

**EXPLORING SENIOR HIGH SCHOOL STUDENTS'  
PERSPECTIVES ON USING WORDWALL AS AN  
INTERACTIVE LEARNING MEDIUM IN  
SPEAKING ACTIVITIES**

**THESIS**



**By:**

**UNIVERSITAS ISLAM NEGERI  
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FACULTY OF EDUCATION AND TEACHER TRAINING  
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Presented to Kiai Haji Achmad Siddiq Jember State Islamic University  
to partial fulfillment of the requirements for Education Bachelor degree (S. Pd)  
Faculty of Education and Teacher Training  
Islamic Education and Language Department  
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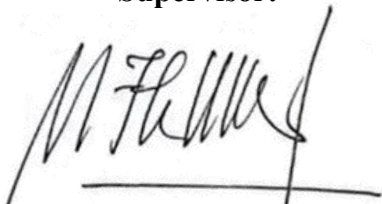
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Day and Date: Monday, 23 June 2025

The Board Examiners

Chairman

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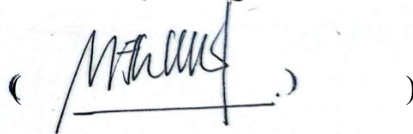
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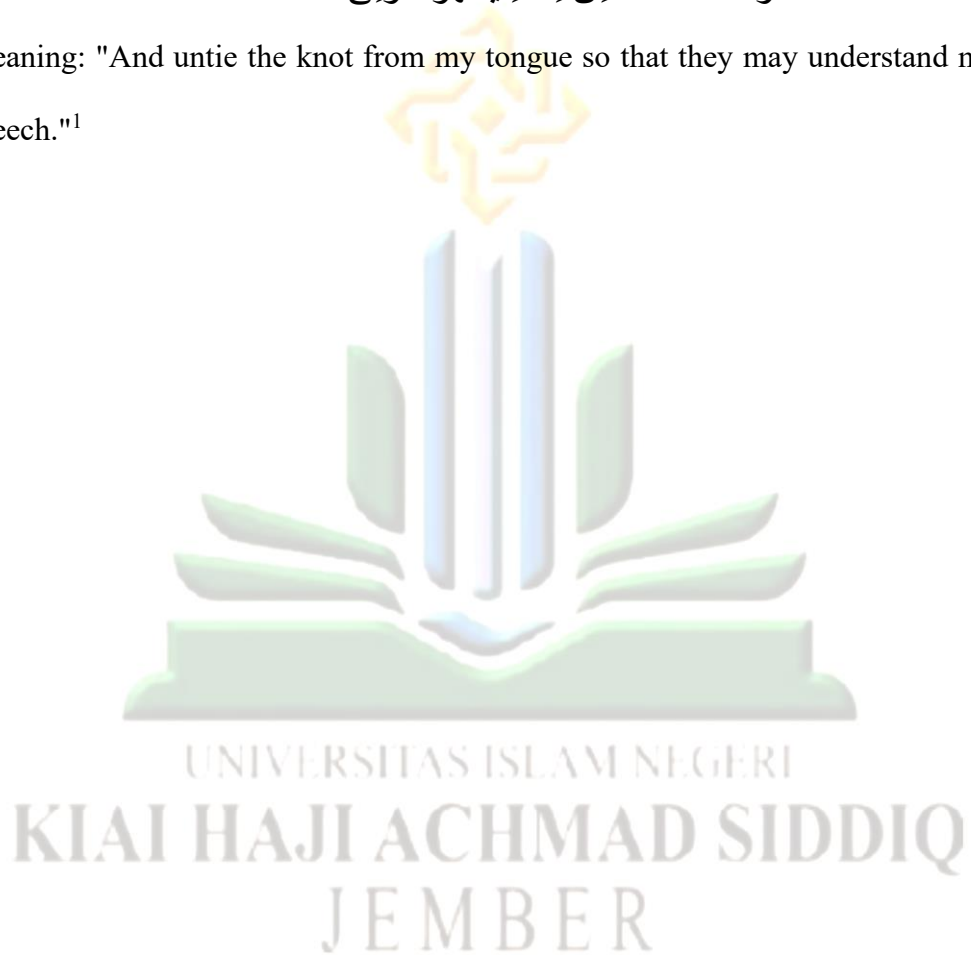


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## MOTTO

وَأَحْلُلْ عُقْدَةً مِّن لِّسَانِي يَفْقَهُوا قَوْلِي

Meaning: "And untie the knot from my tongue so that they may understand my speech."<sup>1</sup>



## DEDICATION

I dedicate this thesis to:

---

<sup>1</sup>Qur'an, Surah Ta-Ha 20:27–28, Sahih International translation, accessed May 24, 2025, <https://quran.com/20/27-28?translations=20>.

1. To my dearest mother, Mrs. Suhar Tatik, as the light of my life and my support, thank you for your love, insight, and constant support in every step of my journey. Your prayers are my most excellent protector, and your sacrifices inspire me to keep going. This paper is a small token of my gratitude for the endless devotion you have given me.
2. To my beloved father, Mr. Mohammad Maniso, as the hero in my life, who has worked tirelessly to give me the best opportunities, including continuing my education, thank you for your quiet strength and belief in my potential. Thank you for teaching me the value of perseverance and hard work until now.
3. To my respected thesis supervisor, Mrs. Dr. Mega Fariziah Nur Humairoh, M. Pd., thank you for your invaluable guidance, patience, and encouragement throughout the completion of this research. Your insightful feedback, continuous support, and dedication to my academic development have already played a significant role in forming this thesis. I am so grateful for your willingness to guide me with discretion and understanding at every stage of the process. This work would not have been possible without your guidance.

### **ACKNOWLEDGMENT**

I want to express my gratitude to Allah SWT, the Most Gracious and

Merciful God, the Lord of the universe, who has given His grace, help, and guidance so that I, as the author, can complete the thesis entitled "Exploring Senior High School Students' Perspectives on Using Wordwall as an Interactive Learning Media in Speaking Activities," as one of the requirements to fulfill a bachelor's degree. Sholawat and salam may always be given to our beloved prophet, Muhammad SAW; peace be upon him, who has brought us from darkness to light and opened the way to a brighter future and advancing world civilization.

In this opportunity, I, as the author, would like to express my sincere gratitude and appreciation to the following parties who have provided support, contribution, and encouragement to the researcher during this research.

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8. Mrs. Wahyu Kirana Dewi, S.Pd, is the English teacher at MAN 1 Jember, and class X students have helped and supported the author during this research.

Finally, the author has completed this thesis, and the author realized that this thesis is still far from perfect. However, the author hopes that this study can provide benefits and added value for researchers and readers in the future, especially in the learning process, especially in speaking activities using interactive media.

Jember, 23 June 2025  
The author

Fitriatul karomah

## ABSTRACT

**Fitriatul Karomah,2025:***Exploring Senior High School Student's Perspective On Using Wordwall As An Interactive Learning Media In*



### *Speaking Activities*

**Keywords: Wordwall, Interactive Learning Media, Speaking Activities**

Globalization and technological advances have reshaped education, especially language learning through digital media. Tools like Wordwall support speaking skill development by offering interactive practice, yet students often face issues like anxiety, limited vocabulary, and insufficient practice. While studies show Wordwall boosts engagement and comprehension, few have examined students' perspectives on its use in task-based speaking activities. This highlights the need to explore both its potential and challenges as an interactive learning medium.

Therefore, the study was guided by two main research questions: (1) What are students' perspectives on the use of Wordwall as an interactive learning medium in speaking activities? (2) How did the students experiences using Wordwall as an interactive learning medium in speaking activities in the classroom? The objectives are to explore students' perspectives regarding the use of Wordwall and to examine their experiences during its classroom implementation, particularly how they engaged with the platform in developing their speaking skills through interactive tasks.

This study employed a qualitative research design, conducted at MAN 1 Jember, the study involved 34 students from class XI MIPA 4. Data were gathered through questionnaires, semi-structured interviews, and document reviews. The questionnaire, consisting of 25 structured items, was distributed via Google Forms with direct assistance from the researcher. Semi-structured interviews were conducted both face-to-face and through personal chats to gain in-depth insights, while document reviews focused on lesson plans. Data from interviews and documents were analyzed using Miles and Huberman's Interactive Model (data collection, condensation, display, and conclusion drawing), whereas questionnaire data were analyzed descriptively using frequency and percentage distributions. Triangulation techniques were employed to ensure the validity and consistency of findings across data sources.

