



EFL students' perspectives on the use of Wordwall.net as vocabulary learning media

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Abstract

Using ICT tools to teach vocabulary is a commonly researched topic in language teaching. Many popular web tools, such as Kahoot and Quizizz, are used as experimental tools with learners to investigate how effectively they enhance learners' vocabulary. This study analyzed the students' perceptions of Wordwall.net, a less known and researched game-based web tool, in their vocabulary learning. This study was conducted since there is still limited research conducted in Indonesia that analyses the students' perception of using Wordwall.net in English vocabulary learning. This research design was survey research with a sample of 29 8th-grade students at one of the Junior High Schools in Bengkulu Tengah. The data were collected using a close-ended questionnaire. It was analyzed quantitatively by implementing the Likert scale. The result of this research found that most students' perception of the use of Wordwall.net in their vocabulary learning was positive. Their feeling about Wordwall.net was great. They enjoyed the teamwork and competition; they perceived Wordwall.net as an exciting, interesting, motivating & fun web tool to learn vocabulary. From the students' perceived effects of using Wordwall.net, Wordwall.net was a kind of awaited learning media for the students. In addition, Wordwall.net also influenced the students' engagement with the web tool and the classroom. It indicated that the students paid more attention to the learning process. The researchers strongly recommended that teachers start using Wordwall.net to learn vocabulary based on the results.

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INTRODUCTION

At the middle and grade levels at school, curricular standards include vocabulary development as part of a comprehensive literacy program. According to (Balla, 2018), teaching English in schools is essential academically and practically in several aspects of learning, such as using English for various purposes, not limited to business goals, communication, or literature reading. One of the expectations in English learning is understanding the meaning of the words, sentences, and text. Good vocabulary development can reach it. Susan. & Dwyer (2009) defined vocabulary as words we must know to communicate effectively; words in speaking (expressive vocabulary) and words in listening (receptive vocabulary). While Alqahtani (2015) defined vocabulary as the total number of words needed to communicate ideas and express the speakers' meaning. Furthermore, Nurdini et al. (2017) stated that vocabulary is the base component that students need to master four language skills. It means that vocabulary is a basic language component that has to be mastered by the students other than four language skills. From the definitions above, it can be concluded that vocabulary is words needed for communication both orally and verbally.

Indonesian students in the 21st-century are expected to be proficient in English, both in verbal and written forms. To achieve students' English proficiency, English must be taught as a compulsory subject at school in Indonesia, especially in Junior High School. However, such a fact does not guarantee that the students have mastered English well. Indonesian students prefer their first language in daily activities because of their lack of vocabulary knowledge. Even though students know the importance of vocabulary, they still learn vocabulary passively due to several factors. For instance, most English teachers still use the traditional teaching method and media. Most English teachers still use memorizing strategy in learning vocabulary by using a dictionary as a fundamental step in learning English. In opposition to this, Putra & Priyatmojo (2021) claimed gamification was effective and fun to bring to the classroom learning. It engages students more, reduces boredom, and increases learning motivation.

Moreover, students' vocabulary mastery influences the students' understanding to achieve learning objectives in their various subjects. Learning objective is a description of what the learner must be able to do upon completion of educational activity (Chatterjee & Corral, 2017). In this context, the students must perform complex tasks using new vocabulary, especially in a writing activity. The lack of mastery in English writing skills is affected by their vocabulary deficiency mastery and limited ability to use vocabulary effectively for communication purposes (Ashrafzadeh & Nimehchisalem, 2015). It was supported by Pratiwi (2016), who stated that The students' difficulties in writing English could be influenced by a lack of many vocabularies, grammar, lack of written exercises, and ideas. This condition is the imagery of a low-quality process of learning which can indicate a low quality of education.

