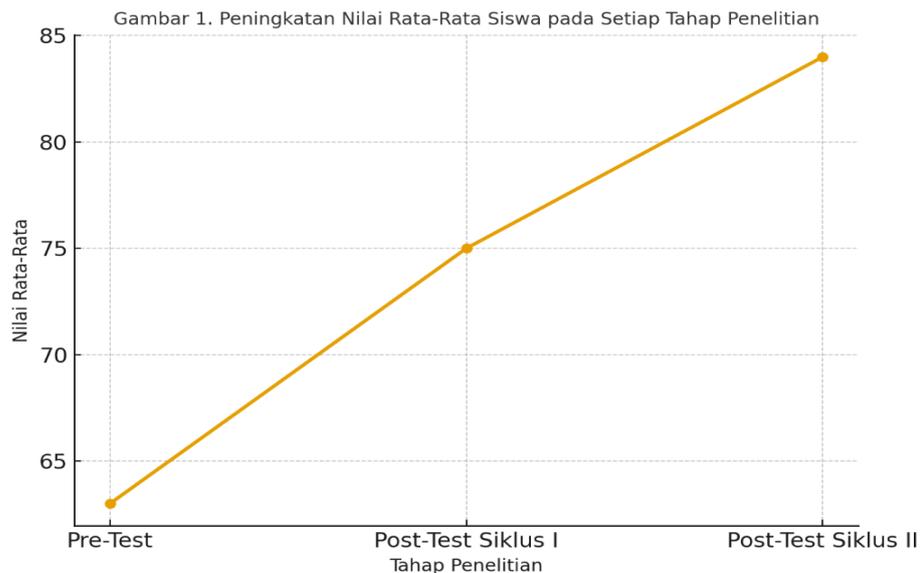
The improvement in learning outcomes shown in the table above shows that students' ability to understand argumentative texts has developed after using Video-Based Learning and Wordwall Quiz. The increase in the average score from 63 to 89 shows that digital learning tools can have a positive effect on student involvement and understanding. In the first cycle, students showed more interest in video-based learning because the media provided real-life examples of how to build logical arguments. However, some students still had difficulty distinguishing between arguments and personal opinions. This caused the average score in the first cycle to not reach its full potential.

Improvements in the second cycle included using more contextual video examples and Wordwall Quiz based on real-life cases, which proved to be effective. Students became more focused in analyzing the content of texts and actively participated in answering interactive questions. Observations also showed an increase in student motivation, especially because of the competitive and interactive atmosphere created by Wordwall. Overall, using a combination of Video-Based Learning and Wordwall Quiz has helped improve students' understanding of argumentative texts in terms of structure, social function, and language elements. These findings align with previous research that highlights the effectiveness of integrating video with digital game-based assessments in improving English learning outcomes at the secondary level [11].

These results indicate that interactive technology-based learning strategies not only help students understand material in depth but also encourage active participation and increase learning motivation. Therefore, digital media innovations like Video-Based Learning and

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[11] Sabina Maraffi, Francesco M Sacerdoti, and Eleonora Paris, "Learning on Gaming: A New Digital Game Based Learning Approach to Improve Education Outcomes," *US-China Education Review A* 7, no. 9 (2017): 421–32.

Wordwall Quiz can be a relevant alternative in teaching argumentative texts in secondary schools. The increase in student scores from pre-test to post-test in the second cycle shows that using Video-Based Learning and Wordwall Quiz has made a significant contribution to improving students' understanding of argumentative texts. The rise in the average score from 63 in the pre-test to 89 in the post-test of the second cycle shows that students' critical thinking skills have developed in identifying arguments, evaluating evidence, and forming logical conclusions. This shows that digital media-based learning can enhance interactivity and motivation in understanding complex texts.

This finding aligns with the research conducted by [12] which shows that video-based learning helps students understand the structure and function of English texts more deeply. This is because presenting the material in audio-visual format improves information retention. This approach also supports Paivio's dual coding theory, which suggests that information processing is more effective when both visual and verbal elements are used together. Therefore, video media is not just a visual aid, but also a cognitive trigger that strengthens students' analytical abilities when dealing with argumentative texts. In addition, these findings are consistent with those presented by [13] she found that digital media based on games, such as Wordwall Quiz, can increase student engagement and improve understanding of argumentative reading materials. Through competitive interactive quiz formats, students are encouraged to think critically in a short time and evaluate arguments effectively. The use of Wordwall in this study provided an enjoyable learning experience that motivated students to participate actively, especially during reflection and concept reinforcement stages.