The findings showed that students held positive perspectives on using Wordwall as an interactive learning medium in speaking activities. They found it engaging, enjoyable, and helpful in increasing motivation and vocabulary retention. In terms of their experiences, students participated in structured learning stages—pre-activities, main tasks, and post-activities—using Wordwall to support their speaking practice. While students appreciated the interactive nature of the platform, they also encountered challenges such as unstable internet, limited class time, pressure from leaderboards, and insufficient vocabulary. These insights highlight both the potential and practical limitations of using Wordwall in speaking instruction.

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## CHAPTER I

### INTRODUCTION

This chapter discuss the study background, Research Questions, Research Objectives, Research Significances, Scope of Research, and Definition of Key Terms.

#### A. Background of Study

In Indonesia's rapidly digitalizing economy, mastery of spoken English has evolved beyond the academic necessary into a critical aspect of career mobility.<sup>2</sup> It is a dynamic skill that requires not only knowledge of language structures but also the ability to use these structures effectively in speech<sup>3</sup>. Proficiency in spoken English allows individuals to connect with diverse populations, making collaborating in international business environments easier and engaging in cultural exchange.<sup>4</sup> Thus, for senior high school students, however, developing speaking skills is essential, as it creates a more engaging and interactive learning environment. This active practice helps to enhance pronunciation, expand vocabulary, and build self-confidence. As students become more adept at articulating their thoughts, they improve their ability to participate in discussions, presentations, and everyday conversations, preparing them for university education and professional life. As such, mastering spoken English is a valuable skill and a gateway to various opportunities in both personal and professional life.

<sup>2</sup>. Hidayat, T. (2024). *English Language Proficiency and Career Opportunities: Perceptions of Indonesian University Graduates*. Language Value, 17(1). <https://doi.org/10.6035/languagev.7933>

<sup>3</sup>Harmer, Jeremy. *The Practice of English Language Teaching*. Pearson Education, 2015

<sup>4</sup> Jenkins, Jennifer. *World Englishes: A Resource Book for Students*. Routledge, 2003.

On the other hand, many students faced challenges in developing their speaking skills in English language learning. These are the lack of self-confidence, fear of making mistakes, and anxiety about speaking in front of others.<sup>5</sup>These psychological challenges are usually from past negative experiences or a sense of judgment from their peers and teachers.<sup>6</sup>In addition, the lack of opportunities for authentic speaking and the emphasis on written instruction and grammar further inhibit students' ability to practice speaking in a social environment, which makes it difficult for students to grow.<sup>7</sup>Thus, the preference to focus on accuracy more than fluency can discourage students from speaking fluently, leading to disinterest and reduced participation in speaking activities. Considering these challenges, exploring interactive and innovative teaching methods and media that encourage students' active participation and provide many opportunities for speaking practice is crucial.

Students' experiences play a crucial role in the learning process, as they provide valuable insights into how learners engage with materials, respond to instructional strategies, and develop their language skills over time. Understanding these experiences helps educators evaluate the effectiveness of learning activities, adapt teaching methods, and create more learner-centered environments. According to Kolb, learning is most effective when it is grounded in experience, where students actively participate, reflect,

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<sup>5</sup>Horwitz, E. K., Horwitz, M. B., & Cope, J. (1986). Foreign Language Classroom Anxiety. *The Modern Language Journal*, 70(2), 125-132

<sup>6</sup>Ayaz, M., & Jawad, M. (2024). "Exploring Psychological Challenges and its Influence on Students Learning at Tertiary Level." *CARC Research in Social Sciences*, 1(1), 56.

<sup>7</sup> Richards, J. C. (2015). *Key Issues in Language Teaching*. Cambridge University Press.



and transform knowledge through direct engagement.<sup>8</sup> Similarly, Nunan emphasizes that involving students' experiences in classroom practice enhances their autonomy and motivation.<sup>9</sup> Therefore, exploring students' experiences—particularly in response to interactive learning tools like Wordwall—can offer deeper understanding of learner needs, preferences, and challenges, which is essential for developing responsive and meaningful instruction.

In English language teaching, speaking practice is crucial to developing students' communication skills.<sup>10</sup> Resolving the challenges students often face in speaking activities requires a practical approach, one of which is using interactive learning media. One way to effectively resolve students' challenges in the above speaking activities is by using interactive learning media in the language classroom, which provides many benefits that enhance the overall learning experience.<sup>11</sup> Interactive media involves students actively, making learning more fun and effective by combining visual, auditory, and kinesthetic elements.<sup>12</sup> It helps to fulfill different learning styles, enhance student motivation, and build collaboration and communication skills. Interactive media also provide instant feedback, allowing students to assess their understanding and progress in real-time,

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<sup>8</sup> Kolb, D. A. (1984). *Experiential Learning: Experience as the Source of Learning and Development*. Englewood Cliffs, NJ: Prentice Hall.

<sup>9</sup> Nunan, D. (1992). *Research Methods in Language Learning*. Cambridge: Cambridge University Press.

<sup>10</sup> Vaughan, N. D. (2014). "Student Engagement and the Role of Interactive Learning." *International Journal of Educational Technology in Higher Education*, 11(1)

<sup>11</sup> Rulismi, D. (2022). "Use of Interactive Learning Media to Improve Language Capabilities in Early Childhood." *Indonesian Journal of Basic Education*, 5(3), 250-255.

<sup>12</sup> Mayer, R. E. (2009). *Multimedia Learning* (2nd ed.). Cambridge University Press.



which is especially important in language learning, with practice and correction playing an important role.<sup>13</sup> In addition, this interactive media can help students apply language skills in a practical context and build self-confidence. So, using interactive learning media like Wordwall in speaking practice enhances speaking skills, boosts motivation, and provides instant feedback, helping students overcome challenges and build confidence effectively.

Meanwhile, various digital tools to support interactive learning have been integrated into the language classroom. Among the popular tools are platforms such as Kahoot! and Quizizz, which make learning fun through quizzes and game-like activities.<sup>14</sup> Games like Duolingo and Babbel offer training in personalized language with interactive exercises.<sup>15</sup> Wordwall and Padlet are media for speaking activities by facilitating collaborative learning, where students can create, share, and interact with content interactively. In addition, tools such as Zoom and Microsoft Teams provide virtual spaces for live speaking practice and interactive sessions, while Google Classroom and Edmodo help organize and manage learning materials effectively.<sup>16</sup> Educators can use these interactive media to create a more dynamic and supportive language learning environment, helping students build confidence and

<sup>13</sup> Godwin-Jones, R. (2018). *Emerging Technologies: Mobile-Assisted Language Learning*. *Language Learning & Technology*, 22(3), 1-16.

<sup>14</sup>Pappas, C. (2021). "How Kahoot!, Quizizz, Duolingo, and Babbel Are Revolutionizing Learning." *eLearning Industry*.

<sup>15</sup>Ayaz, M., & Jawad, M. (2024). "Exploring Psychological Challenges and its Influence on Students Learning at Tertiary Level." *CARC Research in Social Sciences*, 1(1), 56.

<sup>16</sup>González, A., & Fernández, M. (2020). *Digital Tools for Language Learning: A Review of Recent Innovations*. *Journal of Language Teaching and Research*, 11(2), 259-271. <https://doi.org/10.17507/jltr.1102.06>

improve their speaking effectively.

Among the various interactive tools above, Wordwall is a highly effective medium for enhancing speaking activities in the language classroom.<sup>17</sup> Wordwall, as an interactive learning and game-based approach, not only involves students but also provides a platform to practice speaking skills.<sup>18</sup> Wordwall is an interactive learning media tool that provides various features and applications that are highly beneficial for speaking activities in language learning. One of its notable features includes the ability to create interactive, highly adaptable games that focus on various aspects of language (including vocabulary, pronunciation, and speaking practice).<sup>19</sup> Hence, the teachers can design activities such as word matching, sentence building, and role-play scenarios to enhance students' speaking skills. The teachers can create activities such as quizzes, matching exercises, and word games using Wordwall, customized to their lesson plans, which help strengthen language concepts in a fun and dynamic way.

In the context of language learning, the features of the Wordwall interactive media support active participation and immediate feedback, which are essential for effective language acquisition.<sup>20</sup> The various activities - from multiple-choice questions to spinning wheels and word searches - give

<sup>17</sup>Gorman, A. (2022). "The Benefits of Using Wordwall in Language Learning: Engaging Students in Interactive Activities." *Journal of Language Teaching and Learning*, 15(3), 45-60.

<sup>18</sup> Theodosia Lady Pratiwi, Sarah Ayuandri Togatorop, dan Maya Marsevani, "Enhancing Students' Speaking Skills with Wordwall Game-Based Learning: Classroom Action Research," *Journal of English Teaching, Applied Linguistics and Literatures* 7, no. 2 (2024): 182.