The low quality of education is due to the inappropriate method and media used, the inadequate evaluation tools, and the material provided not per students' level of thinking. The use of appropriate learning media will positively impact the learning process and increase student learning achievement. The use of educational games as learning tools or media is found to support the development of students' cognitive, motivational, emotional, and social outlooks (Papastergiou, 2009). Demands for teachers can master various teaching media and determine which media are suitable for use in learning. Teachers have to find another strategy for teaching vocabulary that provides a fun and enjoyable situation for that problem. It is agreed that if students learn in a fun and enjoyable situation, it will be easier to understand and absorb the material, especially for Junior High School learners. Sari et al. (2018) said that English teachers try to be able to integrate media technology in the ELT class to increase student motivation, integrate language skills, and create an independent learning environment for students. It was related to Ahmad (2012), who claimed that EFL students' response to media technology could improve accentual patterns of individual English words. Based on those explanations, English teachers need to consider a tool or platform that supports vocabulary acquisition.

One platform associated with vocabulary in the digital era is Wordwall.net. It is a web tool that can be used as an online game in learning. Daud et al. (2015) said that mobile learning is known to optimize the potential of mobile devices as learning tools in language learning environments. It is supported by Wan Azli et al. (2018), who said that online game facilitates the learning experience, and the use of online games in class is very beneficial for students. At present, ICT (Information and Communication Technology) in the education field has become famous (Cahyono & Mutiaraningrum, 2015). The internet and the development of ICT affect the students' learning,

interaction with their classmates and teachers, and how they deal with their life's aspects. Related to Wordwall.net, which is categorized as an online game, Çil (2021) stated that Wordwall.net is an edutainment website in which there are multiple game choices. It is all played interactively or individually, such as information matching, picture matching, quiz, wheel of fortune, puzzles, etc., designed for vocabulary practice. Wordwall.net provides features for creating interactive learning media that can be printed or used online. This web tool is a good quality platform because of its attractive user interface, various and complete features, and affordable pricing. In terms of the user interface, this website looks very simple. The menu display and its features are easy to find. Game templates and instruction manuals are also available on the start page or Home. Besides, Wordwall.net provides exclusive features, such as 1) Create Activity; 2) Community; 3) My Activities, and 4) My Results.

Studies concerning web tools as many researchers have conducted the vocabulary learning media. Çil (2021) investigated the effect of using Wordwall.net in increasing vocabulary knowledge of 5th grade EFL students. It was experimental research conducted in a state school in Turkey. The results revealed significant differences between each group's test results yet an insignificant difference between groups' post-test results.

While Hasram et al. (2021) investigated pupils' motivation levels towards using WordWall online Game (WOW) interactive online games in vocabulary learning and examined the effects of WOW interactive online games on pupils' vocabulary development. It was an experimental study that focused on pupils' perceptions. The sample consists of 121 Year 5 pupils from a national primary school in Negeri Sembilan who are using the current syllabus for primary school, Language Curriculum for Malaysian National Primary Schools (KSSR). This study showed a moderate level of Satisfaction, Attention, Relevance, Confidence, and Volition. In addition, a paired sample t-test indicates a significant improvement in the pupils' vocabulary scores after using WordWall (WOW) as a vocabulary learning supplementary material.

Another research was done by Fakhruddin et al. (2021) to find out the effectiveness of the Wordwall.net application in increasing the mastery of Arabic vocabulary. The results revealed there was a significant difference in terms of the pre-test score, which is smaller than the post-test score ($45.63 < 77.50$), (3) there was a difference in the average pre-test and post-test outcomes with a sig value of $0.000 (<0.05)$.

Last, Bueno et al. (2022) also conducted a study related to the use of Wordwall.net. It investigated two things: 1) how student participants evaluate Google Sites and Wordwall.net as instructional materials for learning Basic Integration in terms of effectiveness, efficiency, and satisfaction; and 2) what modifications are needed for Google Sites and Wordwall.net to become more effective, efficient, and sound instructional materials for online distance learning. The results of the usability scale showed that the learning contents, such as the discussions and lecture videos, are helpful to successfully achieving the objectives of the lesson. It also revealed that the online teaching tool is user-friendly since the respondents had no difficulty navigating the site even without the help of a technical expert.

Even though many research studies have explored the use of web tools related to vocabulary and students' perception of web tools mentioned above, there is a lack of research on students' perception of Wordwall.net as the media in learning vocabulary. Hence, the present study aims to know the students' perceptions of Wordwall.net in their vocabulary learning.

