

Training on Controlled Sentence Construction through Wayground Web

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Abstract: The rapid development of digital technology in education has significantly transformed English language learning, particularly in writing instruction. However, pre-service teachers still face limitations in effectively integrating technology into classroom practices. This community service activity is aimed at enhancing pre-service teachers' understanding and skills in using Wayground Web as a digital learning platform to supported controlled sentence construction in writing instruction. This community service activity involved ten pre-service teachers from Universitas Nias and was carried out through several stages, including platform introduction, guided practice, learning activity implementation, and evaluation of the activity outcomes. Data were collected through observation, questionnaires, documentation, and video recordings. Observation results showed that the participants were able to use Wayground Web effectively in designing and implementing learning activities. Seven out of ten participants achieved Excellent and Very Good performance levels based on the observation results. Questionnaire findings also indicated positive responses, increased confidence, and better understanding of technology integration in teaching. Despite minor technical challenges such as login difficulties and limited prior experience, all participants successfully completed the activity. In conclusion, Wayground Web is an effective learning platform for supporting controlled sentence construction and contributes to the development of both pedagogical and technological competencies among pre-service teachers.

Keywords: Wayground Web; writing instruction; pre-service teachers; digital learning; community service.

Abstrak: Perkembangan teknologi digital dalam pendidikan telah membawa perubahan signifikan dalam pembelajaran bahasa Inggris, terutama dalam pengajaran keterampilan menulis. Namun, masih terdapat keterbatasan pada calon guru dalam mengintegrasikan teknologi secara efektif ke dalam proses pembelajaran. Kegiatan pengabdian masyarakat ini bertujuan untuk meningkatkan pemahaman dan keterampilan calon guru dalam menggunakan Wayground Web sebagai platform pembelajaran digital untuk mendukung pengajaran penulisan kalimat terkontrol. Kegiatan ini melibatkan sepuluh mahasiswa calon guru dari Universitas Nias dan dilaksanakan melalui beberapa tahap, yaitu pengenalan platform, praktik terbimbing, pelaksanaan aktivitas pembelajaran, serta evaluasi hasil kegiatan. Data dikumpulkan melalui observasi, angket, dokumentasi, dan rekaman video. Hasil observasi menunjukkan bahwa peserta mampu menggunakan Wayground Web secara efektif dalam merancang dan melaksanakan aktivitas pembelajaran. Tujuh dari sepuluh peserta memperoleh kategori *Excellent* dan *Very Good* berdasarkan hasil observasi. Hasil angket juga menunjukkan respon positif, peningkatan kepercayaan diri, serta pemahaman yang lebih baik dalam pemanfaatan teknologi untuk pembelajaran. Meskipun terdapat kendala teknis seperti kesulitan login dan keterbatasan pengalaman teknologi, seluruh peserta tetap dapat menyelesaikan kegiatan dengan baik. Kesimpulan dari kegiatan ini menunjukkan bahwa Wayground Web efektif digunakan sebagai media pembelajaran untuk

mendukung pengajaran penulisan kalimat terkontrol serta berkontribusi dalam peningkatan kompetensi pedagogik dan teknologi untuk calon guru.

Kata Kunci: Wayground Web; pembelajaran menulis; calon guru; pembelajaran digital; pengabdian kepada masyarakat.

INTRODUCTION

The fast growth of technology in today's digital age has caused major changes in education, especially in how English is taught and learned. Bringing technology into education helps not just in sharing learning materials but also makes the learning experience more interesting, interactive, and adaptable. Recent studies have indicated that adding digital technology to English Language Teaching (ELT) has become a key feature of today's language education. Using technology to help learn languages has been shown to have a good impact on students' growth in reading, writing, speaking, and listening skills (Santoso & Gresik, 2025). So, it is important for pre-service teachers to learn how to use digital learning tools well so that teaching and learning can keep up with what today's education requires. In English language teaching, writing is a key skill that needs to be taught using the right methods and learning tools. Teaching writing is not just about giving information; it is also about how teachers design learning activities that motivate students to engage fully in their learning. Even though writing is still a key skill in English as a Foreign Language (EFL) class, teachers still struggle to teach it well, especially now that we are in the digital age. Using digital learning tools can help solve these problems, but they are not always used consistently in teaching writing (Nur et al., 2025). A key part of teaching writing is guided sentence building. This stage helps students learn how to build sentences with supported before they started creating more complicated writing. At this point, students started to learn about how sentences are put together and take part in practice activities that assist them in using certain sentence patterns. This helps them feel comfortable before they write on their own (Young & Ferguson, 2022). But the use of digital tools for teaching writing hasn't been fully made the most of. Many pre-service teachers still depend on traditional teaching methods or have little experience with online learning tools, which often leads to less engaging learning experiences. Studies have shown that many pre-service teachers are not fully prepared to use technology in their teaching, and this is a problem that needs more focus and help (Zhafira & Faculty, 2025). Also, some of them are still not used to using online learning platforms for teaching in the classroom. Actually, digital learning tools can make the learning experience more interesting and encourage students to take part more in their activities.

