

EXPLORING STUDENTS' PERCEPTIONS OF USING WORDWALL QUIZ GAME AS AN EVALUATION TOOL IN ENGLISH LEARNING AT VIII GRADE MTS AL-MABRUR BONE RAYA

Nurfadila Coangi¹, Karmila Machmud², Titien Fatmawaty Mohammad³

^{1,2,3}Universitas Negeri Gorontalo

Email: nurfadilacoangi@gmail.com¹, karmila.machmud@ung.ac.id², titien@ung.ac.id³

Abstrak: Penelitian ini bertujuan untuk mengeksplorasi persepsi siswa kelas 8 MTs Al-Mabrur Bone Raya terhadap penggunaan permainan kuis Wordwall sebagai alat evaluasi dalam pembelajaran bahasa Inggris, khususnya dalam simple past tense. Penelitian ini menggunakan pendekatan kualitatif yang melibatkan wawancara dengan lima siswa terpilih untuk mendapatkan wawasan tentang pengalaman mereka dalam menggunakan Wordwall dengan fokus pada penggunaan, tampilan, kompetisi, dan pemahaman. Temuan penelitian menunjukkan bahwa siswa menganggap Wordwall sebagai alat yang mudah digunakan dan menarik, yang menawarkan pengalaman belajar yang interaktif dan menyenangkan melalui tampilan visual dan tantangan berbasis permainan. Sifat kompetitif dan gamifikasi Wordwall memotivasi siswa untuk berpartisipasi aktif dan meningkatkan minat mereka dalam proses evaluasi pembelajaran. Namun, penelitian ini juga mengungkapkan keterbatasan Wordwall dalam meningkatkan pemahaman siswa secara penuh. Selain itu, kendala teknis seperti akses internet juga diidentifikasi sebagai hambatan dalam penerapannya. Penelitian ini menyimpulkan bahwa meskipun Wordwall berfungsi sebagai alat yang efektif untuk melibatkan siswa dan memberikan umpan balik instan, penggunaannya sebagai alat evaluasi di sekolah dengan sumber daya teknologi terbatas memerlukan pertimbangan dan dukungan yang cermat.

Kata Kunci: Wordwall, Persepsi Siswa, Alat Evaluasi, Pembelajaran Bahasa Inggris.

Abstract: This study aims to explore the perceptions of Grade 8 students at MTs Al-Mabrur Bone Raya towards the use of Wordwall quiz game as an evaluation tool in English language learning, particularly in simple past tense. The study used a qualitative approach involving interviews with five selected students to gain insight into their experiences in using Wordwall with a focus on usage, display, competition and comprehension. The research findings show that students perceive Wordwall as an easy-to-use and engaging tool, which offers an interactive and fun learning experience through visual displays and game-based challenges. The competitive and gamification nature of Wordwall motivates students to actively participate and increases their interest in the learning evaluation process. However, this study also revealed the limitations of Wordwall in fully improving students' understanding. In addition, technical constraints such as internet access were also identified as obstacle in its implementation. This study concludes that although Wordwall serves as an effective tool to engage students and provide instant feedback, its use as an evaluation tool in schools with limited technological resources requires careful consideration and support.

Keywords: Wordwall, Student Perception, Evaluation Tool, English Language Learning.

INTRODUCTION

Learning English as a foreign language (EFL) in the classroom often presents challenges, particularly in maintaining students' interest and engagement. This is especially evident with grammatical topics such as the simple past tense. Many students struggle with this structure due to fundamental differences between English and their native language, as well as the need to memorize various verb tense forms (Taatgen & Anderson, 2002). Grammar lessons are often perceived as dry and repetitive, making them less appealing and potentially reducing students' motivation to learn. Furthermore, the process of transforming verbs from their base forms to the past tense is frequently found confusing and monotonous by students. This lack of interest can hinder both comprehension and the effective application of the material. Therefore, it is essential for educators to explore more interactive and engaging teaching methods that can enhance student involvement in learning English grammar.