METHODS

This study focused on students' perspectives on the use of Wordwall.net. A quantitative approach is applied to achieve the objective of the study. This research was survey research. Dr. Vladimir (1967) defined a survey as any data collection operation that gathers information from human respondents through a standardized questionnaire in which the interest is in aggregates rather than particular individuals. Moreover, Navarro-Rivera & Kosmin (2013) said that surveys are beneficial for nonexperimental descriptive designs that seek to describe reality. In short, a survey is a data collection technique that gathers information. The role of the researcher in this research is as a data collector and data analyst. The researcher collected students' perceptions through a questionnaire as data collector. As the data analyst, the researcher analyzed the data on behalf of the research to conclude students' perceptions of using Wordwall.net.

In selecting the subject, the researcher used simple random sampling. Due to the limited number of students, all of the 8th-grade students in the research site were chosen as the research population.

The research site only had 71 students, 24 in the 7th, 29 in the 8th, and 18 in the 9th grade. In addition, the researcher chose the 8th-grade students as the sample because Wordwall.net was used in that class.

The research was done in the 2020/2021 academic year. During this time, the researcher conducted data collection by distributing questionnaire as the instrument to collect the data. Roopa & Rani (2012) defined a *questionnaire* as a series of questions asked to individuals to obtain statistically valid information about a given topic. The questionnaire was created to collect the students' answer regarding their perception of Wordwall.net. It was adapted from Basuki & Hidayati (2019), which consisted of 15 items which then are categorized by the researcher into three indicators: students' perceived feeling, students' perceived effects, and students' perceived engagement. Choices used are 'Strongly disagree,' 'disagree,' 'neutral' 'agree,' and 'strongly agree.' The questionnaire was distributed to all participants on an online platform, and it was analyzed using the Likert scale. In order to increase the consistency of the responses and make the tabulation easier and faster, the researcher used a close-ended questionnaire. There were fifteen close-ended items provided, covering all the information needed to answer the research problem.

Before analyzing the data, the researcher scored the data gained from the questionnaire result. The Likert in the questionnaire scale consists of five statements; those are Strongly Agree (SA), Agree (A), Neutral (n Disagree (D), and Strongly Disagree (SD). Each statement has different points; 5 for SA, 4 for A, 3 for N, 2 for D, and 1 for SD. After that, the researcher calculated the score range for each questionnaire as follows: maximum score: $15 \times 29 \times 5 = 2.175$, and minimum score: $15 \times 29 \times 1 = 435$, and score range (R): $2175 - 435 = 1.744$. Then, the researcher determined the criteria of score interpretation of each questionnaire set. Last, the researcher described the data in narrative form. The item and total score interpretation can be seen in the following table:

Table 1. Total Score Interpretation

Score	Degree of Agreement	Interpretation
1.741 – 2.175	Strongly agree	Positive
1.306 – 1.740	Agree	Positive
871 – 1.305	Neutral	Neutral
436 – 870	Disagree	Negative
435	Strongly Disagree	Negative

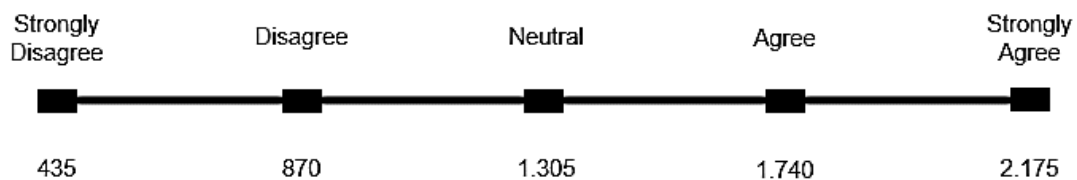


Figure 1. Continuum Diagram

FINDINGS AND DISCUSSION

The findings and discussion should be written in no less than 60% of the manuscript (>3500 words). Findings may be displayed in tables, graphs, verbal descriptions or the combination of the three. Do not present too many figures in the manuscript.

The findings should be followed by Discussion either directly or separately. The discussion not only describe the findings, but also interpret them in accordance with the theories used and its relevance to previous studies.