The findings also support the results from [14] who found that combining video and interactive quizzes can improve students' reading and writing abilities in English. This is because both tools create a communicative and non-monotonous learning environment. Thus, this study strengthens empirical evidence that integrating technology in language learning, particularly for argumentative texts, has a positive impact on students' learning outcomes and motivation. However, this study has some limitations. First, the action was only implemented in one class with

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[12] Riki Ruswandi and Leni Saili Rahmah, "Students' Perceptions of Utilizing PBL (Project-Based Learning) Method and Using Video in Writing Narrative Texts," *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature* 13, no. 1 (2025): 284–304.

[13] Asriyanti Asriyanti and Afnita Afnita, "Interactive Problem-Based Learning with Wordwall: Effects on Reading Comprehension and Student Motivation," *AL-ISHLAH: Jurnal Pendidikan* 17, no. 3 (2025): 4780–90.

[14] Candra Hadi Asmara, Ribeh Najib Muhammad, and Qothrunnada Almubarokah, "The Effect of Online Learning Using Quizizz Application to Improve English Reading Skills of Higher Education Students," *JELLT (Journal of English Language and Language Teaching)* 6, no. 1 (2022): 17–29.

a relatively small number of students, specifically 30 students from class IPA 4 at SMA Nurul Jadid. This limitation means the study's results cannot be generalized to the entire population of high school students. Second, the limited duration of the action, which was carried out over two cycles, prevented a deep observation of the long-term effects of Video-Based Learning and Wordwall Quiz. Additionally, external factors such as students' basic abilities and the school's technological facilities also influenced the effectiveness of the learning process.

In previous studies, there were some interesting differences that are worth looking at. Research Gate emphasized the importance of specific reading strategies based on genre to improve students' ability to analyze argumentative texts. However, this study focuses on using digital technology as the main tool for learning. This shows a shift from cognitive-based strategies to a multimodal approach that combines visual, interactive, and reflective elements in English language learning. The findings of this study also align with the results from Hikmah University, which showed that learning with video media can help students form emotional connections with the material. When students watch videos showing real examples of debates or arguments, they find it easier to understand how arguments are built and maintained. Using Wordwall Quiz then strengthens the learning evaluation stage through fun and interactive repetition.

Theoretically, these results expand the empirical evidence about the effectiveness of integrating educational technology in teaching argumentative texts. Implementing Video-Based Learning provides cognitive stimulation to understand the context and content of the text, while Wordwall Quiz helps strengthen memory and provides immediate feedback on students' learning outcomes. Together, they create an active learning cycle that involves observation, processing, and continuous evaluation. This study opens up opportunities for further research with a broader scope, such as testing the effectiveness of similar media on writing or speaking skills in argumentation, as well as applying them in online learning contexts. A deeper study on affective factors such as motivation, self-confidence, and students' attitudes toward technology also becomes a potential area for future research. Therefore, the results of this study not only contribute to the development of technology-based learning strategies but also provide new directions for pedagogical innovation in English language education at the secondary level.

CONCLUSION

The class action research conducted in the IPA 4 class at SMA Nurul Jadid shows that using Video-Based Learning and Wordwall Quiz together can greatly improve students' understanding

of argumentative texts. By using video learning, students are better able to understand the structure, social function, and linguistic features of argumentative texts through more concrete and engaging contexts. Meanwhile, using Wordwall Quiz encourages active participation, strengthens memory, and creates a fun yet competitive learning environment. The improvement in learning outcomes, from an average score of 63 in the pre-test to 84 in the post-test of cycle II, shows that combining these two tools is effective in developing students' critical and analytical thinking skills when dealing with arguments in English texts. This finding also adds to the body of evidence that integrating digital technology into language learning can boost student motivation and academic performance, as supported by previous studies that highlight the effectiveness of interactive media in teaching argumentative texts. In practice, the results of this research suggest that English teachers can use Video-Based Learning and Wordwall Quiz as innovative learning strategies that not only focus on conceptual understanding but also on strengthening higher-order thinking skills. For future research, it is recommended that a similar approach be applied in other language skills, such as writing and speaking argumentatively, and to examine its impact on affective aspects like motivation and attitudes toward learning. Thus, this research contributes significantly to the development of technology-based teaching practices that meet the needs of 21st-century learning

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