



## Improving the Ability of Deaf Students to Construct Subject, Predicate, Object, and Adverb Sentences Using Wordwall Media

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### Abstract

*This study aims to improve the ability of deaf students to construct simple sentences using the Subject, Predicate, Object, and Adverb pattern through Wordwall media. The study was conducted with 10th grade deaf students at a State Special Needs School in Dumai City. This research employed Classroom Action Research using the Kemmis and McTaggart model, which consisted of planning, action, observation, and reflection stages. The research was implemented in three cycles. Data were collected through sentence construction tests, observation sheets, and documentation. The data were analyzed using qualitative and quantitative descriptive techniques by comparing students' learning progress from the pre action stage to each cycle. The findings showed a gradual improvement in students' ability to identify sentence elements and construct SPOK sentences. The average score increased from 20 in the pre action stage to 30 in Cycle I, then reached 70 in Cycle II, and improved further to 90 in Cycle III. The number of students who achieved the predetermined Learning Objective Criteria also increased from three students in Cycle I to six students in Cycle II and all nine students in Cycle III. These findings indicate that Wordwall media supported a more visual, interactive, and structured learning process for deaf students. The use of Wordwall helped students recognize sentence elements, arrange words into correct SPOK patterns, and construct simple sentences more accurately. Therefore, Wordwall media can be considered an effective learning medium for improving SPOK sentence construction skills among deaf students.*

## Introduction

Writing is a language skill that plays a key role in the learning process, particularly as a means of expressing ideas, developing thinking skills, and conveying written information systematically and meaningfully (Afikah et al., 2022; Ismail, 2024; Lami'ah et al., 2026). Writing is a productive skill that requires mastery of vocabulary, language structure, and the ability to organize ideas systematically. According to Graham & Harris (2022), writing skills involve complex cognitive processes, including planning, sentence structure, and developing coherent meaning. Writing is a fundamental skill in language learning that is crucial, particularly in developing the ability to think, express ideas, and communicate in writing (Kazu & Kuvvetli, 2026; Purnomo et al., 2026; Fatimatuzzahro et al., 2026).

Writing skills are a competency that must be mastered by students. However, writing skills pose a challenge for deaf students due to limited access to language, which serves as the foundation for language development (KBBI, 2023). Children with hearing impairments often struggle to express language both orally and in writing. According to Marschark & Spencer (2010), hearing loss hinders children's natural language acquisition through listening, even though spoken language is the primary focus for written language development. As a result, deaf students' language structure often does not develop optimally, impacting their writing

skills. This results in low vocabulary mastery, making it difficult for them to express their ideas in writing and to construct sentences. Mastery of sentence structure and patterns is crucial in communication. Nurfitriah & Saddhono (2020) noted in their journal that some deaf children generally experience difficulties writing and constructing sentences.

Sentence construction is a fundamental writing skill that is crucial for deaf students, particularly in Indonesian language learning at the high school level (Iskandar & Susetyo, 2026; Nenepat et al., 2026; Nasution & Siregar, 2026). This skill encompasses understanding the function of sentence elements such as subjects, predicates, objects, complements, and adverbs, as well as the ability to sequence them correctly according to accepted language structure. Recent research shows that mastery of sentence structure is significantly related to the quality of writing skills, as good sentence structure helps students express ideas coherently and easily understood (Anggraeni, D., Suryani, N., & Prasetyo, 2025). Furthermore, adequate mastery of syntax enables students to reduce grammatical errors and improve clarity of meaning in written communication (Ismail, I., Rahmawati, R., & Hidayat, 2023). Sentence construction is a skill that will form the foundation for other skills in improving the skills of deaf students (Bacacao, 2025; Wolbers et al., 2024; Zhaliha & Yuwono, 2026).

