

## Effectiveness of Word Craft Teaching Media in English Learning at Senior High School 3 Lamongan

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### Abstract

This study aims to examine the effectiveness of Word Craft as a medium for learning English argumentation at SMA Negeri 3 Lamongan. This research used qualitative method with contrutivist approach. The sample of this study was 72 students consisting of 36 students of grade XI-9 and 36 students of XI-12 from SMA Negeri 3 Lamongan. Data were collected through participant observation and interviews. Data were analyzed using thematic analysis. Word Craft is an innovative learning media that combines two approaches, namely Problem Based Learning (PBL) and Project Based Learning (PjBL). This media helps students develop critical thinking and argumentation writing skills through meaningful and contextual projects. The results showed that the use of Word Craft media was effective and showed significant improvement in students' cognitive processes, especially in composing argumentative texts. Through this media, students are invited to explore controversial topics, collect supporting evidence, and build logical arguments. The constructivist approach in this medium encourages students to actively construct knowledge through experience with the teacher as a provider of tailored support. The research conclusion emphasizes that Word Craft not only improves students' understanding of argumentation structure, but also prepares them to think critically, participate critically in academic discussions. English teachers can use Word Scaft media as an interactive learning media can substantially improve students' ability to organize and produce coherent argumentative texts. This research is expected to be a reference material for teachers to use interactive learning media with different subjects.

**Keywords:** Word craft media, Argumentative text learning, PBL and PjBL in english teaching

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## INTRODUCTION

English is an important tool for oral and written communication, and in an educational context, it plays a significant role in academic writing, particularly argumentative writing. English learning materials in schools are designed to develop students' knowledge, language skills and positive attitudes towards English. In argumentative writing, students are taught to construct logical and coherent arguments, developing analytical and critical skills essential for conveying ideas and opinions effectively. Therefore, the material should be presented in an interesting, quality and developmentally appropriate way. This appeal is expected to increase students' motivation in developing their initial skills in speaking and writing English, preparing them to participate in wider academic discussions.

Argumentative texts are various texts that aim to provide explanations and present ideas based on certain points of view by including logical reasons (Harendi, Et.al. 2023). Argumentative texts serve to tell, explore, elaborate, or explain an issue. In an educational context, these texts are highly relevant as they help students develop critical and analytical thinking skills. Students interact with argumentative texts through reading, analyzing and discussing, which enables them to understand and evaluate different points of view. Mastering argumentative texts is important for their academic development, as this skill supports their ability to convey ideas clearly and persuasively, and prepares them to actively participate in discussions in the classroom and in society.

A text that aims to persuade and influence the reader by providing the author's viewpoint along with rationale and fact-based proof is known as a text-argumentation. The text of the argument can be used as a means to understand the speaker's argument (Lida, 2024). This argumentative text is a writing that aims to persuade or convince readers to agree based on facts and data provided by the author (Praptanti, 2021).

Argumentative text has several different forms or types, each with its own characteristics and purpose. Some forms of argumentative text include argumentative essays, editorials/opinions, position papers, persuasive letters, critical reviews, persuasive pamphlets/brochures, written debates, proposals, speech scripts, argumentative blogs, and legal summaries and memoranda. In this article, the researcher will focus on argumentative essays as materials to develop Word Craft learning media. The argumentative essay was chosen because it is a form of writing that supports students in constructing structured and logical arguments and allows them to explore issues in depth. Word Craft will help overcome challenges that students usually face, such as difficulties in formulating coherent arguments and organizing their ideas effectively. With this tool, students can learn how to construct argumentative essays more confidently and creatively.

An argumentative essay is a form of academic writing that requires students to present their arguments or opinions on a particular topic. The main purpose of the essay is to convince the reader of the truth or validity of the argument presented. Argumentative essays require students to gather evidence and solid reasons to

support their position, as well as respond to potential arguments that contradict the views expressed (Oshima & Hogue, 2006). The skill of writing argumentative essays is very important for students, especially in the context of the curriculum, as it teaches them how to think critically and construct logical arguments. They are also essential in higher education, where in-depth analysis and intellectual debate are often part of the learning process, as well as in the professional field, where effective communication and the ability to defend an opinion can determine career success. By mastering these skills, students are prepared for future academic and professional challenges.