<sup>19</sup>Al-Marouf, R. S., Salloum, S. A., AlHamad, A. Q., & Shaalan, K. (2021). *Understanding an Extension Technology Acceptance Model of Wordwall in Teaching Speaking Skills: An Empirical Study*. *Computers & Education*, 168, 104199. <https://doi.org/10.1016/j.compedu.2021.104199>

<sup>20</sup> Fikky Aulia Novianti, "Wordwall as a Learning Media to Increase Students' Vocabulary Achievement," *Jurnal Pendidikan Bahasa Inggris* 4, no. 1 (2023): 45-56

students multiple ways to engage with the material. In addition, Wordwall enables collaborative activities where students can work together in pairs or groups, thus fostering proficiency in speaking tasks and teamwork.<sup>21</sup> On the other hand, word wall helps build confidence and improve their speaking and communication skills.<sup>22</sup> The immediate feedback the tool provides helps students identify their strengths and areas for improvement in real-time, which is very important for perfecting speaking skills. By incorporating Wordwall into speaking activities, educators can create a more interactive and supportive language-learning experience that motivates students and improves their speaking skills in language learning.

Furthermore, interactive learning media, including educational games, simulations, and videos, play an essential role in language education by actively involving students in learning. These media require students to make decisions, solve problems, or respond to prompts, which help maintain their interest and motivation.<sup>23</sup> In addition, many interactive media provide immediate feedback so students can quickly understand and correct their mistakes, strengthening learning and supporting continued improvement.<sup>24</sup> In addition, interactive media can be personalized to appreciate different learning styles and preferences, making the learning experience more

<sup>21</sup>Ghazali, N. H. M., & Yusuf, N. A. (2022). *Interactive Learning with Wordwall: Enhancing Speaking Skills in Language Education*. International Journal of Language Learning and Applied Linguistics, 14(1), 45-58.

<sup>22</sup>Pratiwi, T. L., Togatorop, S. A., & Marsevani, M. (2024). The Impact of Word Wall on Student Perception of Speaking Skill. *Journal of English Teaching, Applied Linguistics and Literatures*, 7(2), 145-150.

<sup>23</sup>Garin, M. (2020). *Multimedia for Language Teaching and Learning: A Practical Guide*. Springer.

<sup>24</sup>Hattie, J., & Timperley, H. (2007). *The power of feedback*. *Review of Educational Research*, 77(1), 81-112.

customized and effective. The research also shows that these media improve learning outcomes by creating a more enjoyable and practical educational experience.<sup>25</sup> Overall, the characteristics of interactive learning media - engagement, immediate feedback, personalization, and improved learning outcomes - make it a valuable asset in language education.

Interactive learning media have significantly impacted students' engagement and motivation in language education.<sup>26</sup> By incorporating educational games, simulations, and multimedia presentations, these tools actively involve students in their learning process, enhancing their engagement.<sup>27</sup> Hence, such interactive media require students to make decisions and solve problems, thus keeping their interest and developing a more profound understanding. Regarding motivation, interactive media often feature immediate feedback, rewards, and challenges, encouraging students to learn. In addition, these interactive digital media can be customized to accommodate diverse learning preferences, thus making the learning experience more relevant and enjoyable for each student.<sup>28</sup> Then, using interactive learning media effectively enhances engagement and motivation, leading to a more dynamic and practical language learning experience.

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<sup>25</sup> Warschauer, M., & Healey, D. (1998). *Computers and language learning: An overview. Language Teaching*, 31(2), 57-71.

<sup>26</sup> Hadijah, S., Marhamah, & Shalawati. (2020). Interactive and Educative Learning Media in English Language Teaching at Senior High Schools. *AL-ISHLAH: Jurnal Pendidikan*, 12(2), 202-214

<sup>27</sup> Mayer, R. E. (2009). *Multimedia learning*. Cambridge University Press

<sup>28</sup> Tomlinson, C. A. (2014). *The differentiated classroom: Responding to the needs of all learners*. ASCD.

One successful example of Wordwall implementation can be found in its use at a senior high school, where English teachers integrated the platform into vocabulary learning. By creating interactive activities such as word matching, fill-in-the-blanks, and quiz games tailored to the curriculum, the teachers made vocabulary learning more engaging for the students.<sup>29</sup> Wordwall's interactive quizzes provide immediate feedback, helping students quickly identify and correct mistakes.<sup>30</sup> For speaking activities, the platform's timer and scoring features are used to track students' performance in timed speaking exercises, where they practice using new vocabulary in sentences and dialogues. This successful implementation of Wordwall demonstrates how interactive learning media can effectively enhance student engagement and improve language skills, making the learning experience fun and impactful.

Meanwhile, in English Language Teaching (ELT), integrating engaging speaking activities is crucial to enhance student learning and motivation.<sup>31</sup> Offering diverse speaking tasks, such as role plays, debates, presentations, and group discussions, ensures that students encounter different language use scenarios, which helps to meet varied learning needs.<sup>32</sup> These activities allow students to practice speaking in various contexts, growing

<sup>29</sup>Vandergrift, L., & Goh, C. C. M. (2012). *Teaching and learning second language listening: Metacognition in action*. Routledge.

<sup>30</sup>Hattie, J., & Timperley, H. (2007). *The power of feedback*. *Review of Educational Research*, 77(1), 81-112.

<sup>31</sup> Theodorus Sulon Suban, "Teaching Speaking: Activities to Promote Speaking Skills in EFL Classrooms," *Lectio: Journal of Language and Language Teaching* 6, no. 1 (2020): 45-56.

<sup>32</sup> Richards, J. C. (2008). *Teaching listening and speaking: From theory to practice*. Cambridge University Press.

their fluency and confidence.<sup>33</sup> In addition, engaging in speaking tasks relevant to students' interests and real-life situations makes learning more enjoyable and effective. Interactive activities, such as games and simulations, offer immediate feedback and create a dynamic learning environment, which helps build students' confidence and improve their communicative competence. <sup>34</sup>Thus, engaging in speaking activities maintains students' interest and improves their overall language skills by providing practical and meaningful language practice.

Designing interactive speaking activities in English learning has its challenges, such as creating engaging and relevant tasks to students' real-life experiences, ensuring balanced participation in class, and matching task difficulty levels. Therefore, considering students' perspectives is crucial to creating relevant, student-responsive learning to enhance overall learning outcomes.<sup>35</sup> Thus, a deep understanding of the challenges in designing speaking activities and the importance of students' perspectives can provide a platform for developing more effective, relevant, and learners' needs-oriented teaching strategies.

However, in a previous study conducted to determine whether Wordwall media can improve vocabulary acquisition among junior high school students, the findings concluded that Wordwall media effectively

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<sup>33</sup>Nety, Asti Wahyuni B., and NurhaeStudents'ents' Self Confidence in Speaking English." Universitas Dayanu Ikhsanuddin, accessed January 22, 2025

<sup>34</sup> Ur, P. (2012). *A course in English language teaching*. Cambridge University Press

<sup>35</sup> Richards, J. C. (2015). *Key issues in language teaching*. Cambridge University Press



improves students' vocabulary skills.<sup>36</sup> In contrast, other studies investigated the impact of using Wordwall to increase student engagement in ESL classes. These studies showed that integrating Wordwall into the classroom significantly improved students' participation and understanding of English. This study concludes that Wordwall positively affects student engagement and comprehension in an ESL context.<sup>37</sup>

While extensive research has demonstrated Wordwall's effectiveness in vocabulary acquisition<sup>38</sup>, reading comprehension<sup>39</sup>, and student engagement<sup>40</sup> a significant research gap remains regarding students' perspectives on using Wordwall specifically for speaking activities within a task-based learning framework. Previous studies have primarily focused on quantitative outcomes rather than exploring students' experiential perspectives, particularly in the Indonesian senior high school context. Furthermore, limited research has examined the implementation process of Wordwall in speaking activities, including the challenges and benefits from students' viewpoints. This gap is crucial to address as understanding students' perspectives can inform more effective pedagogical approaches and enhance the integration of interactive digital tools in English learning.

<sup>36</sup> Nurul Humairah Kahar dan Sultan Baa, "Using Word Wall Medium to Improve Students' Junior Secondary School Vocabulary Mastery," dalam *Proceedings of the 5th INACELT (International Conference on English Language Teaching)*, 2021.

<sup>37</sup> Mazelin, Mahendran Maniam, Shereen Shamala Benjamin Jeyaraja, Marina Melissa Ng, Zhou Xiaoqi, dan Zhong Jingjing, "Using Wordwall to Improve Students' Engagement in ESL Classroom," *International Journal of Asian Social Science*, 2022.