The most obvious evidence that deaf children experience difficulty constructing sentences is during Indonesian language lessons in class, especially when they are asked to create their own sentences (Pwokah et al., 2026; Oktalgifari & Tarsidi, 2026; Dianastiti et al., 2024). Sentences written by deaf children are difficult to understand because they are often unstructured or often use reversed sentence structures. Similarly, at the Senior High School Phase E level at the Dumai City State Special Needs School, children still frequently make errors in sentence structure. For example, the correct sentence is "Syiar bocor bunga," but deaf children rephrase it as "meniram bunga." This demonstrates that deaf children still lack a grasp of correct sentence structure. Based on a copy of Attachment V of the Decree of the Head of Standards, Curriculum, and Assessment of Education, Culture, Research, and Technology Number 031/H.KR/2024 concerning Learning Outcomes in Phase E, students are able to write ideas and thoughts in interview texts, simple procedural texts, explanatory texts, official letters, and news texts with clear and neat writing and paying attention to punctuation. In Indonesian language learning, writing skills are of great significance, especially because writing is an integral part of the independent curriculum in Indonesian language subjects at the high school level. Writing skills are a crucial element in improving the quality of learning. Although students have received instruction since elementary school, in secondary school, they still face challenges in expressing ideas, thoughts, and feelings through writing and constructing sentences.

In addition to classroom learning, sentence errors are also seen in the use of social media platforms like Instagram and WhatsApp, which tend to use short, unstructured written language. For example, one student sent a WhatsApp message to the teacher, "Wait for school, Riski isn't ready yet, ma'am," a text message from a student requesting permission to be late to school. This can confuse those unfamiliar with communicating with deaf children.

These barriers to communication can be developed and improved so they can understand sentence usage effectively. These barriers must be supported by educational resources capable of addressing the challenges faced by deaf children, including learning media. According to Djamarah (in Suardi, 2013), success is influenced by changes and updates to all components, including the curriculum, facilities and infrastructure, teachers, students, and classroom learning models. Educators must strive to provide services that are appropriate to the characteristics of deaf children. Teachers need to develop appropriate methods, strategies, and

media to capture students' attention, facilitate the delivery of learning materials, foster concentration, and create an impression, as well as foster their enthusiasm for learning.

Based on the aforementioned issues, one strategy educators use to improve sentence construction skills in deaf children is to implement media tailored to their characteristics. Deaf students can construct simple sentences using interactive, engaging, and accessible media tailored to their needs, abilities, characteristics, and challenges. According to Bintang et al. (2024), the selection and implementation of learning media can be tailored to the learning styles of deaf children. This can provide effective support and improve their academic achievement. One medium that can be used to construct sentences is a word wall. A word wall is an engaging browser application. The purpose of this application is to provide a learning resource, media, and a fun assessment tool for students (Wafiqni, 2021). By using evaluation media such as word walls, teachers can make practice questions more engaging and streamline the assignment submission and assessment process. It is hoped that the use of this evaluation media will improve students' understanding of the subject matter, thereby improving their learning outcomes (Indriyani, R., & Alfarisa, 2022). Several types of games that can be used in wordwall media include quizzes, matching, anagrams, word scrambles, word searches, grouping, and so on. Furthermore, wordwalls allow for gradual writing learning, starting from identifying sentence elements, arranging words into phrases, and forming complete sentences. These stages align with the principles of language learning for deaf children, which emphasize systematic mastery of language structures. According to Hallahan, D. P., Kauffman, J. M., & Pullen (2022), language learning for deaf students must be structured, use visual support, and provide repeated practice so that language concepts can be understood in depth. Attractive media such as attractive images and colors, as well as a combination of learning and play, can attract students' attention. Therefore, wordwall media is effective in improving students' sentence construction skills.

Previous research has examined the effect of word walls on the writing skills of deaf children (Al Soud & Al-Shar'ah, 2026; Saunders et al., 2026; Egbe et al., 2026). In this study, the data obtained were analyzed using descriptive statistics and then presented in tables and graphs, showing that the average percentage for baseline I was 44%, with 86% stability, and 71% for intervention. Baseline II showed 80% stability, baseline II 53%, and 97% stability. This indicates that word walls have a positive effect on cursive writing skills in deaf children (Bachri, 2024; Nursanti & Anggraini, 2025; Hettiarachchi et al., 2021).