In today's digital era, the use of technology in education is expanding and transforming the way teaching and learning are conducted. The use of technology is recognized as making things easier to do, including in the education system. As explained by Suminar (2019), the use of technology as a learning medium is a necessity in addition to the demand factor but indeed its existence has a good impact on the world of education. Technology not only introduces new teaching methods, but also enables more flexible and adaptive learning, which can be tailored to the individual needs of students. Therefore, it requires the readiness of teachers as educational resources who are able to respond to advances in science and technology by mastering various models, methods, and learning media that can be applied in the learning process in the classroom (Ramli et al., 2018).

In addition to learning media as a tool to convey learning material in the teaching and learning process, evaluation activities also need to involve technology to facilitate the process of assessing students for what they have learned, especially in English language learning about simple past tense. Evaluation itself is one of the important learning process activities to be carried out by the teacher. This part is a process of conducting an assessment based on criteria or objectives that are set based objectively in every decision making on what is evaluated (Shafwa & Hikmat, 2023). Learning evaluation is not merely a tool to give grades, but as a means of reflection for teachers and students to improve the quality of learning.

The use of technology-based evaluation tools is very important for both students and teachers in the learning process in today's digital era. For students, technology-based

evaluation tools such as interactive quiz apps and gamification can increase their motivation and engagement in learning in a more interesting and fun way (Hamari, Koivisto, & Sarsa, 2014). Students not only receive feedback instantly, but can also learn from their mistakes in a more constructive way. Meanwhile, for teachers, technology-based evaluation tools simplify the assessment process by providing more accurate and detailed data on student performance, allowing for more objective and reflective evaluations (Rodríguez, Nussbaum, & Dombrovskaja, 2012). In addition, these technologies also allow teachers to modify and customize evaluation questions based on students' learning needs more flexibly and effectively. The integration of technology-based evaluation tools in education not only enriches students' learning experience, but also improves the effectiveness of teaching and evaluation conducted by teachers.

However, based on the facts in the field, it turns out that not all schools in this country have conditions that allow for the implementation of technology-based evaluation tools due to limited facilities and resources. In some schools that lack facilities such as MTs Al-Mabrur Bone Raya, conventional evaluation activities are often the only method applied, given the limitations to access technology-based evaluation tools. The lack of facilities in question is such as the inadequate availability of the internet, therefore, teachers do not really involve the application of technology-based learning media. In this school, evaluations are conducted through written tests and quizzes that are collected and graded manually by teachers. For example, the evaluation is held in the form of paper and pen without any support from technological devices that can make the evaluation more interactive and interesting. Under these conditions, students often feel less motivated and less interested in the existing evaluation methods. This is due to the lack of variety and interactivity in conventional evaluation instruments, which makes the teaching and learning process monotonous.

To provide solutions related to English learning that is considered quite difficult for students so that it is not uncommon for them to be bored in class and also the lack of variation in learning evaluation models in the classroom, there are various innovations in learning and evaluation methods, one of which is the use of technology games. There are actually several platforms that provide game features that can be used by teachers as a fun learning evaluation tool, for example Kahoot!, Quizizz and Wordwall. From the researcher's observation of some of these platforms, it is concluded that Wordwall, Kahoot!, and Quizizz are three quiz game platforms that each have their own advantages and disadvantages. However, when considering

the flexibility of creating quizzes with a large variety of free games and sharing resources as a priority, Wordwall emerged as the standout choice.

Wordwall Quiz Game is one of the platforms that offers interactive evaluation by integrating fun game elements. The platform allows students to learn and be evaluated through interactive quizzes that can be accessed online, so that students can feel more engaged and motivated in the learning process. Wordwall is known for its interactive features that can increase student engagement and motivation through engaging games (Escobar et.al., 2023). The ease of use by both teachers and students makes it a practical solution to implement without requiring in-depth technical skills. In addition, Wordwall provides various evaluation formats such as matching, multiple choice, and crossword puzzles, which can be adapted to various learning styles of students. The immediate feedback feature provided by Wordwall is also very important to help students immediately know their understanding and the parts that need improvement.