<sup>38</sup> Kahar, N. F., & Baa, Y. C. (2021). The Effectiveness of Wordwall Application in Enhancing Students' Vocabulary Mastery

<sup>39</sup> Prapelia, N., & Fadhilawati, D. (2024). Improving Students' Reading Comprehension through Wordwall Media

<sup>40</sup> Mazelin, M., Suherdi, D., & Indrayani, L. M. (2022). Enhancing Student Engagement through Interactive Media: A Study of Wordwall in EFL Classrooms

Against these backdrops, this study explores how to use Wordwall as an interactive learning media in speaking activities. By examining students' perspectives, this study provide valuable insights into using Wordwall in speaking activities and create a more lively and enjoyable learning experience in the English classroom. The purpose of exploring students' experiences is to gain a deeper understanding of their engagement, the challenges they encounter, and their responses to using interactive media in speaking activities.

#### **B. Research Question**

Based on this background, the problems investigated in this study are:

1. What are students' perspectives on the use of Wordwall as an interactive learning medium in speaking activities?
2. How did the students experiences using Wordwall as an interactive learning medium in speaking activities in the classroom?

#### **C. Research Objective**

Based on the existing problems, this research aims to:

1. To explore students' perspectives regarding the use of Wordwall as an interactive learning media in speaking activities.
2. To examine students' experiences during the classroom implementation of Wordwall as an interactive learning medium in speaking activities.



#### **D. Research Significances**

The researcher expects that the research results can make significant contribution both theoretically and practically to teachers, students and researcher.

##### **1. Theoritically**

This study is expected to contribute to research and education, particularly in understanding senior high school students' perspectives on Wordwall as an interactive media in speaking activities. These insights can inform educators when considering the implementation of Wordwall in practical learning, considering its usability, drawbacks, and benefits from the student's perspective.

This study allow researchers to explore students' perspectives on Wordwall as an interactive learning tool in speaking activities in more depth. Therefore, the findings of this study are expected to add to the theory regarding students' perspectives on using Wordwall as an interactive learning media in speaking activities.

##### **2. Practically**

In addition to the theoretical significance, this study is expected to have practical implications.

##### **a. For Teachers**

This study aims to provide valuable insights for teachers in understanding students' perspectives on using Wordwall as an interactive learning media in speaking activities. So that teachers can help students with their speaking skills, reduce students' speaking

anxiety, give feedback in real-time, and promote collaboration and communication in group discussions. Therefore, Wordwall can be a beneficial medium for teachers to develop students' speaking skills through interactive learning.

b. Further Researchers

This research is expected to provide information and become a reference for further studies. This study allow researchers to explore students' perspectives on Wordwall as an interactive learning tool in speaking activities in more depth. Therefore, the findings of this study are expected to add to the theory regarding students' perspectives on using Wordwall as an interactive learning media in speaking activities.

**E. Scope of the Research**

This research explores senior high school students' perspectives on using Wordwall as an interactive learning media in speaking activities. The subjects of this study were students of class XI MIPA 4 at MAN 1 Jember, consisting of 34 students. The institution has officially approved the mention of the school name. This study explicitly aims to explore students' perspectives and the strategies they implement when using Wordwall. Data was collected through questionnaires completed by students within 40 minutes, and interviews were held for around 10 minutes. Due to the students' limited time, a second interview session was conducted via WhatsApp to complete the data collection process.

## **F. Definition Key Terms**

To clarify the key terms in this study, some definitions are put forward:

### **Student's Perspective in Speaking Activities**

In this study, students' perspectives refer to their experiences, attitudes, and opinions regarding using Wordwall as an interactive learning media in speaking activities. These perspectives include students' cognitive, affective, and behavioural responses to technology-mediated learning experiences, including their perceptions of effectiveness, ease of use, engagement, and overall satisfaction. This study focuses on four main aspects: students' views of their speaking skills, their knowledge of Wordwall, and their motivation, enthusiasm, and activeness while using Wordwall in English language learning.

### **Student's Experiences on Using Wordwall**

In this study, students' experiences refer to their involvement, emotional responses, and reflections while using Wordwall as an interactive learning media, particularly in speaking activities. These experiences encompass how students interacted with the platform, their perceptions of its usefulness, challenges faced, and how it supported or limited their learning process. Implementing Wordwall in speaking activities allowed students to engage in meaningful tasks, enhance pronunciation, expand vocabulary, and improve fluency. This study focuses on two key aspects: students' experiences using Wordwall as an engaging game as an interactive learning media and their experiences during the implementation of Wordwall in

speaking-focused tasks that encourage active participation and communication in the classroom.

### **Wordwall as an Interactive Learning**

Interactive learning media are tools that actively engage students in the learning process through participation and feedback.<sup>41</sup> Wordwall is an interactive learning media because it provides various gamification-based features that make the learning process more interesting and actively involve students. In the context of this research, Wordwall is used for speaking learning activities on historical recount text in class XI MIPA 4. Wordwall is a web-based educational platform that offers interactive, gamified learning through various templates, including quizzes, matching tasks, word games, and collaborative activities across multiple education levels. In this research context, Wordwall is an interactive learning medium for speaking activities in English language learning, implemented explicitly through the Task-Based Language Teaching (TBLT) approach. Wordwall is used during the on-task activities when the teacher provides exercise questions and facilitates discussion of the answers. It is also used in the post-task activities, where the teacher asks students to identify new vocabulary and construct simple sentences using their own words.

### **Speaking Activities in Using Wordwall**

In this study, speaking activities refer to structured pedagogical tasks designed to develop students' oral communication skills in English. In the

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<sup>41</sup> Heinich, R., Molenda, M., Russell, J. D., & Smaldino, S. E. (2002). *Instructional Media and Technologies for Learning* (7th ed.). Merrill Prentice Hall.

context of this study, speaking activities using Wordwall are implemented through three stages based on the Task-Based Language Teaching (TBLT) approach. The pre-activity stage includes warm-up games such as *Simon Says* to activate students' interest. The on-activity stage involves task completion using Wordwall, discussions related to the exercises provided on the platform, and sentence construction activities that allow students to discover and use new vocabulary. The post-activity stage focuses on recalling the new vocabulary found during the Wordwall exercises and submitting simple sentences using the newly learned words.



## CHAPTER II

### REVIEW OF THE RELATED LITERATURE

This chapter discuss previous research and the theoretical framework

#### A. Previous Research

1. “*Stimulating the Reading Proficiency Of 10th Grade Students Through The Application Of Wordwall In Recount Text*”. 2024. Written by Cahya Rika Prapelia, & Dian Fadhilawati.<sup>42</sup>

This study aimed to evaluate the effectiveness of the Wordwall application in stimulating reading skills for students in class X-10 at SMA 1 Sutojayan. Using a pre- experimental design with a one-group pre-test and post-test methodology, this study employed a quantitative design framework. The research process included three stages: 1) pre-test, 2) treatment, and 3) post-test. To ensure data reliability, the test was pretested on students with the same proficiency level. Data collection was conducted by giving tests and conducting statistical analysis. The results indicated a significant improvement in students' reading achievement, with scores improved from 77.24 to 86.24 after applying the Wordwall application for recount text instruction.

Previous research by Cahya and Fadhilawati discussed the effectiveness of Wordwall in improving students' reading skills, providing the basis that Wordwall is an effective interactive learning

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<sup>42</sup> Cahya Rika Prapelia, dan Dian Fadhilawati, "Stimulating The Reading Proficiency Of 10th Grade Students Through The Application Of Wordwall In Recount Text," *Jurnal Riset Rumpun Ilmu Bahasa (JURRIBAH)*, vol. 3, no. 1, April 2024.

media. Whereas this research extends the study by exploring students' perspectives on Wordwall in speaking skills, providing a new contribution on the application of Wordwall in the context of task-based speaking learning. This research provides suggestions to the existing gap by exploring the use of Wordwall in speaking activities, which was not previously discussed in previous studies. With an in-depth qualitative approach, this study provides new insights into students' experiences, motivations, and effectiveness of Wordwall in task-based learning, as well as extending the context of its use to students' speaking activities at MAN 1 Jember.