Findings

Table 2 and Figure 3 summarize the result of the students' perceptions of Wordwall.net on their vocabulary learning.

From the questionnaire, it was revealed that students' perceptions toward Wordwall.net in their vocabulary learning mainly agreed. It was obtained by interpreting the item score. The students' perception on fourteen of fifteen was agreed. In order to discuss further each item on the questionnaire, the researcher tried to categorize the items into two parts based on three indicators. The first indicator (Items 1 – 5) discusses students' perceived feelings on the use of Wordwall.net (see Table 3), which is related to the theory of perception by Montague (1997), which states that

perception what the students' feel about a particular thing. At the same time, the second indicator (Items 6 – 10) discusses the students' perceived effects after learning vocabulary by using Wordwall.net (see Table 4). Moreover, the last indicator (Items 11 – 15) discusses the students' perceived engagement (see Table 5).

Table 2. Students' perceptions of Wordwall.net on their vocabulary learning.

Item	1 (SD)	2 (D)	3 (N)	4 (A)	5 (SA)	Item score	I
Students' Perceived Feeling							
1. I find Wordwall.net exciting, interesting, motivating & fun.	-	3	8	13	4	106	P
2. I feel positive when playing Wordwall.net.	1	4	5	10	9	109	P
3. I like the collaboration & competitiveness in Wordwall.net sessions.	-	2	7	14	6	111	P
4. I am motivated to win all these Wordwall.net sessions.	-	2	9	14	4	107	P
5. Wordwall.net creates an energetic classroom atmosphere.	-	17	7	4	1	76	N
Students' Perceived Effects							
6. I look forward to playing Wordwall.net.	-	4	6	12	7	109	P
7. I am eager to learn via Wordwall.net.	-	3	6	16	4	108	P
8. I prepare better to win in the Wordwall.net sessions.	-	3	11	13	2	101	P
9. I don't want to miss any Wordwall.net sessions	1	4	8	14	2	99	P
10. Wordwall.net must be used in the daily learning process.	1	3	4	15	6	109	P
Students' Perceived Engagement							
11. I focus on the questions in each Wordwall.net session.	-	5	2	13	9	113	P
12. I respond to each question in each Wordwall.net session.	1	3	6	14	5	106	P
13. I respond as quickly as possible to each question in each Wordwall.net session.	-	4	6	13	7	111	P
14. I respond as accurately as possible to each question in each Wordwall.net session.	1	2	11	9	6	104	P
15. I pay more attention during lectures because I hope to win in the Wordwall.net sessions.	-	2	8	14	5	109	P
Total score	5	60	104	189	77		
Total score x option value (1, 2, 3, 4, 5)	5	120	312	756	385		
Total score Wordwall.net				1.578			
Note: i = Item score interpretation							

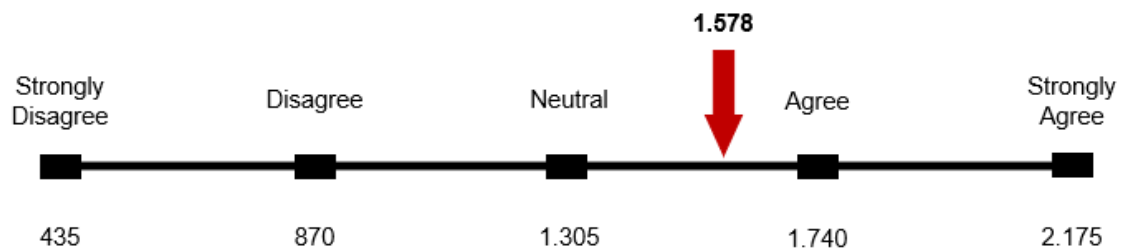


Figure 2. Continuum diagram of Wordwall.net total score

In the first statement shown in Table 3, we found that none (0%) of the students chose Strongly Disagree, 3 students (10,34%) disagree, 8 students (27,5%) are neutral, 13 students (44,82%) agree, and 4 students (13,80%) strongly agree. According to the finding, the item score of this statement, 106, meant most students agreed that Wordwall.net was exciting, interesting, motivating & fun.