An argumentative essay is organized around an introduction, body, and conclusion. The introductory paragraph contains an explanation of the problem which is an important part of an argumentative essay. However, these essays can start with a more interesting introduction, such as a surprising statistic, a memorable quote, or a dramatic story, called a "Hook." After that, a clear thesis statement is included, which asserts the writer's position on an issue. The body of the essay presents supporting evidence, explains how the evidence was gathered to be credible, and shows how it supports the conclusion. The conclusion outlines the reaffirmation of the author's position, evaluates the evidence, and summarizes the author's opinion (Reinking & Von der Osten, 2011).

In line with Reinking and Osten, Oshima & Hogue (2006) emphasize five key points in argumentative essay writing: first, an explanation of the problem; second, a clear thesis statement; third, a review of opposing arguments; fourth, a refutation of opposing arguments; and fifth, the author's argument. Although this introductory section provides basic structural information about argumentative essays, it is important to emphasize how the Word Craft medium supports the understanding and creation of those structures. By using this tool, students can more easily organize their ideas and ensure that each element of the argumentative essay is well integrated, thus improving the overall quality of their writing.

Argumentative essays usually include elements such as data, counterarguments, rebuttals, and conclusions (Ozdemir, 2018). The essay presents data relevant to the issue under discussion, including facts, examples, and logical ideas to support the writer's point of view. A writer must also defend his/her position and opinion by understanding the background information of the issue discussed, in order to produce a good argumentative essay, as this essay aims to lead the reader to agree with the writer's point of view (Hikmah & Khoir, 2023).

Word Craft can assist students in developing these aspects in a structured and interactive way. It provides resources for collecting and analyzing data, allowing students to construct arguments that are supported by solid evidence. With the collaborative feature, students can discuss and exchange ideas, which allows them to hone critical thinking and communication skills. Through the use of Word Craft, students not only learn about the structure of argumentative essays but also gain practical experience in composing and presenting coherent and persuasive

arguments. Thus, the impact of this medium is very significant in strengthening students' understanding of the essential elements in argumentative essay writing.

Learning media are tools that facilitate the delivery of information and messages in education (Zahwa & Syafi'i, 2022). Media serve multiple purposes, including increasing motivation, simplifying complex concepts, and fostering critical thinking (Umar, 2014; Handini et al., 2024). Various types exist, such as visual, audio-visual, and interactive computer-based materials (Handini et al., 2024). Effective use of learning media requires teacher creativity in matching appropriate methods (Puspe, 2019).

Word Craft is an innovative and interactive English learning media, specifically designed to teach Argumentative Text using PBL (Problem Based Learning) and PjBL (Project Based Learning) approach. It allows students to develop critical thinking and argumentative writing skills in English through meaningful and contextualized projects. Word Craft not only focuses on the theoretical aspects of argumentative text, but also encourages students to apply their knowledge in real situations. The main purpose of this media is to deepen and refine students' understanding of the structure, linguistic features, and communicative purpose of argumentative texts.

Using Word Craft, students will be invited to explore various controversial topics, gather supporting data and evidence, and construct strong and logical arguments. It is designed to create a collaborative learning environment where students can discuss, exchange ideas and provide constructive feedback on each other's work. Word Craft provides a systematic framework that helps students understand the essential components of argumentative text such as thesis statement, supporting argument, counter-argument, and conclusion. Through a series of problem-based activities and projects, students will learn how to organize their thoughts and present them in the form of coherent and persuasive argumentative writing. As a PBL and PjBL-based learning media, Word Craft encourages independent learning and facilitates the development of 21st century skills such as collaboration, communication and critical thinking. It also helps students to develop a deeper understanding of argumentative text in a way that is engaging and relevant to their lives.

Several studies focusing on argumentative texts have been found. Rosita & Halimi (2023) have researched The challenges in argumentative text writing faced by grade XI students in a private senior high school in Indonesia lie in the ability to organize and develop ideas. (SMA) in Indonesia lies in the ability to organize and develop ideas. The significance of the research results and the majority positive perceptions imply that mind mapping is a suitable strategy for developing ideas in argumentative text writing. Hikmah & Khoir (2023) have examined students' ability in writing argumentative essays in terms of essay structure. A qualitative case was used in this study. Data were taken from the final test of the Advance Writing course written by 36 fourth semester students of the English Education Program. The findings showed that most of the students' abilities in writing argumentative essays were well developed. The results showed that the students already knew how to write

an argumentative essay based on its structure. This study aims to determine the effectiveness of learning argumentative essay material in English language learning subjects for students by using Word Craft learning media. By using Word Craft media, students are expected to understand the structure of argumentative essay.