2. *"The Effect Using Wordwall Game Applications To Improve Students' Vocabulary In Chumchon Ban Pha Nok Khao School"* 2023. Written by Rizka Amalia Az Zahrah Anwar<sup>43</sup>

This study aimed to evaluate the effectiveness of the Wordwall application in improving students' English vocabulary through a quantitative research design involving 30 students from classes VII, VIII, and IX. The data were collected using a pre-test, treatment, and post-test procedure, with the results analyzed through a paired sample t-test. The findings revealed a significant increase in students' vocabulary scores after using Wordwall, with all classes showing improvement: class VII (from 75.00 to 92.27), class VIII (from 78.57

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<sup>43</sup> Rizka Amalia Az Zahrah, dan Khoirul Anwar, "The Effect Using Wordwall Game Applications To Improve Student's Vocabulary In Chumchon Ban Pha Nok Khao School," *Didaktika: Jurnal Pemikiran Pendidikan*, vol. 29, no. 1, Februari 2023, 18-28.



to 92.14), and class IX (from 76.92 to 90.00). A significance value of 0.000 ( $p < 0.05$ ) confirmed that the difference between the pre-test and post-test scores was statistically significant. In conclusion, the study demonstrated that the Wordwall app is effective in enhancing students' English vocabulary and contributes to increased student enthusiasm in learning.

The previous research by Rizka and Khoirul showed the effectiveness of Wordwall in improving students' vocabulary, strengthening the belief that Wordwall is a useful interactive learning medium. Whereas my research completes this study by exploring students' perspectives on using Wordwall in speaking skills, providing new insights into the application of Wordwall in the context of speaking learning at the high school level. While previous studies have shown the effectiveness of Wordwall in improving students' vocabulary, they did not explore students' speaking skills or perspectives on this medium. Thus, this study provides suggestions by exploring students' experiences and perspectives on using Wordwall for speaking activities in the classroom, especially at the high school level. In addition, this study also shows how Wordwall can be integrated with the Task-Based Language Teaching approach, thus providing further guidance on the application of this media in task-based interactive learning activities.



3. “*Efl Students’ Perspective Of Wordwall.Net Used As Media For Learning English Grammar*” 2022. Laily Wahyuni Ilahi, Cahya Komara, Yusuf Ismail<sup>44</sup>

This study aimed to explore EFL students' perspectives on the use of Wordwall.net for learning English grammar by employing a quantitative survey design. Conducted at a private secondary school in Jakarta, the research involved 129 students who completed a closed-ended questionnaire using a Likert scale, with data analyzed through SPSS Version 25. The findings revealed that the majority of students had a positive perception of Wordwall.net: 89.6% expressed favorable emotional responses, 67.3% showed positive attitudes toward its use, and 77.4% reported increased engagement during grammar learning activities. These results highlight Wordwall.net's effectiveness in enhancing grammar comprehension and fostering student enthusiasm, suggesting that interactive digital tools can significantly enrich the language learning experience.

Previous research by Laily Wahyuni Ilahi, Cahya Komara, and Yusuf Ismail focused on the effectiveness of Wordwall as a grammar learning medium using a quantitative survey design, but did not explore its application in speaking skills or examine students' perspectives in depth. Hence, to resolve this gap, this study adopted a

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<sup>44</sup> Laily Wahyuni Ilahi, Cahya Komara, dan Yusuf Ismail, "EFL Students' Perception of Wordwall.Net Used as Media for Learning English Grammar," *UHAMKA International Conference on ELT and CALL (UICELL)*, Jakarta, 22-23 Desember 2022.

qualitative approach to investigate students' experiences, motivations, and challenges in using Wordwall for speaking activities. Conducted at MAN 1 Jember, this study extends the context of Wordwall use by integrating it into task-based learning, providing even richer insights into how this platform supports interactive and meaningful speaking practices adapted to the needs of senior high school students.

4. *"Using Word Wall Medium to Improve Students' Junior Secondary School Vocabulary Mastery"* 2022. Nurul Humairah Kahar & Sultan Baa.<sup>45</sup>

This study aimed to examine the impact of Wordwall media on junior high school students' vocabulary acquisition using a quantitative pre-experimental research design. Conducted at SMP Negeri 1 Campalagian in Polewali Mandar, West Sulawesi, the study involved 23 seventh-grade students selected through cluster random sampling. Data were collected using pre-test and post-test writing assessments and analyzed through descriptive statistics and t-test analysis. The results showed a significant improvement in students' vocabulary acquisition, with the t-test value (114.1) far exceeding the t-table value (2.074), leading to the acceptance of the alternative hypothesis. These findings confirm that Wordwall media effectively enhances vocabulary learning among junior high school students and

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<sup>45</sup>Nurul Humairah Kahar dan Sultan Baa, "Using Word Wall Medium to Improve Students' Junior Secondary School Vocabulary Mastery," *Proceedings of the 5th INACELT (International Conference on English Language Teaching)*, 2021.

highlights the value of interactive digital tools in improving language learning outcomes.

Previous research by Nurul Humairah Kahar and Sultan Baa focused on the effectiveness of Wordwall in improving vocabulary acquisition at the junior high school level but did not explore its use in speaking skills. In contrast, this study addresses that gap by investigating students' perspectives on using Wordwall for speaking activities in a task-based learning context at the senior high school level, offering new insights into its role in supporting interactive speaking development. The previous study focused on the effectiveness of Wordwall in improving students' vocabulary acquisition at the junior high school level using a quantitative approach with a pre-experimental design. However, it did not explore how Wordwall can be used in the context of speaking skills or students' experiences in depth. By using a qualitative approach, this research provides new perspectives on how Wordwall supports high school students' speaking skills, particularly through task-based learning. In addition, this research also expands the context of its use by highlighting students' experiences, motivations, and challenges faced during classroom speaking activities, which were not previously described in previous studies.

5. *“Using Wordwall To Improve Students’ Engagement In Esl Classroom”* 2022. Nussrah Mazelin, Mahendran Maniam, Shereen

Shamala Benjamin Jeyaraja, Marina Melissa Ng, Zhou Xiaoqi, Zhong Jingjing.<sup>46</sup>

This study aimed to investigate the use of Wordwall to enhance student engagement in the ESL classroom through a mixed methods research design involving 24 secondary school students in Kuala Nerus, Terengganu. Data were collected using surveys and video transcription analysis. The findings revealed that Wordwall positively impacted students' classroom participation, making learning more interactive and enjoyable, which in turn increased motivation and engagement. These results suggest that Wordwall is an effective tool for promoting active involvement in ESL learning and highlight its potential for broader application in diverse educational settings.

Previous research by Nussrah, Mahendran, and Shereen showed that Wordwall enhances student engagement in ESL learning but did not examine its specific use for speaking skills. This study extends their findings by exploring students' perspectives on using Wordwall in speaking activities, offering new insights into its role in supporting task-based learning at the senior high school level. The present study provides suggestions to the gap by exploring the use of Wordwall in speaking skills, which was not specifically discussed in

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<sup>46</sup> Nussrah Mazelin, Mahendran Maniam, Shereen Shamala Benjamin Jeyaraja, Marina Melissa Ng, Zhou Xiaoqi, dan Zhong Jingjing, "Using Wordwall To Improve Students' Engagement In ESL Classroom," *International Journal of Asian Social Science*, 2022.

the previous studies. Their research focused on how Wordwall increased student engagement in an ESL classroom using a blended approach, but did not in-depth discuss its application in the context of speaking skills. Using a qualitative approach, this study provides new perspectives on students' experiences on using Wordwall for speaking, including their motivations, challenges and the effectiveness of the medium in task-based learning. In addition, this study expands the context of using Wordwall by focusing on the speaking skills of senior high school students at MAN 1 Jember, providing practical guidance for teachers in using Wordwall to create interactive and effective speaking lessons



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JEMBER

**Table 2.1**  
***Similarities and Differences between Previous Research and Current Research***

No	Author, Year, Title	Similarities	Differences
1.	Cahya Rika Prapelia, & Dian Fadhilawati. 2024. Stimulating The Reading Proficiency Of 10th Grade Students Through The Application Of Wordwall In Recount Text	<ul style="list-style-type: none"> <li>Both studies focus on the implementation of Wordwall applications in educational activities.</li> <li>Both studies involve tenth-grade students in senior high school</li> </ul>	<ul style="list-style-type: none"> <li>Previous research focused on improving reading skills, while this research focuses on students' perspectives in using Wordwall for speaking activities.</li> <li>Previous Research Used quantitative pre-experimental design. While this research uses a descriptive qualitative design.</li> </ul>
2.	Rizka Amalia Az Zahrah <sup>1</sup> , Khoirul Anwar. 2023. The Effect Using Wordwall Game Applications To Improve Students' Vocabulary In Chumchon Ban Phanokkhao School	<ul style="list-style-type: none"> <li>Both studies aim to assess the effectiveness or impact of Wordwall in language learning activities.</li> <li>Both studies focus on the implementation of Wordwall applications in educational activities.</li> </ul>	<ul style="list-style-type: none"> <li>Previous research Used quantitative methods with pre-test and post-test. While this research uses a descriptive qualitative approach.</li> <li>Previous research focused on improving English vocabulary. Meanwhile, this research focuses on exploring perspectives on the use of Wordwall in speaking activities.</li> </ul>