Table 3. Students' Perceived Feeling

Item	1 (SD)	2 (D)	3 (N)	4 (A)	5 (SA)	Item score	I
1. I find Wordwall.net exciting, interesting, motivating & fun.	-	3	8	13	4	106	P
2. I feel positive when playing Wordwall.net.	1	4	5	10	9	109	P
3. I like the collaboration & competitiveness in Wordwall.net sessions.	-	2	7	14	6	111	P
4. I am motivated to win all these Wordwall.net sessions.	-	2	9	14	4	107	P
5. Wordwall.net creates an energetic classroom atmosphere.	-	17	7	4	1	76	N

The next result of the statement "I feel positive when playing Wordwall.net" showed that one student (3,45%) chose Strongly Disagree, four students (13,80%) chose to disagree, five students (17,24%) students chose Neutral, ten students (34,48%) students chose to agree, and nine students (31,03%) chose Strongly Agree. It indicated that there was a positive perception of Wordwall.net.

After that, the next statement, "I like the collaboration & competitiveness in Wordwall.net sessions," got no students (0 %) to disagree strongly. Followed by two students (6,89%) chose to disagree, seven students (24,14%) chose neutral, fourteen students (48,28 %) chose to agree, and six students (20,70 %) chose strongly agree. The item score of this statement was 111, which indicated that most of the students had good teamwork and competitiveness.

The following statement of the questionnaire was, "I am motivated to win all these Wordwall.net sessions." The results of the data analysis showed that none (0 %) of the students chose strongly disagree, two students (6,89%) chose to disagree, nine students (31,03%) chose neutral, fourteen students (48,28 %) chose to agree, and four students (13,80%) chose strongly agree. The statement's item score implied that almost half of the students agreed they were motivated to win all these Wordwall.net sessions. It was related to the previous statement where students showed a positive response in collaboration and competitiveness, which later resulted in satisfaction with the learning process. The number and percentage of the category with the highest score are identical, where fourteen students (48,28 %) chose to agree.

The fifth statement is, "Wordwall.net creates an energetic classroom atmosphere." explained that seventeen students (58,62 %) chose to disagree, seven students (24,14%) chose neutral, four students (13,80%) chose to agree, and only one student (3,45 %) chose strongly disagree. Based on the finding, the item score of this statement was 76, which was the lowest among all statements. Thus, more than half of the students disagreed that Wordwall.net creates an energetic classroom atmosphere. The only statement was that results were dominated by students' negative responses (disagree).

Table 4. Students' Perceived Effects

Item	1 (SD)	2 (D)	3 (N)	4 (A)	5 (SA)	Item score	I
6. I look forward to playing Wordwall.net.	-	4	6	12	7	109	P
7. I am eager to learn via Wordwall.net.	-	3	6	16	4	108	P
8. I prepare better to win in the Wordwall.net sessions.	-	3	11	13	2	101	P
9. I don't want to miss any Wordwall.net sessions	1	4	8	14	2	99	P
10. Wordwall.net must be used in the daily learning process.	1	3	4	15	6	109	P

The next statement, Item 6, which reads "I look forward to playing Wordwall.net" took 4 students (13,8%) disagree, 6 students (20,70%) neutral, 12 (41,37%) agree, and 7 students (24,14%) strongly agree. The item score of this statement was 109, which meant that almost half of the students agreed that they looked forward to playing Wordwall.net in the next meeting.

Statement 7, which reads "I am eager to learn via Wordwall.net." showed that three students (10,34%) chose to disagree, six students (20,70 %) chose neutral, sixteen students (55,17 %) chose to agree, and four students (13,80%) chose strongly agree. The item score of this statement was 108, meaning most students agreed that they were eager to learn via Wordwall.net.

Statement 8, which reads "I prepare better to win in the Wordwall.net sessions." found that three students (10,34%) chose to disagree, eleven students (37,93 %) chose neutral, thirteen students (44,82%) chose to agree, and two students (6,89%) chose strongly agree. In addition, the item score of this statement was 101. This result indicated that less than half of the students agreed that they made a better preparation to be the winner in the Wordwall.net sessions.

