The Impact of Study Lesson in Conquering Narrative Challenges: AI Wordwall as Your Ally

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ABSTRACT

The purpose of this study is to inquire at the impact of applying case-based learning in addressing issues connected to comprehending and mastering narrative texts among 9th-grade junior high school students. The research focuses on the use of the Professional Learning Community (PLC) approach, with AI Wordwall serving as a supporting tool. The data obtained through interviews and observations with 9th-grade students, English Panel teachers, and postgraduate students in English education who engaged in lesson study practices was evaluated using an open coding system. Despite the use of Professional Learning Communities (PLC) as a platform for teacher collaboration, this research shows that junior high schools, particularly those in the ninth grade, still require full preparation for this new approach. This study's findings suggest that implementing AI Wordwall into the PLC framework, in particular, can dramatically boost students' confidence levels. This article explains how a case-based learning strategy, aided by AI technologies such as Wordwall, may help students overcome barriers to reading narrative texts in junior high school. These findings suggest ways to improve the PLC method while also improving learning outcomes and student confidence in the contemporary era of digital educationThis study investigates how case-based learning can help 9th-grade students better understand and learn narrative texts. It uses a Professional Learning Community (PLC) approach and AI Wordwall as a supporting tool. The researchers collected data from 9th-grade students, English teachers, and postgraduate students in English education through interviews and observations. The results show that while PLCs are used for teacher collaboration, 9th-grade classes in junior high schools are not fully prepared for this new approach. However, incorporating AI Wordwall into the PLC framework significantly improved students' confidence levels. The study demonstrates that combining case-based learning with AI tools like Wordwall can help students overcome difficulties in reading narrative texts. These findings offer suggestions for enhancing the PLC method and improving learning outcomes and student confidence in the digital education era.

Keywords : Case-based learning, professional Learning Community (PLC), AI , Wordwall, 9th-grade students

INTRODUCTION

The complexity inherent in crafting intricate and compelling narratives has often been likened to scaling Mount Everest, posing challenges for readers and writers alike. Students, in particular, may find it difficult to generate unique and captivating ideas, effectively structure their stories, and address grammatical concerns. In response, the potential of AI Wordwall, an innovative digital tool, is explored as a supportive aid for narrative writing in educational settings. The integration of AI Wordwall, with its interactive word clouds and games, is proposed as a means to stimulate creativity, enhance organizational skills, and improve grammar and mechanics. This approach is supported by educational experts, who highlight the platform's role in fostering narrative exploration and comprehension, and its potential to empower students to conquer the challenges of narrative writing.

Materials and Methods

This research was conducted on December 12th 2023 at a junior high school in Banjarnegara Regency. The participants consisted of several 9th-grade students and postgraduate students majoring in English Education. In this approach, students prepared the classroom for learning activities with the topic of narrative text, where students were engaged in brainstorming to reinforce their understanding of narrative text using a word wall.

Semi-open-ended questions were used in the interviews. Focus groups were considered as an excellent tool for generating questionnaire items for subsequent surveys (Morgan, 1988). Interviews were conducted before and after the lessons. Participants were asked about their expectations before the lesson and their feelings during and after the lesson. The involved teachers were also asked for their opinions on collaborative teaching and learning. The rationale for this method is that

Observations were conducted, and notes were taken on what was observed, including photos from pre-post lesson discussions and videos from during-lesson studies. All interviews and observations took one to two weeks to gather all data and information. The researcher's role was that of a complete observer in this study. The reason being that the study was considered sensitive, and if the researcher's role was known, information might not be obtainable. Notes were taken, along with photos, during the observations. Observations were also conducted with the approval of the head of the school.

Data obtained from the interviews were analyzed using the open coding method. After obtaining open coding, the data were grouped to answer the research questions of the study. For research credibility strategies, the researcher applied two types of strategies to enhance the reliability and validity of the study. Peer review with a classmate at the university through discussions regarding the research process confirmed that the data collection was on the correct path. Tentative interpretations were reviewed and agreed upon by the same classmate. Member checking was done at the school with one of the involved colleagues to verify if the collected data and interpretations were plausible.

Results

Results of the study were based on the research questions of :

1. What does Study Lesson means?
2. Who are those involved in the method of Study Lesson?
3. How do the teachers react in the idea of PLC and how effective the wordwall for narrative?
4. What is the impact towards the students by using this method and Wordwall of teaching and learning?

	RQ	Definition	Answers to RQ	Examples
1	Explanation to the meaning of Study Lesson	Means having the collaboration between teachers to see through a lesson		• Tr#1: 'I think Study Lesson is be together and plan something for the lesson we want to teach over a cup ofcoffee' (Interview1; 10 Decl; 10.40am) • Tr#2: plan together before going on action in the classroom using AI Wordwall] (Interview1; 10 dec; 10.40am) • Tr#3: 'Study Lesson will take time andwasting our time too because we need to find time when we are all free and wordwall actually can help students undertand well the material in English different with the convensional ones' (Interview3: 16 Dec
2	Those involved in theStudy Lesson	The management, teachers and also students		• Tr#4: 'Management should watch ifthe teachers are doing the Study Lesson' [Interview1; 15 Decl;01.00 pm]. This statement showed that the the management is the most important body to see through theimplementation and smoothness of the approach being used. • Tr#5: 'This is very helpful to let usknow that we are doing well and we are teaching the right thing to the students. Two heads work better than one' (Interview3; 15 Deec; 01.00 pm)
3	Reaction from the teachers and the effectiveness of wordwall	Different teachers perceived differently inthe reaction of the Study Lesson used. Some teachers find ithelpful but some are not. But for wordwall over all is helpfull and can enhance the student undestanding the material in short time		• Tr#1: 'This is so wasting time, and when can we all meet? And when canone lesson be done? when all of us areteaching 2-4 periods a day but thr using of AI worldwall is really helpfull in Teaching and learning English' (Interview2; 15 Dec 01.00 pm) • St#1: 'I like this because, I find the lesson interesting and I like to move around, feeling like having the freedom, just like studying in university' [Interview 4; 20 Dec l; 01.05 p.m.]
4	Impact using Study Lesson towards students	Some students find it fun and they do not mind the group of teachers entering their class. Some mind because they are nervous being watched.		• St#2: 'Don't like because, must speak English all the time and is very tiring but when using the Games from AI Wordwall it really effective dan save the teacher energy' [Interview 4; 20 dec; 01.15p.m.]