No	Author, Year, Title	Similarities	Differences
3.	Laily Wahyuni Ilahi, Cahya Komara, Yusuf Ismail. 2022. Efl Students' Perspective Of Wordwall.Net Used As Media For Learning English Grammar	<ul style="list-style-type: none"> <li>Both studies examine the use of Wordwall in an educational context.</li> <li>Both aim to gather students' views or Perspectives on the use of Wordwall.</li> <li>Both studies use questionnaires to collect data, Although with different structures (close-ended vs. semi-structured).</li> </ul>	<ul style="list-style-type: none"> <li>Previous Research used a quantitative survey design. While this research uses a descriptive qualitative design.</li> <li>Previous Research Involved 129 respondents from a private high school in Jakarta. Whereas This study involves tenth grade students (XI MIPA 4).</li> <li>Previous Research Used a closed questionnaire with a Likert scale. While this study uses semi- structured interviews, and questionnaires.</li> </ul>
4.	Nurul Humairah Kahar & Sultan Baa. 2022. Using Word Wall Medium to Improve Students' Junior Secondary School Vocabulary Mastery	<ul style="list-style-type: none"> <li>Both studies aim to improvements' language skills (vocabulary in the previous study, speaking activities in your study) through the use of wordwall</li> <li>Both studies investigate the effectiveness of enhancing the language learning experiences</li> </ul>	<ul style="list-style-type: none"> <li>Previous Research focused on the impact of wordwall on students' vocabulary acquisition. Meanwhile this research focused on students' persctives on the use of wordwall for speaking activities</li> <li>Previous Research used pre-expreminetal research design. Whereas this research uses a descriptive qualitative design</li> </ul>



No	Author, Year, Title	Similarities	Differences
1.	Cahya Rika Prapelia, & Dian Fadhilawati. 2024. Stimulating The Reading Proficiency Of 10th Grade Students Through The Application Of Wordwall In Recount Text	<ul style="list-style-type: none"> <li>Both studies focus on the implementation of Wordwall applications in educational activities.</li> <li>Both studies involve tenth-grade students in senior high school</li> </ul>	<ul style="list-style-type: none"> <li>Previous research focused on improving reading skills, while this research focuses on students' perspectives in using Wordwall for speaking activities.</li> <li>Previous Research Used quantitative pre-experimental design. While this research uses a descriptive qualitative design.</li> </ul>
2.	Rizka Amalia Az Zahrah1, Khoirul Anwar. 2023. The Effect Using Wordwall Game Applications To Improve Students' Vocabulary In Chumchon Ban Phanokkhao School	<ul style="list-style-type: none"> <li>Both studies aim to assess the effectiveness or impact of Wordwall in language learning activities.</li> <li>Both studies focus on the implementation of Wordwall applications in educational activities.</li> </ul>	<ul style="list-style-type: none"> <li>Previous research Used quantitative methods with pre-test and post-test. While this research uses a descriptive qualitative approach.</li> <li>Previous research focused on improving English vocabulary. Meanwhile, this research focuses on exploring perspectives on the use of Wordwall in speaking activities.</li> </ul>
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1.	Cahya Rika Prapelia, & Dian Fadhilawati. 2024. Stimulating The Reading Proficiency Of 10th Grade Students Through The Application Of Wordwall In Recount Text	<ul style="list-style-type: none"> <li>Both studies focus on the implementation of Wordwall applications in educational activities.</li> <li>Both studies involve tenth-grade students in senior high school</li> </ul>	<ul style="list-style-type: none"> <li>Previous research focused on improving reading skills, while this research focuses on students' perspectives in using Wordwall for speaking activities.</li> <li>Previous Research Used quantitative pre-experimental design. While this research uses a descriptive qualitative design.</li> </ul>
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No	Author, Year, Title	Similarities	Differences
5.	Nusrah Mazelin, Mahendran maniam, Shereen shamala, Benjamin jeyaraja, Marina Melissa Ng, Zhou Xiaoqi, Zhong Jingjing. 2022 Using wordwall to improve students' engagement in ESL Classroom	<ul style="list-style-type: none"> <li>Both studies investigate the application of Wordwall in the classroom</li> <li>Both studies aim to enhance students' learning experience through the use of Wordwall</li> <li>Both studies used qualitative data to provide a deeper insight into the wordwall on students</li> </ul>	<ul style="list-style-type: none"> <li>The previous study focused on the impact of wordwall on students' engagement and perspectives on the use of wordwall for speaking activities</li> <li>Previous research used mix method research design. Meanwhile this research uses a descriptive qualitative design</li> </ul>

Previous research has focused on using Wordwall for teaching and learning vocabulary, grammar, reading, and student learning outcomes in English language learning. However, the lack of research on students' perspective on Wordwall.net as an interactive learning media in speaking activities at MAN 1 Jember is still a question, whether Wordwall helps them in speaking activities. This study emphasizes the importance of understanding high school students' perspectives after they use Wordwall in speaking activities. This study aims to explore high school students' perspectives on using Wordwall in their English-speaking activities based on the context of the topic discussed by the teacher. In addition, teachers need to consider how to further use Wordwall in implementing task-based language teaching in English-speaking activities, thus making the class more active and effective.

## **B. Theoretical Framework**

### **1. Perspective**

#### **a. Definition of Perspective**

Perspective is a process of processing information that has overtaken the human senses. It also refers to a person's ability to control their perspectives, such as their ability to contrast and clarify; this perspective can be explained in two categories: bottom-up and top-down. The community's optical currents determine the bottom-up perspective, and the information they get

be processed through expressions and explanations. Besides that, the top-down perspective is processed through previous people's experiences, such as personal experience, motivation, expectations, and someone's social status. This is included in the human perspective. It is concluded that humans have perspectives, previous knowledge, and experience.<sup>47</sup> Therefore, several definitions of perspective researchers have been found by several experts.

In terms of terminology, the Longman Dictionary of Contemporary English defines "perspective" in several ways: (a) as the way a person thinks about or perceives something and their thoughts about what that something is like; (b) as the process of perceiving something through the senses of sight, hearing, touch, smell, and taste; and (c) as a person's inherent ability to understand or perceive something quickly. These definitions highlight perspective's multifaceted nature, including cognitive, sensory, and perceptual dimensions". Etymologically, Perspective originated from the Latin perception and perception, which means to take, receive, collect, and understand with the mind or senses; on the other hand, Perspective is the process experienced to achieve awareness or understanding of sensory information.<sup>48</sup>

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<sup>47</sup> A. Demuth, *Perception Theories*, (Krakow: Filozofická fakulta Trnavskej univerzity v Trnave, 2013).

<sup>48</sup> O. U. Qiong, *A Brief Introduction to Perception*, 18

Arifin defines perspective as a process in which a person receives information about specific objects, events, or relations and then concludes and interprets the data to develop an understanding or a perspective of the observed.<sup>49</sup> Thus, perspective includes passive reception of information and active interpretation, which is influenced by individual experience, knowledge, and context so that the results can differ from one person to another. This Perspective plays an essential role in how a person understands the world around them and interacts with their environment.

Walgito explained that Perspective is a process that starts from sensing, in which the individual receives the stimulus through his five senses.<sup>50</sup> This process is part of a psychological activity that involves processing information the senses receive and transforming thoughts and interpretations.<sup>51</sup> In addition, individual preferences - such as likes or dislikes towards an object - also play a significant role in forming a person's Perspective. These preferences affect how an object is perceived and can influence attitudes and responses to the object, resulting in a

<sup>49</sup> H. S. Arifin, I. Fuady, dan E. Kuswarno, "Factor Analysis That Affects University Student Perception in Untirta About Existence of Region Regulation in Serang City," *Jurnal Penelitian Komunikasi dan Opini Publik*, vol. 21, no. 1, 2017.

<sup>50</sup> Walgito, *Pengantar Psikologi Umum*, Yogyakarta: Andi Offset, 2002.

<sup>51</sup> . A. Zain, D. N. Widayanti, dan U. Fadlilah, "Pentingnya Persepsi Siswa Terhadap Layanan KI di Sekolah,"

*Seminar Nasional Bimbingan dan Konseling 2018*, 2018.

subjective and personalized mental picture that forms perspectives.

Therefore, everyone's thoughts with different knowledge backgrounds will create different perspectives and evaluate an object or opinion differently. For example, the difference between Perspectives between teacher and student Perspectives education, such as differences in Perspectives between students and teachers, can also be observed in grading assignments or exams. For example, a teacher may see an assignment as an opportunity for students to develop critical and in-depth thinking skills. The teacher may feel that the assignment is designed to challenge students and prepare them for greater challenges in the future.