Online learning tools have become one of the options that can help with teaching the English language. These types of media let teachers and students take part in learning activities in a way that is more adaptable and interactive. The quick growth of digital technologies, especially in artificial intelligence and machine learning, has had a bigger impact on how teachers grow professionally and how education is practiced in recent times (Motteram & Dawson, 2024). The growing use of digital technology in training teachers has motivated educators and aspiring teachers to look into online platforms that can help make teaching and learning more effective. Also, online platforms offer different tools that can help make exercises, assignments, and other learning tasks more engaging. By using digital learning tools,



teaching in the classroom can be more imaginative and not just rely on the usual teacher-led methods.

One of the online platforms that can be used for teaching writing is Wayground Web. This platform has many interactive tools that can help with teaching and learning activities. To help with good learning, digital platforms need to have tools that make it easier to interact, access information, assess progress, and manage the classroom. Putriwan et al., 2025 explain that good e-learning platforms have easy-to-use designs, work well with different learning tools, include interactive features, allow flexible access, and provide real-time assessments and feedback. Wayground Web helps users make learning activities, give out assignments, and handle classroom tasks more efficiently. Also, the platform offers a fun learning experience with its interactive tools, letting users take an active part in the learning process. These features make Wayground Web a good platform for helping with writing lessons, especially in tasks that need active involvement, quick responses, and organized learning experiences. Using Wayground Web in writing lessons, especially in activities focused on building sentences, can assist pre-pre-service teachers in learning how to include digital tools in their classroom teaching. In addition to seeing the platform from a student's viewpoint, users can also find out how to use it as a teacher to manage learning activities. So, learning how to use Wayground Web is important because it helps participants see how technology can be used well in teaching English.

Additionally, using technology in education has become a crucial part of enhancing the quality of learning in today's digital world. Pre-pre-service teachers need to be able to use technology for learning in order to create new, interesting, and meaningful experiences that address the needs of their students. Past studies indicate that using technology in education works best when digital tools are purposefully included in lesson planning to help achieve clear learning goals and communication tasks, instead of just being added as extra resources in the classroom (Santoso & Gresik, 2025). This shows how important it is to train pre-pre-service teachers to use technology in a thoughtful and planned way during their lessons, instead of just using digital tools without specific learning goals. Learning environments that use technology are usually more interesting and interactive compared to traditional teaching methods, which makes them more attractive to students.

Considering these conditions, it is important to provide learning activities that assist pre-service teachers in understanding how online learning platforms can be used to supported writing instruction. The Wayground Web activity is conducted to help participants learn how to use digital learning platforms for teaching writing, especially focusing on activities that involve building sentences in a structured way. During the activity, participants had the opportunity to use the platform from both teachers and students' perspectives. This helped them understand how it can be used in teaching in the classroom better. These experiences are meant to assist participants in linking their theoretical understanding of technology integration with its practical use in the classroom. Previous studies have highlighted the value of hands-on technology-based learning experiences in which participants engage with digital platforms from both learner and teacher perspectives. Through this approach, participants gain a better understanding of how students experience learning activities while simultaneously developing the skills needed to manage and facilitate



classroom instruction effectively. Moreover, hands-on technology-based learning experiences have been reported to improve the application of knowledge in authentic teaching contexts (Arlinayanti & Sariyani, 2022; Nugroho, 2024). The goal of this activity is to assist pre-pre-service teachers in learning how to use Wayground Web as a tool for teaching writing skills, especially when it came to building sentences in a controlled way. Also, this activity is meant to help participants better understand how to use technology in teaching English. It will also help create more interactive and engaging learning spaces.

