Senior High School Students' Perception of Using Wordwall Toward Their Motivation in Learning Vocabulary

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Article History	Abstract
	This study aims to find out what students' perceptions of the use of wordwall as a learning media on vocabulary learning motivation. This study used descriptsive research design with quantitative descriptive approach. The research participants were 64 students of senior high school levels from two classes in the 2023/2024 academic year. The data were collected by using questionnaire base on ARCS theoretical motivation model. The findings showed that most of the students had very high motivation in using wordwall in English vocabulary learning concerning attention, confidence, satisfaction and relevance aspects. In addition, the findings revealed they feel enthusiastic and motivated by the use of wordwall which offers a variety of word games equipped with various features including audio, images, ranking scores, moving animations. Therefore, teachers are highly recommended to use learning media such as wordwall in the process of learning English vocabulary. In addition, it is suggested for students to be able to utilize wordwall to learn vocabulary autonomously while playing in and out of the classroom. Furthermore, future researchers may implement wordwall in various other language skills.

INTRODUCTION

Vocabulary plays an important role in both oral and written communication. According to Moeller (2009), vocabulary is the key to communication skills both oral and written. In addition, vocabulary knowledge is considered the core of creating communication competence (Schmitt, 2000). In other words, lacking vocabulary, people will find it difficult to communicate with others, difficult to understand other people's messages, and difficult to explain their own ideas. Some researchers such as Nation (2001); Moeller (2009); Alqahtani (2015); Zhang et al (2016), and Safa (2022), stated that vocabulary knowledge has always been considered important in the process of learning and teaching English as a second

language (ESL) or foreign language (EFL) and also plays an important role in all language skills such as speaking, listening, writing, and reading. People who learn a large vocabulary tend to be able to understand texts fully, write letters to friends, realizes what is being said in English songs, understand TV conversations without the need for subtitles completely, and may even be able to communicate fluently with a wide variety of vocabulary with native speakers.

Although vocabulary acquisition is very important in learning English, it is not easy for students. According to Alqahtani (2015), vocabulary is considered as the biggest root problem for students. One of the causes is students' lack of motivation and awareness of the importance of vocabulary mastery in learning English. According to Kee & Ting (2009), the problem of vocabulary learning motivation is related to teaching strategies that are still implemented using traditional methods. According to Afzal (2019), researchers found that the teaching and learning process is still guided by traditional teaching methods where students are required to be able to memorize a lot of foreign vocabulary. In fact, some people do not like learning by memorizing. Memorizing vocabulary in a short time will not be effective for language learners. According to Latifah & Saputri (2020), students still have difficulty improving their vocabulary mastery due to difficulties in memorizing vocabulary so that their vocabulary becomes limited. In addition, the utilization of technology is also not optimal in the learning process, for example, the use of media is still limited to reading books so that learning seems less interesting. Chapman & Rich (2018), students will be more interested, if learning uses gamification as technology in the learning process because students are fluent users in technology.

Several similar problems faced by students in learning English were identified based on observations made at SMAN 1 Banuhampu in the odd semester of July-December 2023. The most obvious one is the problem of students' lack of vocabulary. Some of the problems include students' lack of understanding of English textbooks due to limited vocabulary, students' difficulty in understanding the teacher's explanation in English, and even students' inability to write a complete paragraph in English so that the writing is done using a mixture of Indonesian and English. In addition, students' motivation in learning vocabulary is also a problem that must be solved by the teacher. One way to overcome the problem of students' limited vocabulary and students' motivation in learning vocabulary, the school uses vocabulary memorization techniques. However, in reality, many students have difficulty memorizing vocabulary. However, some students think that memorizing vocabulary is a burden for them. In addition, students consider memorizing a boring technique so that they are lazy to memorize the vocabulary. In addition, memorizing vocabulary only lasts in short-term memory. The learning media used in vocabulary learning is also not varied. As a result, students are not motivated in carrying out the vocabulary learning process. Therefore, other contemporary strategies are needed to overcome these problems. The utilization of online media is one of the solutions to this problem. One of them is wordwall web. The use of wordwall in vocabulary learning aims to increase their motivation in learning vocabulary. The use of wordwall caused various student reactions. Students' reactions after using wordwall as a vocabulary learning media are very excited and motivated. By examining students' various reactions and responses in using wordwall as a vocabulary learning

media, this research aims to find out the various perceptions of students in using wordwall on their motivation in learning vocabulary.