Based on the problems outlined above, the researcher will make improvements in the classroom (Baig & Yadegaridehkordi, 2023; Kestin et al., 2025). Improvements to the learning process can be made by adapting to students' needs, understanding their learning interests, and designing media that motivates students to construct sentences. The media used in this study was a word wall with word grouping and sentence construction features. Both features can be implemented in learning that has been adapted based on the problems encountered in the classroom.

## **Methods**

Classroom Action Research (CAR) is a form of reflective research conducted by teachers in their own classrooms with the aim of improving the quality of the learning process, enhancing student learning outcomes, and addressing various learning challenges. This research design is cyclical, meaning the research is conducted repeatedly through several stages until the desired improvements are achieved. Classroom Action Research, commonly abbreviated as CAR, is action research conducted by teachers with the aim of improving the quality of classroom learning practices (Suharsimi Arikunto, 2019).

In terms of its characteristics, CAR has at least the following characteristics: (1) It is based on problems faced by teachers in instruction; (2) There is collaboration in its implementation; (3) The researcher also acts as a practitioner who reflects; (4) It aims to improve and/or enhance the quality of instructional practices; (5) It is implemented in a step-by-step activity with several cycles (Mu'alamin & Hari, 2014).

This research was designed to be conducted in three cycles. In accordance with the type of research, this study uses the action research model from Kemmis and Taggart (1988:14), which is in the form of a spiral and cycles from one cycle to the next. Each cycle includes planning, action, observation, and reflection. The steps in the next cycle are revised planning, action, observation, and reflection. Before entering cycle 1, preliminary actions are carried out in the form of problem identification. Data collection techniques used are tests, observation, and documentation. Meanwhile, the data collection instrument is a test instrument in the form of questions to determine the initial abilities of deaf children. Observation instruments are used to see student performance activities in using wordwall media. The data analysis method in this study is descriptive using observations of the learning process. In addition to qualitative data, this study also uses quantitative data in the form of pre-test and post-test scores. From the results of the comparison between the pre-test and post-test differences, it can be seen that the ability to construct SPOK sentences in deaf students is improved. The predetermined Learning Objective Criteria was set at a score of 70. Students were considered to have achieved the expected learning outcome when their post-test score reached at least 70, it can be concluded that the ability to construct SPOK sentences for deaf high school students in phase E at the State Special Needs School in Dumai City has increased.

## Results and Discussion

This classroom action research was conducted in three cycles to improve the ability of 10th grade deaf students at a State Special Needs School in Dumai City to construct simple sentences using the Subject, Predicate, Object, and Adverb pattern through Wordwall media. The results are presented according to the stages of classroom action research, namely pre action, Cycle I, Cycle II, and Cycle III. The data were obtained through sentence construction tests, observation, and documentation during the learning process.

Before the implementation of Wordwall media, the students showed low ability in constructing SPOK sentences. They had difficulty identifying sentence elements such as subject, predicate, object, and adverb. They also tended to arrange words in an incorrect order when constructing simple sentences. The pre action assessment showed that the students' average score was 20, which indicated that their ability had not yet reached the predetermined Learning Objective Criteria of 70.