However, from a student's perspective, the same assignment may be perceived as a problematic and anxiety-forming additional burden, especially if they feel it is too difficult or irrelevant to their needs. This difference can affect how students motivate themselves to work on tasks and how teachers evaluate learning success.

#### **b. Process of Perspective**

According to Mar'at, the state is a cognitive process modified by experience, perspective, and individual knowledge.<sup>52</sup> On the other hand, an individual component is crucial in

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<sup>52</sup> M. Mar'at, \*Human Attitudes: Change and Measurement\*. Jakarta: Ghalia Indonesia, 1991.

determining the existence of an answer in the form of an individual's attitude and behavior toward the object that exists and be investigated. At the same time, the experience and learning process will provide the form and structure of the object captured by the five senses.

However, Walgito states that Perspective is caused by something that happens through a process with the following stages.<sup>53</sup>

The first stage of the Perspective process, the physical process, happens when students take in a stimulus through their senses. For example, the teacher asks students to read the text projected on the screen during an English lesson. In this case, the stimulus is the English text on the screen, and the sense organs used are the students' eyes. When students look at the text, the light from the text bounces into their eyes, gets received by the retina, and gets passed on to the brain as visual signals. This process allows students to receive information from the text before moving on to the next stage of their Perspective.

The second stage of the Perspective process, the physiological process, happens when the stimulus received by the receptor is conducted through the sensed nerve. For example, when a student reads English text on a screen, the light from the text is

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<sup>53</sup>Walgito, \*Introduction to General Psychology\*. Yogyakarta: Andi Offset, 2002.

received by the eye and converted into electrical signals. This signal is sent through the optic nerve to the brain for further processing. This process allows the visual information from the text to be passed from the eye to the visual processing center in the brain, which is essential for further interpretation and comprehension.

The third stage of the Perspective process, the psychological process, involves the individual's awareness of the stimulus received by the receptor. For example, after the brain gets the signal from the English text, the student begins to realize and understand the meaning of the words in the text. This process involves word identification, understanding the context, and evaluating the information read. Students may realize that the text explains a new grammar rule, and they begin to relate the information to their existing knowledge, thus enabling them to understand the subject matter better.

The fourth stage of the Perspective process, which is the result acquired from the Perspective process, includes responses and behaviors. For example, after students understand the meaning of words in an English text and realize that the text explains new grammar rules, they may begin to actively participate in class discussions or work on exercises given by the teacher. This response results from their understanding of the information



received, and this behavior shows the application of the new knowledge that has been processed and understood through the previous stages of Perspective.

### c. Types of Perspective

According to Bjorklund, a process of understanding the stimulus obtained with the five senses can produce Perspective and is divided into several types of Perspective, among others, namely:<sup>54</sup>

- 1) Visual Perspective is the ability to perceive and understand information obtained through the sense of sight. It involves processing the shape, color, size, and orientation of objects seen. For example, a student reading text on the blackboard or in a textbook uses visual Perspective to recognize letters, words, and sentences and to understand the material presented.
- 2) Auditory Perspective is the ability to perceive and understand information obtained through the sense of hearing, including the sound, rhythm, and intonation of the voice. For example, when a teacher orally explains the subject matter, students use auditory Perspective to understand and process information conveyed through sound.
- 3) Touch Perspective is the ability to perceive

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<sup>54</sup>Bjorklund & A. D. Pellegrini, "Child Development and Evolutionary Psychology," *Child Development*, vol. 71, no. 6, pp. 1687-1708, 2000.

information acquired through touch, such as texture, pressure, temperature, and shape. For example, when students learn geometric shapes by holding and feeling a 3D model, they use sense Perspective to understand the object's physical characteristics.

- 4) Olfactory Perspective is the ability to recognize and understand smells captured by the sense of smell. For example, in science lessons, students may be asked to smell certain chemical substances (such as vinegar or perfume) to understand chemical reactions or characteristics of materials.
- 5) Taste Perspective is the ability to recognize and understand tastes perceived by the sense of taste, such as sweet, salty, sour, and bitter. For example, in a culinary or science class, students might taste different food ingredients to understand how flavor combinations work in a recipe or how the chemical properties of food ingredients interact.

According to Shafaruddin and Suryadi, there are two types of Perspective in general: external Perspective, which occurs because of stimulation coming from outside the individual, and self-perspective, which occurs because of stimulation coming from within the individual.<sup>55</sup> On the other

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<sup>55</sup> Shafaruddin & A. Suryadi, Student Perceptions of UPT. *Universitas Tanjungpura* (Doctoral dissertation, Tanjungpura University, 2013).

hand, in this case, the object is himself/herself. Through perspective, individuals can perceive and learn the position of the surrounding environment and understand their own state.

However, when observing interactions with objects from the perspective of a particular individual, Irwanto suggests that perspective outcomes can be categorized into two types:

All knowledge and responses that harmonize with the perceived object clearly define a positive perspective.<sup>56</sup> A positive Perspective is also defined as a positive response from the perceived object or respondent. Every human being's reaction or perspective shows, receives, and implements the prevailing norms and recognizes and agrees with everything.<sup>57</sup>

Meanwhile, Negative Perspective refers to perspectives that describe knowledge and responses that are not compatible or in tune with the object of focus.<sup>58</sup> Negative Perspective can also be seen as an adverse reaction to the object, indicating a response or attitude that expresses rejection or dissimulation of the norms.<sup>59</sup>

#### **d. Students Perspective**

Perspective is an activity that includes receiving, selecting,

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<sup>56</sup> Irwanto, Psikologi Umum

<sup>57</sup> Abu Ahmadi, Psikologi Sosial.

<sup>58</sup> Irwanto, Psikologi Umum

<sup>59</sup> Abu Ahmadi, Psikologi Sosial.

collecting, organizing, interpreting information, and making sense through all senses and thinking.<sup>60</sup> On the other hand, a student's Perspective is essential to know in the learning and teaching process. Students' Perspectives in the learning process are a way of perceiving students in an understanding of the material, understanding information, and responding to the use of media the teacher applies in a learning process.<sup>61</sup>

However, Perspectives are categorized into two types: positive and negative. Irwanto further said that a positive perspective grows compelling learning motivation through knowledge and responses that are following the perceived object. The reaction or perspective of each human being shows that they accept and approve of everything; on the other hand, the Negative Perspective creates negative motivation by presenting knowledge and responses that are not compatible or harmonious with the object of focus, resulting in reactions or attitudes that reflect rejection or dissent towards the object. Comprehending students' perspectives is very important to determine their motivation in learning English, as this could help to express how they respond to English teaching, especially in speaking activities using Wordwall as an interactive media.

<sup>60</sup>Franz, H. W., & Sarcina, R. (2009). *Basic concepts of perception and communication*. In *Building Leadership in Project and Network Management* (p. 25). Springer, Berlin, Heidelberg.

<sup>61</sup>Andi, N., Kisman, S., & Maemuna, M. (2022). "Students' Perception on English Learning Media During Covid-19 Pandemic," *Journal of Excellence in English Language Education*, vol. 1, no. 4.

Based on the explanation above, perspective includes selecting, organizing, and interpreting sensory information through the senses. A variety of factors influences the outcome of this interpretation. This results in different Perspectives based on personal knowledge and experience. According to Bjorklund, understanding the stimulus received with the five senses can result in Perspective, and there are several types of Perspective, including Visual Perspective, auditory Perspective, Touch Perspective, olfactory Perspective, and Taste Perspective. According to Shafaruddin and Suryadi, there are two types of Perspective in general: external and self. According to Irwanto, perspectives are categorized into two types: positive and negative. In this study, participants were asked to evaluate using Wordwall in classroom English activities based on their perspectives and expectations. The aim is to determine whether students have a positive or negative perspective on using Wordwall.

This study used the perspective theoretical framework to understand how students perceived the use of Wordwall as an interactive learning media in speaking activities. Perspective, as described, involves the cognitive process of receiving, selecting, organizing, and interpreting information through the senses and is influenced by personal experience, knowledge, and context. This process results in different forms of perspective-visual, auditory,

tactile, olfactory, and taste as well as differences between external and internal sources and positive or negative attitudes. In the context of this study, these theories help identify how students perceive their speaking learning experience using Wordwall: whether they find it interesting, helpful, and motivating (positive perspective) or burdensome, ineffective, or irrelevant (negative perspective). Thus, understanding students' perspectives is very important to evaluate the effectiveness of Wordwall in enhancing speaking skills in English language learning activities.