REVIEW OF LITERATURE
Students' Perception
According to Franz (2009), perception can be interpreted as an activity that includes receiving, selecting, collecting, processing, interpreting information, and drawing understanding through all human senses and thinking. In the education, student perceptions are important things to know in the learning and teaching process. Student perceptions in the learning process are students' perspectives on understanding the material, understanding information, and responding to the use of media applied by teachers in the learning process (Andi, 2022).

Wordwall
Wordwall is a web-based learning application that can be used as a learning medium by both teachers and students. Wordwall consists of game and quiz features. Additionally wordwall can be accessed online or offline. According to Khairunisa (2021), wordwall developed by Josh and Ben company from the United Kingdom. In addition, wordwall.net was created in 2006 and launched with its latest version in 2016. Wordwall is designed to be a learning medium that has many templates and features of quizzes and games that teachers and students can use for free or paid (Imanulhaq, 2022).

Motivation
Motivation is a form of encouragement or feelings for someone to take action to achieve a goal or causes someone to repeat the behaviour (Melendy, 2008). Meanwhile, the definition of motivation in the learning concept is a form of student interest in the learning process. Without motivation from students in learning, it will hinder obtaining an effective learning process. According to Gardner (1983), motivation in learning, especially foreign language learning, is divided into three parts, namely effort, desire and effect. Effort is related to students' efforts to encourage themselves to spend time learning a foreign language, desire is related to students' enthusiasm to be proficient in the language, while effect is related to students' emotional form in learning.

Vocabulary Learning
Vocabulary is the basis of foreign language learning. Learning a foreign language is equivalent to learning vocabulary. According to Hornby (2000), vocabulary is defined as all the words that people use and know in a particular language and usually use when they communicate. Thus, the words that people usually use are a form of the vocabulary of that language. According to Alqahtani (2015), the core of language is vocabulary so it is very important for learning vocabulary. Vocabulary learning is considered effective for improving students' language skills (Saleh & Ahmed Althaqafi, 2022). According to Alhebshi & Gamlo (2022), game-based vocabulary learning does not create a sense of burden in the learning process and increases vocabulary retention. According to Waluyo dan Bucol (2021), identified that learning vocabulary using gamified techniques such as wordwall, quizizz, etc can help to boost students' motivation, create a fun atmosphere, and help students maintain active participation during the learning process.

Wordwall as Learning Media
In the 24th century, technology has developed rapidly. In addition, technology has also become part of the learning process. This is supported by Swari (2023), ICT has integrated in the learning, teaching and assessment processes. Several learning media can be used by teachers such as Wordwall, Kahoot, Duolingo, Quizizz, and Proprofs (Sun'iyah, 2020). Wordwall is a website-based learning media that provides various feature exercises such as quizzes, anagrams, word searches, grouping, word unscrambles and others. The wordwall website is a medium that can provide fun lessons (Umar & Amir, 2023). This is supported by Swari (2023), wordwall is considered a gamification platform that provides forms of practice such as quizzes and various other game features.

RESEARCH METHOD
This study used a descriptive research design with a quantitative descriptive approach where data were generated in the form of numbers which are then analyzed and interpreted. This study aimed to describe students' perceptions of their motivation in learning vocabulary using wordwall. The population of this study was high school students in the 2023/2024 academic year who have had experience using wordwall in the process of learning English vocabulary. The sample of this study was determined using cluster random sampling technique. The number of samples was determined using the sampling formula from Arikunto (2017), so that 64 students from two eleventh grade classes at SMAN 1 Banuhampu in the 2023/2024 school year were obtained. The data were collected using a questionnaire as an instrument. The questionnaire contained 20 statements with a 4-point Likert scale. This questionnaire data was collected using Google Form. The questionnaire was adopted from several studies including Nissa et al (2021); Nurillah et al (2022); (Tsai & Lai, 2022); Jannah et al (2022). In addition, the researcher processed and analyzed the data using excel formulas to determine the frequency and percentage of the student data results.