METHOD OF IMPLEMENTATION

This community service activity employed a descriptive approach to describe the implementation of the program and participants' responses toward the use of Wayground Web in teaching controlled sentence construction. A descriptive approach is commonly used to provide a detailed explanation of a particular training activity or situation and to understand how it is implemented in its real context. In addition, data analysis can be conducted before, during, and after the implementation of the activity to obtain a comprehensive understanding of the situation being observed (Yuliani, 2018). This approach was considered appropriate because the present activity aimed to understand the experiences, views, and involvement of participants in learning how Wayground Web can help teach controlled sentence construction. Past research has shown that organized teaching activities, which include steps like preparation, introduction, demonstration, guided practice, and evaluation, can significantly enhance participants' technology skills and their grasp of educational technology (Abdussamad, 2021).

This community service activity was created to give participants hands-on knowledge and experience in using digital tools that help teach the English language. The people taking part in this activity were ten students from Universitas Nias who are training to become teachers. The group included six students in their fourth semester from the English Education Study Program, two fourth-semester students from the Indonesian Language Education Study Program, and two second-semester students from the Civic Education Study Program. The training took place at Universitas Nias in Indonesia. It was carried out in several steps. The first step was getting ready, which included identifying the instructional objectives and learning outcomes. This information was used to create the teaching materials and activities. The second stage involved the introduction of Wayground Web, where participants learned about the platform and its key features. The third stage included showing examples and activities where participants could practice with guidance. At this stage, the pre-pre-service teachers learned how to use Wayground Web from the viewpoints of both teachers and students. They received help in making learning activities, running classes, finding learning materials, and finishing exercises that are offered on the platform. Activities focused on building sentences correctly, including practice with the Past Continuous Tense, were used to show how Wayground Web can be included in teaching writing. The last part was evaluation and reflection, where participants talked about their experiences and gave their thoughts on how the activity was carried out.

Data were collected through observation, questionnaires, video recordings, and photographic documentation. The observation was carried out to see how involved



and active the participants were during the activity. At the end of the activity, we handed out questionnaires to gather the participants' thoughts on how helpful Wayground Web was and how well they understood its use in teaching writing. Video recordings and photos were taken to show how the process was carried out and to provide proof for the results. Using different ways to gather information, such as watching, asking questions, recording videos, and keeping documents, supports the documentation and evaluation of the activity implementation. This approach helps tutors gain a full understanding of the participants' experiences and how an activity was carried out (Nurul et al., 2025). The information that was collected was analyzed in a straightforward way using a qualitative method. The information gathered from observations, questionnaires, video recordings, and documents was examined by reducing the data, displaying it, and drawing conclusions. This process aimed to give a complete picture of the participants' responses and experiences with using Wayground Web as a tool for teaching writing. During the training process, the analysis was carried out continuously before, during, and after the implementation of the activity. During these steps, the gathered information was carefully arranged, shown, explained, and summarized to create important results about the participants' experiences during the activity (Yuliani, 2018).

ACTIVITY IMPLEMENTATION AND DISSCUSSION

The community service training called Teaching Controlled Sentence Construction through Wayground Web took place on May 22, 2026, at the Faculty of Teacher Training and Education (FKIP) at Universitas Nias. The activity went on for 1 hour and 26 minutes, starting at 15:06 and ending at 16:32 WIB. The activity was meant to help participants learn how to use Wayground Web as a tool for teaching writing, especially when it came to activities that guided students in building sentences step by step. This goal is backed by past research that shows Wayground Web can help students get more involved and stay focused by offering interactive tools like online quizzes, group discussions, and other learning tasks. Besides that, the platform is seen as a useful tool for creating better and more appealing learning assessments (Ahmad et al., 2025). At the starter of the activity, participants were introduced to the objectives of the activity and why it is important to use technology in teaching English. The tutors talked about how digital learning tools can help create more interactive, interesting, and better learning experiences. Previous research shows that using technology in this activity is important because digital technology has quickly changed what teachers do. Now, teachers are not just people who give information; they help students learn, design learning experiences, and guided them in developing skills needed in today's world. Because of this, using platforms like Wayground Web is becoming more important in today's schools and learning environments (Nasa et al., 2024). In addition, participants were shown how to use Wayground Web, which is a website where you can create, organize, and check learning activities. This introduction gave participants a basic idea of how technology can help in teaching writing.