In statement nine, which says, "I do not want to miss any Wordwall.net sessions." it is obtained that one student (3,45 %) chose strongly disagree, four students (13,80%) chose to disagree, eight students (27,59 %) chose neutral, fourteen students (48,28 %) chose to agree, and two students (6,89%) chose strongly agree. Based on the finding, the item score for this statement was 99; the second-lowest item score gained among all the statements in the questionnaire. It indicated that almost half of the students did not want to miss any Wordwall.net sessions in the classroom.

The next statement, "Wordwall.net must be used in the daily learning process." found that one student (3,45 %) chose strongly disagree, three students (10,34%) chose to disagree, four students (13,80%) chose neutral, fifteen students (51,72 %) chose to agree, and six students (20,70 %) chose strongly agree. Based on the finding, the item score of this statement was 109. It indicated that most students recommended the use of Wordwall.net their vocabulary learning.

Table 5. Students' Perceived Engagement

Item	1 (SD)	2 (D)	3 (N)	4 (A)	5 (SA)	Item score	I
11. I focus on the questions in each Wordwall.net session.	-	5	2	13	9	113	P
12. I respond to each question in each Wordwall.net session.	1	3	6	14	5	106	P
13. I respond as quickly as possible to each question in each Wordwall.net session.	-	4	6	13	7	111	P
14. I respond as accurately as possible to each question in each Wordwall.net session.	1	2	11	9	6	104	P
15. I pay more attention during lectures because I hope to win in the Wordwall.net sessions.	-	2	8	14	5	109	P

The following statement is Item 11, which reads, "I focus on the questions in each Wordwall.net session" it found that none of the students (0%) chose firmly disagree, five students (17,24%) chose to disagree, two students (6,89%) chose neutral, 13 students (44,82%) chose to agree, and nine students (31,03%) chose strongly agree. It had the highest item score of all (113), which indicated that slightly almost 50% of the respondents paid attention to the questions in each Wordwall.net session. It was in line with the following statement, which 14 out of 29 students agreed with the statement "I respond to each question in each Wordwall.net session." The similarity of the result on Items 11 and 12 showed that when the students focused on the questions, they would respond to each question without missing any single item.

Statement 12, which says "I respond to each question in each Wordwall.net session," obtained the following results: one student (3,45 %) chose strongly disagree, three students (10,34 %) chose to disagree, six students (20,70 %) chose neutral, fourteen students (48,28 %) chose to agree, and five students (17,24 %) chose strongly agree. The item score of this statement was 106, which meant most of the students answered each question in the Wordwall.net session.

The following statement states, "I respond as quickly as possible to each question in each Wordwall.net session." We found that none (0%) of the students chose strongly disagree, four students (13,80 %) chose to disagree, six students (20,70 %) chose neutral, thirteen students (44,82%) chose to agree, and seven students (24,14%) chose strongly agree. The item score of this statement was 111, which implied that more than 50% of students responded to each question as quickly as possible. This result was in line with statement 3: "I like the collaboration & competitiveness in Wordwall.net sessions. It indicated that most of the students answered the questions as quickly as possible to be the winner of the game.

The other statement is, "I respond as accurately as possible to each question in each Wordwall.net session." The data obtained one student (3,45 %) chose strongly disagree, two students (6,89%) chose to disagree, eleven students (37,93 %) chose neutral, nine students (31,03%) chose to agree, and six students (20,70 %) chose strongly agree. The item score of this statement is

104. Though most of the students showed neutral responses to the statement, it indicated that most were not afraid of their incorrect answers.

The last statement discuss in this session is, "I pay more attention during lectures because I hope to win in Wordwall.net sessions.". The results of the data analysis showed that none (0 %) of the students chose strongly disagree, two students (6,89%) chose to disagree, eight students (27,59 %) chose neutral, fourteen students (48,28 %) chose to agree, and five students (17,24 %) chose strongly agree. The item score of this statement was 109. The result indicated most of the students wanted to be the winner of the game.