Game-based learning such as Wordwall is very suitable for junior high school students because it is in line with the times that are increasingly leading to digitalization and interactivity. Junior high school students as some of the people who are generally smartphone users today, can utilize these objects, one of which is to play online games. Therefore, they may be more motivated if the learning evaluation process is presented in an interesting and interactive form such as Wordwall. According to Safitri et al. (2022), the use of games in learning, such as Wordwall, can increase student engagement and make them more enthusiastic in participating in the teaching and learning process. In addition, according to Panjaitan & Sari (2023) in their research stated that students get more effective results compared to using the usual teaching, with Wordwall, students can understand the lesson well.

To explore students' responses to this evaluation tool, knowing students' perceptions is the purpose of the research conducted. Therefore, there are several relevant studies including EFL students' perceptions towards the utilization of Wordwall.net in learning grammar by Salsabila (2023), she examined students' perceptions about the application of Wordwall and wanted to know the difficulties faced when using it. As for the results of this study, students showed a positive attitude towards the use of Wordwall in learning grammar, that Wordwall was easy to use and acceptable to students. Another study by Anisah (2022) on the utilization of Wordwall as an assessment tool for junior high school students showed a positive perception that students were interested in using Wordwall because it was interesting and they wanted this

media to be used as an assessment tool in the future. In addition, Jannah & Syafryadin (2022) examined students' perspectives on the use of Wordwall as a vocabulary learning media. The results are in addition to positive perceptions, Wordwall also has an impact on student learning outcomes to be good and create fun learning in the classroom.

Implementing technology-based evaluation tools is challenging in schools with limited resources, such as MTs Al-Mabrur Bone Raya, which lacks access to platforms like Wordwall. Despite these limitations, researchers believe students should be exposed to game-based evaluation tools to align with the current digital era and introduce diverse evaluation models to boost interest and motivation. By applying Wordwall, the study aims to explore students' perceptions of the tool and provide insights on how it can be used in schools with different conditions compared to those with adequate facilities. The perceptions to be explored include perceptions of the usage, interface, challenges, and students' understanding of the learning material after using the Wordwall quiz game.

Based on the research background, the researcher aims to answer the question: "What are the students' perceptions towards the use of Wordwall as an evaluation tool in learning simple past tense at 8th grade MTs Al-Mabrur Bone Raya?"

RESEARCH METHODS

This study is a qualitative research aims to understand and analyze students' perceptions of the Wordwall Quiz Game in learning English. The study uses a descriptive qualitative approach to describe the implementation of Wordwall and to gain insights into student responses, making it suitable for exploring the subjective dimensions of perceptions. The participants are eighth-grade students from MTs Al-Mabrur Bone Raya, who will use the Wordwall quiz game as an evaluation tool for understanding the simple past tense. Five students were selected as informants based on their relevant experience with Wordwall, allowing for in-depth insights into their perceptions. This small sample enables a focused exploration of their experiences and perspectives regarding the evaluation tool. Data was collected through a structured interview process following four instructional meetings on the simple past tense, where Wordwall was utilized for evaluations. Interviews served as the primary method to gain in-depth understanding of students' perceptions of Wordwall as an evaluation tool. The interview questions were designed to explore various aspects, including usage, appearance, competition, and students' understanding

RESULTS AND DISCUSSION

Table 1, Interview Result

Aspect	Description	Example
<i>Students' Perception of Wordwall Usage</i>	Students agreed that Wordwall is easy and practical to use without any difficulties	<ul style="list-style-type: none"> • <i>"It's very easy. Just click the link without download an app. Just type our name after finishing the quiz, and then we can see our scores."(RR)</i>
	Obstacle: unstable internet network.	<ul style="list-style-type: none"> • <i>"Sometimes the network is bad, making it hard to access." (KK)</i>
<i>Students' Perception of Wordwall's Visual Appearance</i>	Students find the Wordwall display interesting and fun.	<ul style="list-style-type: none"> • <i>"The colors are attractive. The animations are good. The text is clear." (RR)</i> • <i>"I like it and feel motivated because it's not boring." (KK)</i>