RESULT AND DISCUSSION
Research Finding
The results of this study present the research findings and discussion based on the data obtained regarding students' perceptions in the use of wordwall on their motivation in vocabulary learning. This study is based on the ARCS theory of motivation which consists of various constructs such as attention, confidence, relevance, and satisfaction. The data results for each indicator are as follows:
1. Attention
The indicator of student attention refers to students' curiosity, interest and passion for the concepts and ideas being taught (Malik, 2014). There are five statements answered by students regarding their attention to the use of wordwall. Of all the statements the highest result is 92.58% of students stated that they agree that learning English vocabulary using wordwall creates an energetic classroom situation. Furthermore, it is known that 89.84% of students agreed that students are encouraged and challenged to solve difficulties in vocabulary games with wordwall which is supported by colorful features, images, audio, moving animations and various games.

Furthermore, it is known that 87.50% of students agreed that wordwall keeps students active in vocabulary learning by providing exercises in the form of games. Finally, 84.77% of students agreed that they are enthusiastic and motivated to learn vocabulary in wordwall because wordwall is fun.

2. *Relevant*

Second, the relevance indicator refers to the relationship between the use of wordwall in English vocabulary learning. In addition, according to Keller (1987), relevance can also be interpreted as factors that are considered to play an important role in helping to achieve student goals, related to learning materials and student needs. There are five statements answered by students related to the relationship or accuracy of using wordwall with appropriate vocabulary learning strategies. Of all the statements, the highest result is known to be 91.41% of students stated that they agree that the use of wordwall is appropriate in vocabulary learning because there are pictures of the vocabulary learned. Furthermore, it is known that 90.63% of students agreed that the use of wordwall is suitable for vocabulary learning because there are vocabulary games to arrange words and match words in match up, unjumble and anagram activities. Furthermore, it is known that 89.45% of students agreed that the use of wordwall is appropriate for vocabulary learning because there are vocabulary games, namely words hidden in complete sentences and word search activities. Lastly, 85.55% of students agreed that wordwall is appropriate for vocabulary learning because it contains the sound features of the vocabulary being learned.

3. *Confidence*

The third indicator of self-confidence refers to the sense of self that plays a role in forming positive expectations to achieve success (Malik, 2014). Students' level of self-confidence is strongly correlated with their motivation in achieving performance goals. Motivation will increase if their self-confidence also increases (Wahyudi, 2017). There are five statements answered by students related to students' confidence in using wordwall in learning English vocabulary. Of all the statements, the highest result is 89.06% of students stated that they agree that they are motivated to continue learning vocabulary on the wordwall because it provides information about their learning progress such as showing grades. Furthermore, it is known that 88.67% of students agreed that they believe they can answer as accurately as possible every question in vocabulary learning on the wall. Furthermore, it is known that 88.28% of students agree that students always try their best to prepare themselves to win the game in vocabulary learning on the wordwall. Furthermore, it is known that 87.11% of students agreed that students believe that good results of vocabulary learning performance using wordwall are achieved through their own hard work. Lastly, it is known that 84.77% of students agreed that students believe they can answer every question as quickly as possible in vocabulary learning on wordwall.