Figure 1. Introduction to the Wayground Web platform

After the introduction session, the participants were shown how to use the Wayground Web platform. In this phase, they found out how to set up an account, log in to the system, and look around to see all the tools and options the platform has to offer.

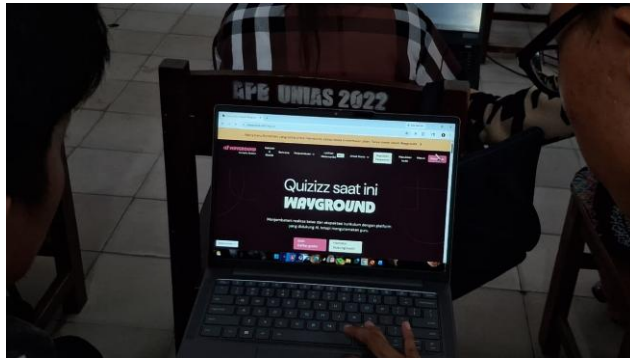


Figure 2. Participants logging in and exploring the Wayground Web platform

Participants were also shown both the teachers and students' sides of the platform, so they could see how it works from two different viewpoints. This experience was important because pre-service teachers need to know how to use the platform like students and also how to organize and manage learning activities for their own students. This experience matches what has been found before, showing how important it is to see educational technology from both the teacher's and the student's point of view. These two views help pre-service teachers understand how learning activities are created, used, and finished, which makes them better at using digital tools in their classroom teaching (Nova et al., 2026). The activity then moved on to showing examples and helping students practice with guidance.



Figure 3. Participants creating and managing learning activities using Wayground Web

During these sessions, participants learned how to make learning activities, handle classroom management, use assessment tools, put up learning materials, and give students links or access codes. This stage works well because earlier research shows that hands-on and experience-based learning is really important. Studies show that when people get hands-on experience and receive help from others, they feel more confident, became better teachers, and learn how to use technology in their teaching and learning activities (Abdillah & Fatchurrizqi, 2025). The tutors gave an example of how to write by using activities that focused on the Past Continuous Tense, like exercises where students-built sentences in a controlled way. Through these activities, participants learned how to create sentence-building exercises in an organized way using the tools and features available on Wayground Web.

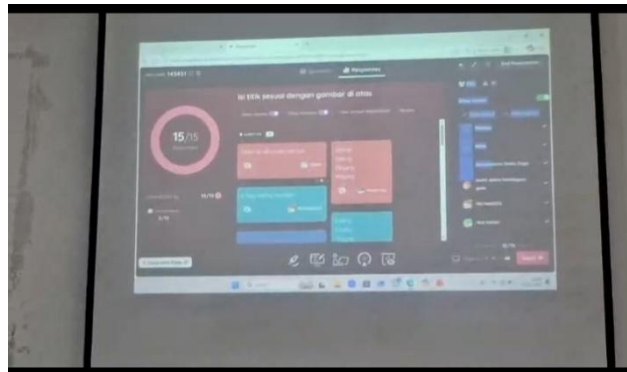


Figure 4. Participants publishing and sharing learning activities through Wayground Web

Observation results showed that participants could follow each step of using the platform without any trouble. These findings were further supported by video recordings of the implementation process. The video recordings showed that participants were actively engaged throughout the activity, including accessing the platform, creating instructional tasks, and completing guided practice sessions. The video recordings also confirmed that most participants were able to operate the Wayground Web platform effectively from both teachers and students' perspectives, demonstrating their understanding of its use in instructional activities. Participants were checked on different things from the observation sheet, like whether they could get onto the platform, make an account, log in, choose ways to learn, set up activities, adjust how assessments work, put activities online, and give students access to them. The observation results showed that seven out of ten participants were categorized as Excellent or Very Good, meaning they could do most of the tasks on their own and did them correctly. The results from this activity show that structured educational activities help participants better understand and use educational technology in teaching, which matches what earlier studies have found (Karelu et al., 2025).