Table 1. Development of Students' SPOK Sentence Construction Ability Across Cycles

Stage	Learning Focus	Observation of Learning Process	Average Score	Achievement Status
Pre action	Initial assessment before the use of Wordwall media	Students had difficulty identifying sentence elements and arranging words into correct SPOK patterns.	20	Not yet achieved
Cycle I	Introduction of Wordwall media to identify sentence elements and	Some students began to understand the learning activity, but several students were still passive and needed intensive	30	Not yet achieved

	construct simple SPOK sentences	teacher guidance. Internet access and classroom conditions also affected student focus.		
Cycle II	Improvement of learning strategy through guidance, repeated practice, and peer tutoring	Students became more engaged in using Wordwall media. Their ability to identify sentence elements and arrange words into SPOK patterns improved.	70	Achieved
Cycle III	Strengthening of SPOK sentence construction through guided practice, feedback, and reflection	Students demonstrated stronger independence and accuracy in constructing SPOK sentences. All students reached or exceeded the predetermined criterion.	90	Achieved

In Cycle I, Wordwall media was introduced through activities that guided students to identify sentence elements and arrange simple sentences using the SPOK pattern. The teacher explained the function of subject, predicate, object, and adverb before asking students to construct complete sentences through Wordwall activities. During this cycle, some students still had difficulty understanding how to use the media. Several students also remained passive and required intensive teacher guidance. In addition, the learning process was affected by technical and classroom obstacles, including limited internet access and a less conducive classroom situation. Even so, the average score increased from 20 in the pre action stage to 30 in Cycle I. Three students, namely RW, RK, and TA, showed improvement and were categorized as developing as expected based on the classroom assessment criteria used in the study.

The reflection from Cycle I became the basis for improving the learning process in Cycle II. In this cycle, the teacher strengthened guidance, increased repeated practice, and applied peer tutoring to help students understand the SPOK pattern more effectively. Students became more involved in the learning process and began to identify sentence elements more accurately. The average score increased to 70, which means that the class average had reached the predetermined Learning Objective Criteria. In Cycle II, six students reached the expected score, namely SD with a score of 70, FOR with a score of 70, FIT with a score of 70, RW with a score of 90, RK with a score of 80, and TA with a score of 90.

In Cycle III, the learning process was strengthened through more structured practice, feedback, and reflection. Students were increasingly able to use Wordwall media to construct SPOK sentences with greater independence and accuracy. The average score increased to 90, showing stronger achievement compared to the previous cycles. In this cycle, all nine students reached or exceeded the predetermined criterion. NA obtained 70, MF obtained 80, SD obtained 100, FOR obtained 90, FIT obtained 90, RW obtained 100, RK obtained 90, TA obtained 100, and HB obtained 90.

Table 2. Improvement of Average Scores from Pre Action to Cycle III

Stage	Average Score	Improvement Description
Pre action	20	Students' ability to construct SPOK sentences was still low.
Cycle I	30	Students began to show initial improvement after the introduction of Wordwall media.

Cycle II	70	Students' average score reached the predetermined Learning Objective Criteria.
Cycle III	90	Students' ability improved further, and all students achieved the expected criterion.

Table 3. Students' Achievement Based on the Learning Objective Criteria

Stage	Number of Students Reaching the Criterion	Achievement Description
Cycle I	3 students	RW, RK, and TA showed improvement, but the overall class achievement had not yet reached the expected criterion.
Cycle II	6 students	SD, FOR, FIT, RW, RK, and TA reached the expected score.
Cycle III	9 students	All students reached or exceeded the predetermined Learning Objective Criteria.

The development across cycles indicates that students' ability to construct SPOK sentences improved after the implementation of Wordwall media. The average score increased from 20 in the pre action stage to 30 in Cycle I, then reached 70 in Cycle II, and increased further to 90 in Cycle III. The number of students who achieved the expected criterion also increased from three students in Cycle I to six students in Cycle II and all nine students in Cycle III.

The results also show that the improvement occurred gradually through repeated action, observation, and reflection. Wordwall media helped make the learning process more visual, structured, and interactive. Through sentence element identification, guided practice, peer support, and feedback, students became more capable of arranging words into correct SPOK patterns. Therefore, the use of Wordwall media supported both the improvement of the learning process and the students' ability to construct simple sentences using the SPOK pattern.