## METHOD

The theory used to implement word craft learning media is constructivism theory. Constructivism comes from two words, "constructiv" and "ism". "Constructiv" means to build, design, or improve. Learning according to Constructivism theory is a learning process that conditions students to carry out an active process of building new concepts, new understanding, and new knowledge based on data. Therefore, the learning process must be designed and managed in such a way as to encourage learners to organize their experiences into meaningful knowledge. In order for learners to have the habit of thinking, freedom and learning attitudes are needed. Learning theory that reflects learners' freedom means that learners can utilize any learning technique as long as the learning objectives can be achieved (Sukardjo & Komaruddin; 2009: 45).

Constructivism theory is also related to Neuroscience Theory, Neuroscience provides a biological basis for constructivism. In other words, how individuals build knowledge (constructivism) is based on the biological mechanisms of the brain (neuroscience). Neuroconstructivism further explains how the interaction between genes, environment, and experience shapes the structure and function of the brain that supports the learning process.

This study uses a descriptive qualitative approach that aims to reveal and describe the phenomena that occur during the use of Word Craft media in learning English at Senior High School 3 Lamongan. The qualitative approach was chosen because it allows researchers to explore in-depth understanding of the perceptions and experiences of the research participants regarding the use of the media in the learning process. The researcher was directly involved in the learning process as the teaching teacher, so this approach also contains participatory elements. This approach allows the researcher to directly observe students' responses, classroom interactions, and the implementation process of learning media in a real context.

**Subjects and Location** This research was conducted at Senior High School 3 Lamongan, which is one of the high schools in Lamongan, East Java. The research subjects consisted of 36 students of class XI-9 and 36 students of class XI-12 who had been involved in learning using the media.

The selection of classes was done by purposive sampling, where the researcher chose classes that had used Word Craft media at least twice in learning activities. Interviewed students were selected based on the criteria of active participation in class and representation of gender diversity and academic ability levels. There were 6 to 8 students interviewed, with the aim of obtaining varied and in-depth data.

The observation technique used in this study is active participatory observation, in which the researcher plays a direct role as a teacher who teaches in



class using Word Craft media. In this role, the researcher not only observes, but is also actively involved in the learning process, thus allowing direct observation of students' responses, involvement, and the effectiveness of the media used.

Data collected during observations were recorded in structured observation sheets that listed certain indicators, Data collected from observations (field notes and observation sheets) and interview transcripts were analyzed qualitatively through a coding approach and thematic analysis. The data analysis process was carried out as follows: Transcription: All documents were transcribed verbatim to produce complete and accurate textual data.

Thematic Analysis: The identified themes were analyzed in depth to understand patterns, meanings, and variations in students' and teachers' experiences with Word Craft. The author searched for dominant narratives, differences in perspectives between groups of participants (XI-9 vs. XI-12 students, and students vs. teachers), and implications of these themes for the effectiveness of Word Craft.

Triangulation of Methods: To increase the credibility and validity of the research findings, method triangulation was conducted. Data obtained from observations were compared and cross-confirmed with data obtained from interviews. Similarities and differences between the findings from both methods were analyzed to provide a more comprehensive understanding and reduce potential bias in data interpretation.



**Figure 1.** Group discussion (group 1)



**Figure 2.** Students conduct a presentation trial in their groups



**Figure 3.** Students compile media in groups



**Figure 4.** Student discussion in groups

## RESULTS

This study investigated the impact of Word Craft media on students of classes XI.9 and XI.12, revealing significant improvements in their cognitive processing, especially in organizing argumentative texts. Based on interviews, classroom observations, and student writings, the learning process involved several important cognitive functions: Analysis and Comprehension, Reasoning and Logic, Memory and Language, and Metacognition.

In Analysis and Comprehension, Students learned to identify the main argument and understand the relationship between paragraphs. Word Craft supported this by presenting shuffled paragraphs that students needed to rearrange. This encouraged critical thinking and group collaboration. Example: When students correctly place the paragraph "First, school uniforms help improve student discipline" as an opening argument, they show their understanding of the text's organization and meaning.