4. *Satisfaction*

The last satisfaction indicator refers to students' satisfaction in obtaining rewards from the learning experience, both in the form of verbal and symbolic feedback to appreciate their hard work in the form of praise, grades, entertainment or

achievement so that they want to learn more. There are five statements answered by students related to student satisfaction in using wordwall in learning English vocabulary. Of all the statements, the highest result is known to be 90.23% of students stated that they agree that they are happy to have the experience of using wordwall because wordwall is new and fun. Furthermore, it is known that 89% of students stated that they agree that students feel very satisfied when they are able to answer questions well and get appreciation for their hard work in using wordwall in vocabulary learning. Furthermore, it is known that 88.67% of students agreed that students enjoy a sense of achievement when they complete all the vocabulary tasks on the wordwall. Lastly, it is known that 87.89% of students agreed that students are happy when carrying out learning activities using wordwall.

Discussion

Based on the findings above, students' attention in using wordwall reached an average percentage result of 88.91% (Very high). In other words, students have a very high interest or curiosity in using wordwall in learning English vocabulary. Furthermore, the relevant indicator of using wordwall in vocabulary learning has an average percentage result of 89.53% (Very high). In other words, students believe that the use of wordwall is appropriate in vocabulary learning. Furthermore, students' confidence in using wordwall reached an average percentage result of 87.58% (Very high). In other words, students believe they have confidence in using wordwall in vocabulary learning. Finally, students' satisfaction in using wordwall in vocabulary learning reached an average result percentage of 89.06% (Very high). In other words, students feel satisfaction in using wordwall in the vocabulary learning process. Based on the findings above, the researcher found the average percentage of all variables consisting of attention, relevance, confidence and satisfaction is 88.77% which is classified as (Very high).

This shows that students have high motivation in using wordwall in learning English vocabulary. In addition, students' perception shows that wordwall can be used very well as a learning media in learning English vocabulary. This is supported by Pimpuang & Yuttapongtada (2023) who stated that after using wordwall in vocabulary learning, students can understand and learn well so that learning standards are achieved. In addition, their attention and interest in learning also increased, in other words, wordwall has a definite influence on students' vocabulary acquisition. In addition, these results reflect the findings of Zen & Jimmil (2023) that the results of using wordwall in English vocabulary learning can make students enthusiastic and focused in learning. In addition, wordwall provides a variety of interesting and useful games in vocabulary learning for students. This is supported by Çil, E, (2021) stating that wordwall itself is designed to train vocabulary and offers a variety of vocabulary games such as quizzes, complete sentences, puzzles, crosswords and matching games that can be played individually or interactively, so wordwall can also be considered as an edutainment website. Various interesting features of wordwall have a significant impact on students' motivation in learning vocabulary. This is supported by Hasram et al., (2021) who stated that wordwall strengthens students' motivation through its intrinsic and extrinsic motivation by

providing various types of fun games, scoring, providing interesting and challenging learning experiences.

CONCLUSION

The aims of this research was to find out what students' perceptions of using wordwall are regarding their motivation in learning vocabulary at SMAN 1 Banuhampu. From the analysis and data described above, it can be concluded that students are very motivated by expressing their perceptions of the use of wordwall in learning English vocabulary. This is based on the measurement results of the average student learning motivation being 88.77%, which is interpreted as very high motivation. This motivation measurement is based on the ARCS model of motivation theory including attention, relevance, confidence, and satisfaction aspects.

Then, researcher can conclude that in the attention aspect, wordwall encourages students to be more enthusiastic, motivated, and active in learning vocabulary because wordwall offers various features and vocabulary games. Furthermore, in the confidence aspect, wordwall helps students be more motivated to prepare themselves and believe their efforts in the results of their hard work in learning vocabulary. In addition, in the satisfaction aspect, students enjoy and feel happy with vocabulary learning activities using wordwall. Finally, in the relevance aspect, students believe that using wordwall is appropriate for vocabulary learning because it offers various vocabulary games or has features that can assist teachers and students in facilitating the learning process, such as audio, images, ranking scores, and moving animations.

As a result, the researcher believes that wordwall is a beneficial tool for helping students in learning English, especially in learning vocabulary. Wordwall appears to be an interactive tool for students and teacher in learning. Additionally, in learning English, students and teachers can also utilize wordwall as an evaluation of students' level of vocabulary understanding.

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