From the results, students' competence in sentence construction, visible, accessible, and repeated in the language gradually, with Wordwall media, it can be seen that sentence construction in deaf students can be understood as a language structure that needs to be made visible, accessible, and practiced repeatedly. There was no simple improvement that happened in the students due to digital media exposure. They progressed due to Wordwall being implemented as part of a classroom action cycle in which the teacher was able to monitor for challenges, adjust teaching, offer feedback, and reinforce practice over cycles. This is significant because the problems that students with a disability of hearing often face when writing are similar to the lack of naturally occurring spoken language input, a shortage of sentence patterns, and unequal opportunities to internalize the grammar of natural speech in everyday communication. Wolbers et al (2022) suggested that writing instruction for deaf learners must include explicit instruction in word level production, sentence level production and discourse level production as well as make use of specific instruction. The present study concurred with this view since the students' progress could only be seen when the elements of the sentence were introduced, practiced, corrected, and reconstructed more than once using visual and interactive activities.

This result also reinforces the notion that writing instruction for deaf students should be considered a linguistic and pedagogical intervention. Wolbers et al. (2024) demonstrated that Strategic and Interactive Writing Instruction can be beneficial to the expressive and written language development of deaf students because it involves students in the process of producing meaning rather than presenting them with grammar rules that they must take in. It is evident

that it has relevance to the present study. Wordwall did not teach sentence construction as simply a grammar lesson but allowed me to get students to practice identifying, choosing, manipulating, and verifying the sentence and its parts. This process was enhanced by the classroom action design as the teacher was able to slowly reduce the level of support given and increase the amount of independent student performance. These are the times when Wordwall media were not able to replace the role of a teacher. It helped increase the teacher's ability to make language form more visible and manipulable for LIS users.

The results also make sense in the context of secondary level instruction in writing. Wolbers et al. (2023) identified that teachers' pedagogical beliefs, approaches to writing instruction, and readiness to meet the specialized language needs of a deaf or hard of hearing student influence how teachers teach writing at secondary school. This is important because the students used in this study were already in the senior high school level and still experienced problems in identifying subject, predicate, object and adverb. Because of their level of difficulty, students' mastery of sentence construction is not necessarily a reliable indicator of their grade level. Therefore, the improvement across the cycles shows us how vital it is to teach in a way that is responsive to learners' actual linguistic needs for the cycles, even if they do not seem advanced for grade level. A teacher who is aware of this deficit can plan instruction that is not negative remedial, but pedagogically developmental.

The contribution of visual structure in this study is particularly important. Deaf students have a high dependency on visual access in learning and when the language learning is easier to understand when abstract grammatical relations are made visible, the learning is easier. Hasko et al. (2022) investigated the morphosyntax intervention with deaf and hard of hearing students and demonstrated the need for systematic teaching for enhancing English sentence level production. While this study has a different linguistic context, the pedagogical implication is very similar to that of the previous study. The structure of sentences must be taught, as there is potential for deaf pupils not to be exposed to sufficient incidental grammatical patterns. Wordwall was able to help with this by allowing the sentence elements to be separated, displayed, matched, and rearranged. Students' improvement from the start to the end in the cycle of learning indicates that visual organization helped them grasp the idea that grammar is something they could build up instead of something that they simply had to memorize.

This result is also consistent with the more recent work on language access and achievement of deaf learners. Finton et al. (2025) found that language development is tightly linked to academic outcomes for deaf children, particularly when they are receiving the input of language and educational support over the course of time. Coppola et al. (2025) also highlighted the importance of early and meaningful access to language on cognitive and academic growth, and urged teachers to plan instruction that is sensitive to deaf students' visual strengths and language experiences. These studies provide justification for the need for multiple cycles in the present intervention. Students who lack mastery of sentence structure need multiple chances to relate word, form, meaning, and grammar. The improvement between the first cycle and the third cycle is thus the result of available language practice and not the result of a single lesson or a single media tool.