<p><i>Students' Perception Challenges Competition in Wordwall</i></p>	<p>Game competitions make students more enthusiastic and motivated.</p>	<ul style="list-style-type: none"> • <i>"It's fun to play and compete with friends."</i> (NH) • <i>"Hangman is exciting because we need to guess quiz correctly to save the character."</i> (AH) • <i>"I like Maze Chase. Running from the ghosts makes it more exciting."</i> (NH, KK) • <i>"I like all the games in Wordwall."</i> (PD)
<p><i>Students' Understanding after Using Wordwall</i></p>	<p>Students understand the material taught, but have difficulty in applying it to the quiz.</p> <p>Wordwall helps with recall, but do not guarantee deep understanding.</p>	<ul style="list-style-type: none"> • <i>"I understand the teacher's explanation, but I still find it hard to make sentences during the game."</i> (KK) • <i>"if I answer incorrectly and can't move to the next level, it helps me a bit because the wrong answer reminds me not to choose it again when replaying the game. So, I think it helps with recall."</i> (RR)

Students prefer wordwall over conventional evaluation tools provided that the school must provide good network facilities.

- *“The Wordwall quiz game is cool. It’s fun to compete with friends. I prefer Wordwall because it finishes quickly compared to homework.”(NH)*
 - *“Wordwall is great, but if it’s used for every evaluation, I might not be able to participate because I am not always have internet data.” (RR)*
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In the aspect of students' perceptions of the use of Wordwall, the research results show that students find Wordwall easy to use, with some informants perceive its practicality. This aligns with Anisah's (2022) findings, which emphasize Wordwall as an efficient evaluation tool for both students and teachers. Salsabila (2023) also found that students learn to operate Wordwall easily, and the games are user-friendly on smartphones. Wordwall enhances the learning process by offering convenience, as noted by Remmi & Hasim (2021), who stated that technological tools simplify online formative evaluations. The automatic feedback feature minimizes time required, which matches students' perceptions of Wordwall providing quick scoring for their answers, thus facilitating understanding. However, challenges arose during Wordwall's implementation, such as lack of internet access and unstable networks, which are significant obstacles since Wordwall requires an online connection. Salsabila (2023) identified internet availability as a factor that complicates usage, highlighting the need for adequate technological facilities in technology-based learning. This issue underscores that successful technology integration requires not just suitable platforms, but also robust infrastructure for seamless access.

In the aspect of perception of the appearance of the Wordwall quiz game, it shows that the appearance of this evaluation tool is considered very positive by the informants. Ilhami

(2019) explains that the source of the formation of a perception is the object observed by the five human senses which is closely related to one's attention. By observing the display on the Wordwall, it creates a perception from all students that they find the display which includes visual animation, color and text in it attractive, all agree that there are no aspects of the display that they do not like. This is in line with the results of research by Anisah (2022) who found all students who used Wordwall felt attracted to its appearance. Another study by Darmawan et.al., (2023) stated the main reason for the attractiveness that obtained an excellent score in the results of his research was due to the display theme used in the Wordwall application that was liked by students. An attractive appearance is not only liked by students but also influences their motivation in participating in the evaluation process. According to Katona (2022), unique and interesting visual displays can increase attractiveness for users because this visual learning media is not monotonous and can arouse students' desire to try something interesting. This result was also found in Anisah's (2022) research on using Wordwall as an assessment tool for junior high school students, namely students want to use this tool in the future because the appearance is considered attractive and creates motivation to get involved in it. Thus, it can be seen that the attractive appearance of Wordwall quiz game plays an important role in influencing students' positive perception and motivation in using the evaluation tool.