By referring to Table 2 and Figure 1, it is proven that Wordwall.net as a web app in the students' vocabulary learning was effective. Fortunately, the need for Wordwall.net in the students' vocabulary was one point on which the students do agree. It resulted in a total score of 1.578 in the 'agree' range of the total score interpretation. From the given table, questionnaire Item 11 got the most supportive response from the students (113, agree). It implied that the students stayed focused on answering each question on Wordwall.net. It was followed by the questionnaire Item 13 (111, agree) and 3 (111, agree) as the second-highest score, which said *"I respond as quickly as possible to each question in each Wordwall.net session"* and *"I like the collaboration & competitiveness in Wordwall.net sessions."* These results implied the students were challenged to compete by answering the questions as fast as possible to lead the leader board, which was supported by the third questionnaire item, as mentioned before.

Meanwhile, the lowest score was gained by the questionnaire Item 5 (76, neutral), which said, "Wordwall.net creates an energetic classroom atmosphere." The Wordwall.net web-based application did not create an energetic classroom atmosphere. If it is seen from a broader point of view as the lowest score, it is related to the result of Item 11, where the students focused on answering the questions in Wordwall.net.

Discussion

The students responded positively to Wordwall.net as one of the web-based applications in their vocabulary learning. It can be seen from the total score of the questionnaire result. The total score was 1.578, which was interpreted as agree. The result of this study was similar to the previous study conducted by Bueno et al. (2022) in that students responded positively to using Wordwall.net as a learning media since the respondents had no difficulty navigating the site even without the help of a technical expert. In this research, the students positively responded to using Wordwall.net as their vocabulary learning media regarding their feeling, effects, and engagement with the web tool.

From the perspective of students' perceived feelings about using Wordwall.net, it was found that the students enjoy teamwork and competition. The statement supported that they were motivated to win all sessions. Although Wordwall.net could not produce an energetic classroom atmosphere, using this web tool, most participants found that using Wordwall.net was exciting, interesting, motivating & fun. This result is in line with the research conducted by Bueno et al. (2022), which showed that students were satisfied with the use of Wordwall.net since it helped them achieve the lesson's objectives.

This research provided a different perspective on how Wordwall.net influences students' perceived effects after using it. The result indicated that students look forward to playing Wordwall.net in their daily vocabulary learning. This indicator focused on the consequences of using the web tool. Students are perceived to prepare better to win the sessions, so they try to master the vocabulary to compete with other students in the classroom.

Wordwall.net influenced not only the effects on students' learning process but also students' engagement with the application. If research conducted by Fakhruddin et al. (2021) showed that Wordwall.net influenced students' learning scores, this research presented new findings regarding students' engagement. All five statements about students' perceived engagement with the use of Wordwall.net (Statements 11-15) obtained favourable results in which most students responded to the statements with "agree." Based on the result of this indicator, Wordwall.net influenced students' engagement with the web tool and the classroom. Through Wordwall.net, the students focused on the questions given, which indicated they also focused on the classroom learning process.

From the data acquired from the questionnaire, it could be seen that the students showed good responses to the application. The total score result indicated 'agree' toward using Wordwall.net, meaning that they experienced a positive perception of this web tool for their vocabulary learning.

CONCLUSION

This study aimed to know the students' perspectives on using Wordwall.net as vocabulary learning media. This study found that students' perceptions of using Wordwall.net in vocabulary learning were good. Of course, most students responded positively to using Wordwall.net as their vocabulary learning media. It implied that students experienced and increased numerous beneficial outcomes in implementing Wordwall.net in their vocabulary learning. Their feeling about Wordwall.net was great. They enjoyed the teamwork and competition; they perceived Wordwall.net as an exciting, interesting, motivating & fun web tool to learn vocabulary. From the students' perceived effects using Wordwall.net, it could be concluded that Wordwall.net was a kind of awaited learning media for the students. In addition, Wordwall.net also influences the students' engagement with the web tool and the classroom. It indicated that the students paid more attention to the learning process.

The researchers suggest that Wordwall.net in English vocabulary learning in the classroom. Referring to the result obtained, the students feel that Wordwall.net is enjoyable, collaborative, and competitive. Therefore, English teachers need to be aware web tools and applications so that English learning (not only vocabulary) can be more interesting for students.

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