The later literature in the area of signed literacy interventions also substantiates the argument of this study. Literacy interventions for school age deaf learners using signed languages were explored by Dostal et al. (2025) and the role of accessible language resources in literacy development was emphasised. The present study does not focus directly on signed language intervention but it is a concern in the same vein as accessibility. The advantage of using wordwall media is that it creates visual media that is useful in representing and practicing

sentence structure. This is particularly relevant where students are not exposed to the language and/or have differing strengths in written, signed or spoken language. The classroom couldn't just have a digital tool. It required a learning environment where students could observe the language and engage in building it.

This study is also in line with the recent research in interactive media in language learning in which wordwall is being used. Belvin et al. (2024) determined that students exposed to vocabulary instruction on Wordwall made greater gains than students who were given traditional instruction. Furthermore, Al Firdaus et al. (2024) found that the Wordwall online game media significantly facilitated the acquisition of vocabulary knowledge better than the traditional learning media. The value of these studies is in their relevance to sentence construction, which requires more than knowledge of grammar labels. The learner should also learn that words are used as units and can be used in various ways in a sentence. In this study, Wordwall has enabled students to work with words actively in addition to sentence elements. The medium helped students to go beyond words as items to the beginning of thinking words as a part of a meaningful sentence structure.

Wordwall's potential for a pedagogical approach should not be limited to its gaming aspects. Arsyad et al. (2024) demonstrated that Wordwall can improve vocabulary learning and motivation, as students are encouraged to participate in the interactive exercises, which enhance their engagement. The study also revealed that Wordwall is effective in vocabulary learning for young learners, suggesting that interactive, visual learning experiences can be helpful for language learning. Lastly, Pradini and Adnyayanti (2022) showed that Wordwall was effective in learning vocabulary for young learners, which means the interactive and visually engaging practice can make language learning more accessible for young learners. This interactive quality proved to be very helpful in the present study as some of the students were initially passive needing assistance to participate. The level of participation across cycles indicates that engagement developed over time and as students became more acquainted with the task, the media, and the sentence form. Wordwall was used because it provided repeated and low-pressure sentence construction practice for students with immediate visual feedback, not for the purpose of entertaining students.

The classroom action process is also responsible for the effectiveness of the intervention over time. The word wall media was carried out by Togatorop (2024) using Kemmis and McTaggart classroom action model which resulted in a learning achievement in the form of an increase in vocabulary mastery after reflection and further treatment followed the cycles. This is of particular relevance to the current research as the greatest improvement was seen after the teacher was conscious of barriers from the first cycle and developed the learning process in subsequent cycles. The first cycle demonstrated passivity, technical issues, and a desire for higher levels of guidance. These conditions did not impede the study. Rather, they were necessary documentation of the process of classroom action research. The teacher's capacity to read classrooms, make changes to action, and improve learning conditions in subsequent cycles produced improvement.

These findings are centrally mediated by the role of teacher guidance. Teachers' knowledge, confidence, and ability to address specialized language needs are important for the quality of instruction, which is why professional development for teachers of deaf students is important, as shared by Wolbers et al. (2023). Wordwall was effective in the present study due to the teacher explanation, guided practice, feedback, peer support, and reflection. These pedagogical supports could not have been implemented without the media being a superficial digital activity. The study thus provides an important reminder that special education educational

technology should be used in context of meaningful teaching. Media has potential to open up possibilities, but the teacher becomes a catalyst to make learning.

The results also indicate that sentence construction should be considered a stepping stone to the larger goal of writing development. Septiani (2025) investigated the problems encountered by deaf and hard of hearing students when writing and stated that students' writing problems can be organized, language mastery, and structural control. In essence, this argument situates the current study in the broader literacy issue. The emphasis on SPOK sentences is perhaps limited to what you see but it is a fundamental level of written expression that students must master before they can produce longer, more coherent writing. If students can claim a subject, a predicate, an object to which the predicate applies, and adverb that gives the reader more information about the predicate, they have a solid foundation for future more advanced writing. Sentence construction is not a simple technical skill, then. A gateway to meaningful written communication.