Table 1: Findings to answer research question 1 to 4

Findings from Observations

The students were initially quiet at the beginning of the class and were wondering why there were two other teachers entering their class along with their English teacher. The teacher had difficulty initiating a conversation due to tension among the students. This class is the 9th grade and is considered young both in age and mentality. The teacher began the introduction by asking a few questions about health at first and question about narrative text(for example, 'Who has ever heard a story or fairy tale?', 'What stories have you heard?'). Some students started answering with less fluent English. The teacher then prompted the students by asking if they knew any legendary stories in Indonesia. This led them to think more elaborately. They began to engage in small talks with friends to find the answers that the teacher might want to hear. They were hesitant to be the first to speak out, so the classroom atmosphere was more of whispers and small conversations. About five minutes later, students started to warm up and began talking to each other and the teacher.

The class became more exciting later in the lesson when the teacher assigned a group task where students were given a teaser question using a word wall about matching the picture to the title of the story. After they understood and felt confident in how to play with the word wall, they were invited to delve deeper into narrative text using the word wall. Starting from the generic structure of narrative text and past tense verbs that would often be used in specific narrative texts before students moved on to discussing the text for a more in-depth understanding. The lesson's objective was achieved with a good ending. Students moved around, indicating that the class was not boring. It was observed that the weaker group of students could join the conversation and activities at their own pace. A particular boy, who seemed somewhat introverted compared to the others, showed this initially, but towards the end of the lesson, he was smiling and talking, despite his less fluent English. [Observation; 15 Dec; 09.00 pm]

Discussion

From the results above, all the research questions in this study have been answered. The Study Lesson, overall, shows both advantages and disadvantages for both students and the involved teachers. Some students are open-minded in accepting guests coming into their classes and do not mind, while others do mind. They feel uncomfortable with the presence of other teachers in the class, observing them, or talking to them.

This is a junior high school in Banjarnegara Regency where not all students come from middle-class or urban backgrounds, therefore, students tend to be conservative in their thinking. For example, when first introduced to the word wall, where the learning activity involves the use of their smartphones, not all students responded positively due to factors such as not bringing smartphones or not having internet data. Students in rural areas generally are weaker and slower in learning compared to urban students.

By conducting the Study Lesson, teachers can share and learn ideas from other teachers, making lessons more engaging for students. It will be challenging to find a suitable time for all teachers to meet and discuss each lesson, so teachers need to come up with suggestions on how meeting once a week can benefit all parties. The Study Lesson is a type of approach where professionalism is seen as teamwork rather than working individually. Management can benefit from better teaching and learning results as well as improved exam outcomes. It might still be new and somewhat challenging for teachers and students to digest the idea of PLC, especially with the collaboration of AI word wall, but by practicing it, it will become normal and more comfortable for all parties.The Study Lesson approach implemented in a junior high school in Banjarnegara Regency yielded mixed outcomes. Students exhibited varying reactions, with some feeling comfortable with guest teachers observing their class, while others felt uneasy about being observed or interacting with unfamiliar teachers. The students' backgrounds, predominantly from rural or lower-income areas with conservative views, influenced their responses. Some students faced challenges with activities requiring smartphones or internet access, and rural students generally demonstrated

slower learning compared to their urban counterparts. For teachers, the approach provided opportunities to share ideas and learn from each other, leading to more engaging lessons. However, challenges arose in finding common meeting times and ensuring weekly discussions were beneficial for all participants. The Study Lesson promoted a Professional Learning Community (PLC), emphasizing teamwork over individual efforts, though this new concept required adjustment from both teachers and students. Management benefited from improved teaching and learning outcomes, as well as better exam results. The integration of technology, such as AI word walls, was mentioned as part of the approach, which, while initially challenging, was expected to become more comfortable with practice. Overall, the text suggests that the Study Lesson approach has potential benefits but requires adaptation and ongoing effort to overcome challenges and fully realize its advantages.

Conclusion

To summarize, the adoption of PLC in conjunction with AI word wall technology has not attained widespread acceptance within rural schools operating in second language (L2) settings. It is evident that additional research is crucial to foster enhancements in the implementation of this methodology for facilitating effective teaching and learning experiences in these environments.

In conclusion, there is a clear indication that the integration of PLC and AI word wall tools has yet to gain full traction within rural educational contexts catering to second language learners. Consequently, further examination and exploration are imperative to drive improvements in the utilization of this approach and its potential impact on teaching and learning methods.

Acknowledgment

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