In Reasoning and Logic, student's need to arrange the sentences in a logical sequence so that the argument flows smoothly and is easily understood. This involves using deductive and inductive reasoning to connect ideas. If the sentences contain evidence or examples, student's need to evaluate the relevance and strength of that evidence in supporting the main claim. Students use deductive and inductive reasoning to connect arguments in a coherent sequence. Example: When students place the paragraph about "freedom of expression" after the main argument as a counter-argument, they demonstrate logical reasoning in structuring ideas.

In Memory and Language, student's need to retain information from the sentences they've read in their working memory while arranging the text. Using transition words like "furthermore," "however," "therefore," and "for example" help connect sentences and create a smooth flow. Example: Students link two paragraphs using "However" to show contrast between pro and con arguments.

In Metacognition, teachers need to actively monitor student's understanding of the text as they rearrange it. If the teacher encounters any ambiguity or inconsistencies, student's need to revisit and adjust the sentence arrangement. Example: During group discussions, students realize a sequence error and correct it by adjusting the position of arguments and conclusion.

Example of the text:

The theme is "*Should Schools Require Uniforms for Students?*", this is an example of argumentative text applied in class, the content of the argumentative text is randomized by structure or paragraph.

**Table 1.** Example of argumentative text applied in class

Random	Ordinal
"Second, uniforms can reduce social and economic disparities between students. ..."	"The debate regarding the use of school uniforms has become a frequently discussed topic in many countries. ..."

Random	Ordinal
"First, school uniforms help improve student discipline. ..."	"First, school uniforms help improve student discipline. ..."
"The debate regarding the use of school uniforms has become a frequently discussed topic in many countries. ..."	"Second, uniforms can reduce social and economic disparities between students. ..."
"In conclusion, schools should require the use of uniforms because the benefits outweigh the disadvantages. Uniforms help improve discipline, reduce social inequality, and create a more conducive learning environment. ..."	"However, some argue that uniforms limit students' freedom of expression. They argue that clothing is a form of self-identity and a way for students to show their creativity. ..."
"However, some argue that uniforms limit students' freedom of expression. They argue that clothing is a form of self-identity and a way for students to show their creativity. ..."	"In conclusion, schools should require the use of uniforms because the benefits outweigh the disadvantages. Uniforms help improve discipline, reduce social inequality, and create a more conducive learning environment. ..."

Using Word Craft encourages students to deeply analyze the content of a text before arranging it and understand the relationships between paragraphs. This is evident in students' improved ability to:

1. Recognize text structures (Introduction, Body, Conclusion)
2. Identify main and supporting argument
3. Connect ideas using accurate transitions

This improvement was observed through teacher observations and the increased quality of student output—the final texts were more coherent, logically ordered, and well-structured. Word Craft helps in this process by presenting the text in separate pieces then arranged according to the correct argumentative text sequence, then pasted on cardboard or manila paper and designed as creatively as possible on the cardboard paper and not forgetting to annotate the argumentative text structure such as Introduction, Body Paragraph, and Conclusion. Word Craft encourages students to think critically, discuss, and collaborate in reorganizing the text into a coherent and structured narrative. Then students present the results of their group discussions in front of the class.





**Figure 5.** Group 1 media results (after presentation)



**Figure 6.** Group 3 media results (after presentation)



**Figure 7.** Group 2 media results (after presentation)



**Figure 8.** Group 5 media results (after presentation)

#### Structured Conclusion:

1. Improved Cognitive Functions: Word Craft effectively activated students' core cognitive skills such as analysis, comprehension, logic, memory, and metacognition.
2. Development of Argumentative Writing Skills: Students demonstrated a clearer understanding of argumentative text structures and were better able to organize ideas logically.
3. Enhanced Collaboration and Creativity: Group-based activities and the creative visual design component fostered greater student interaction and expression.
4. Effective Learning Process: This approach not only made learning more engaging but also significantly enhanced the quality of students' work.

Student success rate Before and After using Word Craft and stronger evidence of effectiveness:

1. Before the activity: Most students struggled with identifying and organizing the structure of argumentative text and cannot yet recognize the order of argumentative texts
2. After the activity: Most of the students showed improvement in organizing complete, logical, and coherent argumentative texts. Group presentations reflected the ability to explain arguments with proper structure and justification. And teacher observations and student output revealed clear progress in understanding and applying argumentative text features.
3. Stronger evidence of effectiveness: Before working on Word Craft media most of the students have not been able to know and arrange the structure of the argumentative text to be worked on, and after being explained by the teacher how to sort the argumentative text structure and how to work on it correctly, almost all students can work on Word Craft media properly and correctly according to the structure.