The study also fits with recent research suggesting that language interventions for deaf and hard of hearing learners must be purposefully planned and not simply adapted from the regular classroom. Mood et al. (2022) explored technology for language intervention with deaf and hard of hearing children and demonstrated that technology can facilitate children's language development when it is part of the structured intervention. Tahbaz Hoseynzadeh et al. (2024) also pointed out that there was a need for targeted morphosyntactic treatment as hearing loss can impact linguistic development particularly at the level of sentences. These findings are helpful for interpreting the present study with care. Wordwall media was not effective just because it was digital. It was effective because it was focused on a language goal and was carried out in a sequenced series of classroom activities.

There is also a major consideration for learner diversity. Deaf students are not an homogeneous group and some may progress better than others based on their previous language experience, vocabulary, confidence, attention, and comfort with digital tools. Based on the results of the previous study, Rubykania (2025) concluded that the implementation of word wall by the teacher had an impact on improving participants' participation, word wall had an impact on improving the participants' vocabulary retention, and word wall had an impact on improving the motivation of the participants, while Reviana et al. (2024) found that word wall media had an effect on word mastery by applying a quasi experimental design. The pattern of student achievement in the present research can be interpreted in the light of these studies. Others learned to reach the criterion at a later stage than others and in some cases required more assistance until the last cycle. This variation indicates the need for Wordwall to be flexible. The level of difficulty for tasks can be varied by the teacher, repeated by the teacher, and students can progress from recognition to production in a manner that is appropriate for their readiness to learn the material.

The results of the present study to the practice of special education is a visual access, instructional structure, and reflection continuum that helps to guarantee the effectiveness of Wordwall media. Wordwall game applications can enhance vocabulary learning, as did Anwar and Rodliyah (2023) and Wulandari et al. (2024) state that the vocabulary understanding process after learning and testing activities using Wordwall web applications. From these studies, Wordwall has been identified as having potential in any language learning context. This study explores that potential and applies it to sentence building with deaf students. Not only did it help score higher, but the process of helping it score higher was based on a system of teaching that took into account the visual learning support that deaf students require, and turned sentence structure into an interactive classroom experience.

## Conclusion

The findings of this classroom action research indicate that the use of Wordwall media improved the ability of 10th grade deaf students at a State Special Needs School in Dumai City to construct simple sentences using the Subject, Predicate, Object, and Adverb pattern. Before the action was implemented, students' sentence construction ability was still low. They had difficulty identifying sentence elements and arranging words into correct SPOK patterns. This condition was reflected in the pre action average score of 20, which was below the predetermined Learning Objective Criteria of 70.

The improvement was achieved through three cycles of action involving planning, implementation, observation, and reflection. Wordwall media was used to support students in recognizing sentence elements, arranging words, constructing SPOK sentences, receiving guided practice, and reflecting on their learning progress. The visual, interactive, and structured features of Wordwall media were suitable for the learning characteristics of deaf students because they helped make sentence construction activities more concrete, engaging, and easier to understand.

Students' learning outcomes improved gradually across the three cycles. The average score increased from 20 in the pre action stage to 30 in Cycle I, then reached 70 in Cycle II, and increased further to 90 in Cycle III. The number of students who achieved the predetermined Learning Objective Criteria also increased from three students in Cycle I to six students in Cycle II and all nine students in Cycle III. These results demonstrate that Wordwall media can effectively improve both the learning process and students' ability to construct SPOK sentences.

Wordwall media can be used as an appropriate instructional medium for teaching sentence construction to deaf students. Its use helps teachers provide visual support, repeated practice, and immediate feedback in a more interactive learning environment. Therefore, Wordwall media is recommended as an alternative medium for improving sentence construction skills among deaf students, particularly in Indonesian language learning at the special needs senior high school level.

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