Meanwhile, a few participants were labeled as Good because they needed more help at some points during the activity. All participants finished the assigned tasks by the end of the activity. The observations showed that they not only knew how to use Wayground Web technically but also understood how to use the platform to teach controlled sentence building. Through activities that focused on the Past Continuous Tense, participants discovered how to create tasks that supported students in building sentences in a clear and organized way before moving on to more challenging writing activities. Participants also had the chance to use interactive tools and get

instant feedback to help students improve their writing skills. These results show that using Wayground Web helped participants become more skilled with technology and also made them better understand how technology can improve writing instruction. These results can also be understood using the Technological Pedagogical Content Knowledge (TPACK) framework, which focuses on combining technology, teaching methods, and subject matter expertise. Participants gained more than just technical skills while working with Wayground Web they also learned how technology can be used in a meaningful way to teach writing (Rodiatul, 2025; Abdillah & Fatchurrizqi, 2025). The results also show that having hands-on experience was really helpful for pre-service teachers in learning about both the technical and teaching parts of educational technology. By using the platform from both the teacher's and student's perspectives, participants could link what they learned in theory with how it is used in real classrooms. This experience is especially important for teaching writing because it helps pre-service teachers see how digital platforms can help students build sentences in a controlled way through organized, interactive, and feedback-based learning activities. The findings from the observations were also supported by the questionnaire results, which showed that participants had a positive view of the activity and the use of Wayground Web as a learning tool. The questionnaire also showed that people gave positive responses about the activity. Most people said that Wayground Web was helpful, simple to use, and good for helping with pre-service teaching methods. The good answers from the questionnaires also match what earlier research has found, which says that digital learning platforms are usually seen in a positive way because they help with making learning easier, checking how students are doing, and giving them feedback better than traditional methods (Akmal et al., 2024). Participants said the activity gave them new experiences about using technology in teaching English. They also thought the platform's features, like making activities, managing the classroom, and using automatic grading, were helpful for making learning more effective and efficient.

Participants said that using the platform from both the teacher's and student's viewpoints helped them understand the learning process better. As teachers, they found out how to create and organize learning activities. As students, they saw how learning activities are done and finished. Looking at things from both sides gave important information about how to use digital learning tools in teaching. The findings results also showed that the activity helped people feel more confident when using educational technology. Before joining the activity, some participants said they weren't very familiar with online learning platforms. After finishing the activity, they felt more ready to use similar technologies in their teaching later on. Studies show that as more people feel confident using educational technology, it aligns with past research that highlights how being skilled with digital tools has become a must-have ability for teachers in today's schools. Being directly involved in technology-based learning activities can help teachers be better prepared for pre-service teaching methods (Zhang et al., 2026; Nasa et al., 2024). This means that real-world experience helps pre-service teachers become more ready to use digital tools effectively.

Even though there were good results, some difficulties came up during the activity's execution. Some participants experienced difficulties during the account registration and login processes because they were unfamiliar with the platform.



Sometimes, internet problems made some activities go slower. The challenges found in this activity match what previous studies have shown. Those studies say that problems like poor internet connection, lack of experience with technology, and the need for more technical help are still common when using educational technology in schools (Sucipto, 2024; Sari et al., 2026). Some people also had trouble typing and arranging text while doing tasks on the platform. However, these challenges did not stop the activity from reaching its goals. With help from the tutors and teamwork among the participants, all the activities were done successfully. Overall, the results show that Wayground Web has a lot of promise as a tool for teaching writing, especially when it came to activities that help build sentences step by step. The activity gave participants hands-on experience with a digital learning platform and helped them see how technology can be used in teaching writing. The results from the observations, which indicated that seven participants achieved Excellent and Very Good performance levels while the remaining participants were categorized as Good, together with the positive responses obtained from the questionnaires, demonstrated that the objectives of the activity were successfully achieved. Participants learned how to use Wayground Web and also understood how it can be used as a tool to teach constructing controlled sentences. Thus, doing similar activities can be a good way to help new teachers get ready for the kind of learning environments that use technology a lot in today's digital world.

CONCLUSION

This community service activity demonstrated that Wayground Web is an effective digital platform for supporting controlled sentence construction in English writing instruction. Participants were able to actively engage with the platform and gain practical experience in designing and managing learning activities from both teachers and students' perspectives.

The findings indicate that the use of Wayground Web contributed to improved understanding of instructional design, classroom management, and digital assessment features. Observation and questionnaire results showed positive participation and increased confidence in using technology for teaching purposes.

These results suggest that technology-based, hands-on learning activities can enhance both pedagogical and technological competencies among pre-service teachers. Therefore, similar programs are recommended to support the integration of digital tools in English language teaching and to promote more interactive and effective learning environments.

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