In the aspect of students' perception of challenge in the Wordwall quiz game, it was found that the use of the Wordwall quiz game was perceived as an application of a fun evaluation method where students engage each other in interesting and challenging activities. According to Chen et al. (2018), a challenge is a situation or task that requires effort to be resolved or faced which includes problem solving, task completion or achieving certain targets. This is in line with the process of learning evaluation activities applied to eighth grade students of MTs Al-Mabrur Bone Raya. They were so enthusiastic when this Wordwall game was applied in the classroom. The feeling of excitement they felt when competing with friends made each of them feel challenged to complete a task given by the teacher. This means that Wordwall is considered as an evaluation tool that provides challenging activities or tasks in it so that on this platform students can solve problems in the way they like. This challenging activity is also in accordance with the results of research from Haryadi & Andriati (2019) which found that the use of game-based media can increase student participation in the learning and assessment process. Students who respond positively to challenges and games tend to have higher motivation that encourages them to learn. Kula (2021) states that challenges and games affect

student motivation in learning. In accordance with the responses of students in the results of this study who stated that they were challenged because they competed with friends to get a good score. The same thing is found in the research of Safitri et al. (2022) which shows that digital learning media based on Wordwall games that challenge and compete can help improve student learning motivation. Likewise, the results of experimental research by Nauval (2022) show that Wordwall can help generate student motivation in learning a new language with various challenging game templates in it. So, students' perception of Wordwall is not just challenging but creates motivation from within students to participate.

Furthermore, students' perception of their understanding of simple past tense after using Wordwall quiz game. According to Magdalena et al. (2023), evaluation is the process of assessing student development and ensuring whether the learning process of learners is in accordance with the learning plan. The use of Wordwall as an evaluation tool shows that students have a basic understanding of simple past tense material when explained by the teacher, but have difficulty in applying this knowledge in game-based evaluation activities. Students' evaluation results using Wordwall tended to be varied and inconsistent, with some students scoring high and others low, even in different games. This indicates that the evaluation results obtained through Wordwall do not fully reflect a deep understanding of the material that has been learned, but more influenced by other factors such as recall ability or familiarity with the game mechanics. According to Cheng & Warren (2015), technology-based evaluation results can be influenced by students' comfort level and experience with the platform, which means that fluctuating results may reflect students' interaction with the technology rather than actual understanding.

Although Wordwall offers an interactive and competitive platform, which some research suggests can increase student motivation and engagement (Nauval, 2022, and Haryadi & Andriati 2019), these findings suggest that motivation enhanced through game mechanics does not necessarily correlate with deep understanding of the subject matter. In addition, although Jannah & Syafryadin (2022) and Yunus & Azman (2019) highlighted the positive impact of Wordwall in improving students' understanding of English grammar concepts, the results of this study show that Wordwall does not fully assist students in understanding the lesson especially if the lesson is difficult for them or needs deep learning. As the concept of evaluation, the Wordwall Quiz Game is only able to evaluate students' abilities. As found in this aspect, students only consider the systematics of the game that makes them answer the

questions correctly which cannot be said. It is important to consider that Wordwall should be viewed only as an evaluation tool that assists teachers in assessing students' understanding, not as the main tool to enhance their understanding that they really understand the lesson being evaluated.

In addition, students gave their views on Wordwall as an exciting and fun evaluation tool that can make them excited in class compared to using the evaluation tools they usually use. This has relevance to Anisah's research (2022) which states that students prefer game-based evaluation tools such as Wordwall because this is different from the commonly used evaluation methods, namely conventional assessment tools that still use paper-based approaches that tend to be monotonous. From this it can be seen that students are happy if in evaluation activities they use a tool that they think is something new such as the Wordwall interactive evaluation tool compared to the evaluation methods they often use. The application will certainly be easier if it is assisted by the support of good facilities from the school.

CONCLUSION AND SUGGESTIONS

Students in class VIII at MTs Al-Mabrur Bone Raya generally had positive perceptions of using Wordwall as an evaluation tool, finding it practical, easy to use, and valuing its quick feedback. Its attractive visuals and competitive features enhanced their motivation and participation. However, some students faced difficulties with quizzes despite understanding the material, indicating a reliance on game mechanics over true comprehension. Technical issues, such as unstable internet and limited data, also posed challenges, highlighting the need for adequate technological support. Thus, students' perceptions are influenced by school conditions, meaning obstacles like those faced at MTs Al-Mabrur can affect their experience. To maximize Wordwall's effectiveness, schools must provide sufficient infrastructure and technological resources

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