## CONCLUSION

The implementation of Word Craft showed significant improvement in students' cognitive processing, particularly in organizing argumentative texts. The learning process involves several important cognitive functions: Word Craft presents random paragraphs that students need to reorganize, requiring them to identify the main argument and understand the relationship between paragraphs. This encourages critical thinking and group collaboration.

Students develop logical reasoning skills by arranging sentences into a coherent sequence. This process involves deductive and inductive reasoning to connect ideas effectively. Students learn to use appropriate transition words such as "henceforth," "however," and "therefore" to create smooth connections between ideas.

Word Craft creates an engaging and interactive atmosphere that transforms traditional text analysis into a collaborative and practical experience, e.g. In one observed session, students used colorful paper to mark different sections of an argumentative text (e.g., yellow for introduction, blue for supporting arguments, red for rebuttal, and green for conclusion). This visual approach helps students "see" the structure of the argument, strengthening their understanding of how the different parts work together to form a cohesive essay.

The success of Word Craft relates directly to the principles of constructivist learning, where students actively construct knowledge through experience rather than passive reception.

The Word Craft approach can be adapted for other subjects that require structured writing, such as history, social studies, or science, where evidence-based argumentation is essential. Example: In a history lesson, students can construct arguments about the causation of historical events using Word Craft methodology, developing historical reasoning and document analysis skills.

Physical Word Craft concepts can be transformed into digital applications, making them more accessible and allowing for automated feedback and assessment.

Example: An online platform can generate randomized texts tailored to students' ability levels, allowing for independent practice outside of class hours.

Based on the research, the authors propose to provide comprehensive training for teachers on the effective implementation of Word Craft, emphasizing facilitation over direct instruction. Practical Implementation: Professional development workshops focusing on constructivist facilitation techniques, with an emphasis on how to ask thought-provoking questions and encourage productive discussions about text structure.

Word Craft shows significant potential as an innovative learning medium to improve argumentative writing skills. By engaging multiple cognitive functions and creating an interactive and collaborative learning environment, Word Craft effectively addresses common challenges students face when developing argumentative writing skills. The transformation of abstract concepts into tangible components that can be manipulated facilitates deeper understanding and more effective application of knowledge.

The success of Word Craft underscores the value of a constructivist and practical approach to language learning. Rather than simply teaching argumentative structures theoretically, Word Craft allows students to discover, analyze and internalize these structures through active engagement. This research provides strong evidence that interactive learning media can substantially improve students' ability to organize and produce coherent argumentative texts, preparing them for academic and professional success.

## SUGGESTION

Word Craft can be adapted for various text genres, such as descriptive, narrative, and expository. For descriptive text, students can organize paragraphs based on spatial order or object characteristics. In narrative texts, Word Craft can display the sequence of events that need to be arranged chronologically, while for expository texts, students can organize information based on topics and subtopics. This customization will enrich the learning experience and improve cross-genre writing skills. Word Craft needs to be equipped with a formative assessment system that provides automatic and real-time feedback. This feature allows teachers and students to monitor the continuous development of writing skills, identify areas for improvement, and adjust learning strategies quickly and effectively. Intensive training for teachers on the use of Word Craft across various text genres and the utilization of interactive features in the classroom is required. Workshops can focus on constructivist facilitation techniques, the creation of sparking questions, as well as strategies for managing group discussions and collaborative assessment. By integrating these suggestions, Word Craft can become an increasingly adaptive, effective and relevant learning medium for the development of students' writing skills in various academic contexts.

## Author Contributions

All authors contributed significantly to the completion of this article. Each was actively involved in the conceptualization, methodology design, development of study materials and

instruments, data collection and analysis, as well as the drafting, revision, and finalization of the manuscript.

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### Conflict of interests

The authors declare that there is no conflict of interest regarding the publication of this manuscript. The research was conducted impartially, and no financial or personal relationships influenced the results or interpretation of the data..

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*bantuan seorang pendidik ataupun cara atau tidak dengan tujuan mendapat perubahan tingkah laku menuju dewasa secara keseluruhan Mendukung proses belajar peserta didik seorang pendidik akan inovatif menggunakan berbagai media agar mempermudah dalam menyampaikan bahan ajar . Tidak dapat dipungkiri seiring dengan. 4, 84–95.*

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