## **2. Speaking Activities**

### **a. Definition of Speaking**

Some experts have provided definitions and perspectives on speaking. Thornbury, for example, defines speaking as an activity that includes two or more people exchanging information or messages in an oral form.<sup>62</sup> In addition, everyone involved in direct interaction aims to respond to the ongoing conversation. On the other hand, Chaney explains speaking as creating and conveying meaning through verbal and non-verbal symbols in various contexts.<sup>63</sup> Such as gestures and expressions to convey meaning. This process happens in various contexts, which requires speakers to adapt their communication strategies to

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<sup>62</sup>Thornbury, S. (2005). *How to Teach Speaking*. London: Longman.

<sup>63</sup> Chaney, A.L. and Burke, T.L., *Teaching Oral Communication in Grades K-8*. (Boston: Allyn and Bacon, 1998), 13.

different situations.

According to the Oxford Dictionary, the term “speaking” covers a variety of actions, including articulating words, delivering speeches, and expressing ideas and emotions.<sup>64</sup> Therefore, speaking is often considered a highly familiar expression in everyday life. Speaking is the primary verbal language used for communication, making it a critical skill for interacting with others and navigating various situations. Speaking allows one to effectively express one's ideas, thoughts, and feelings through spoken language.

In addition, according to Tarigan, speaking is the ability to articulate sounds or words to express and convey thoughts, ideas and feelings.<sup>65</sup> Therefore, speaking is conveying ideas, thoughts, feelings, and so on through a few words or sentences to make the other person understand the meaning of the conversation being discussed by the speaking partner. Meanwhile, according to Brown, speaking is an interactive process of constructing meaning that involves the production, reception, and processing of information.<sup>66</sup> On the other hand, we often use communication to convey thoughts, ideas, and feelings in our daily interactions,

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<sup>64</sup> AS Hornby, *Oxford Advanced Learner's Dictionary*. (Oxford: Oxford University Press, Sixth Edition, 1987) 827.

<sup>65</sup> Brown, H. D. (1994). *Teaching by Principles: An Interactive Approach to Language Pedagogy*. Englewood Cliffs, NJ: Prentice Hall Regents, as cited in Burns, A., & Joyce, H. (1997). *Focus on Speaking*. Sydney: National Centre for English Language Teaching and Research.

<sup>66</sup> Henry Guntur Tarigan, *Pengajaran Analisis Berbahasa*, (Bandung: Angkasa, 1997), 15.



including in friendships, relationships, business, and other areas.

Speaking is an interactive process of creating meaning that includes generating, receiving, and processing information. It is usually used to convey thoughts, ideas, and feelings in various daily interactions, such as friendships, relationships, business, and others. In addition, Nunan also defines speaking as the ability to have a conversation in language.<sup>67</sup> This means that a good conversation will happen if the speaker uses language or speaks well and the listener understands the meaning.

Based on these definitions, speaking is an oral communication skill in English that allows one to express ideas, feelings, and opinions orally in a conversation. Speaking effectively involves conveying a message that can be understood by the listener. Speaking is essential for articulating feelings, ideas, and opinions in diverse social contexts, such as interactions with friends and relatives, teamwork, etc. The key aspects of effective speaking are using the correct sentence structure, clear pronunciation, and correct vocabulary.

#### **b. Components of Speaking**

According to Wipf, several components of speaking skills are evaluated in English, including the following five key ones:<sup>68</sup>

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<sup>67</sup>Nunan, *Language Teaching Methodology; A Textbook for Teachers*, (Edinburgh: Longman Pearson Education, 1998), 38.

<sup>68</sup> Joseph Wipf, *Educating Listening Comprehension and Speaking Proficiency of Prospective*

## 1. Pronunciation

According to the Oxford Dictionary, pronunciation refers to how a word or language is spoken. Another definition explains pronunciation as the act of pronouncing words and the articulation of speech. Based on this, pronunciation is an essential component of language. Students need to have good pronunciation, as this makes sure that their messages are easier to understand. A bad pronunciation can make it difficult for the listener to understand what the speaker is conveying.

## 2. Vocabulary

Vocabulary is a crucial component for beginning language learners. Longman Dictionary of Contemporary English defines vocabulary as the collection of words and their meanings provided as a resource for language learners. Vocabulary includes all words and their meanings and is very important in language learning, especially in speaking. Without having an adequate vocabulary, effective expression is impossible. A limited vocabulary can hinder students' language acquisition, so mastering a comprehensive vocabulary is essential for clear communication in the target language. Proficiency in speaking is often reflected in the vocabulary and

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*Student Teacher in German*, (Los Angeles: MLA Convention, 1982), 227.

types of words used.

### 3. Grammar

Grammar is about developing the ability to construct correct and appropriate sentences. It involves language structures and systems, as well as how to organize words into proper sentences. Grammar is important in speaking because when someone wants to convey something, they have to structure the sentence according to the situation. To communicate effectively, the speaker must use well-structured language, so that the conversation is easy to understand.

### 4. Fluency

Fluency refers to a person's proficiency to speak at a natural speed, similar to that of a native speaker. Fluency is characterized by speaking fluently and with accuracy, without difficulty or doubt in finding words or conveying ideas.

### 5. Comprehension

Comprehension is the ability to understand something. According to Hornby, comprehension involves understanding and interpreting written and spoken language, and includes exercises designed to improve or assess this understanding. It is essential for effective communication, allowing the speaker to initiate a conversation and the listener to respond suitably. It shows that individuals can answer or articulate sentences with

accuracy, which demonstrates a strong understanding of the content.

### c. Types of Speaking

There are a variety of forms of spoken language that are very important to discuss in a language learning course. Brown identifies some basic categories of speaking, which include:<sup>69</sup>

- 1) Imitative: Imitation is the skill of imitating words, phrases or sentences. It focuses on the phonetic aspects of oral production, including some prosodic, lexical, and grammatical properties. Imitation is related to the listening role, as students have to imitate what is being said.
- 2) Intensive: Intensive is a short spoken language production designed to demonstrate competence in one specific area of grammar, phrasing, vocabulary or phonological relationships. Examples of intensive assessment tasks in a speaking context include directed response tasks, reading aloud, sentence and dialogue completion, etc.
- 3) Responsive speaking includes short conversations, small talk, standard greetings, and simple requests and comments. It involves interactions that may only contain one or two follow-up questions or responses. In another way, responsive speech is also a test of comprehension.

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<sup>69</sup> Douglas Brown, *Language Assessment Principles and Classroom Practices* (San Francisco: Longman, 2003),

- 4) Interactive speaking includes engaging in long and complex dialogs, which often features repetitive exchanges or involves multiple participants. This form of speaking can include either transactional language or interpersonal interaction.

Examples of interactive speaking include interviews, discussions, games, and role- playing activities.

- 5) Extensive speaking requires more active speaking engagement and interaction with the listener. This type includes activities such as speeches, oral presentations, and storytelling, where the chances of interacting with the listener are limited.

#### **d. Teaching Speaking**

According to Brown, teaching speaking skills involves a diverse approach to strengthen students' ability to use spoken language effectively.<sup>70</sup> Therefore, this approach not only includes the development of fluent and proficient language production skills, but also promotes active interaction between students in a real learning situation. Teachers are also expected to teach different types of speaking, from responding to questions to participating in discussions and role plays. In addition, assessment of speaking skills is also integrated in the learning process to

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<sup>70</sup> Douglas Brown, *Principles of Language Learning and Teaching (5<sup>th</sup> edition)*, (New York: Pearson Education inc, 2007),

make sure that students' ability to communicate their ideas can be evaluated comprehensively and continuously.

Moreover, according to Nunan, teaching English as a spoken language primarily aims to enable students to communicate effectively in English.<sup>71</sup> Besides, teaching English as a foreign language has several specific aims and objectives. One of them is global communication, as English is widely spoken and understood around the world. Teaching English as a foreign language provides students with a very important tool to communicate with individuals from other countries and cultures. English allows people to trade around the world, travel, and engage in cultural interactions. Students can also get academic and educational opportunities. English is often used as a language of instruction in colleges and academic institutions around the world. Teaching English spoken prepares students for academic achievement by making it possible for them to engage in class discussions, make presentations, and effectively articulate their perspectives.

A significant professional progress be fostered when students learn to speak. As an English teacher, students' immediate future is always important; for example, English is widely used as the language of business and commerce.

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<sup>71</sup> Nunan, D. (2003). *Practical English Language Teaching: Teacher's Text*. New York: McGraw-Hill

Proficiency in speaking English improves one's career opportunities by opening the doors to work in multinational companies, international organizations, and sectors that have a worldwide reach. Teaching English as a foreign language helps students improve the language skills required for job interviews, meetings, presentations and negotiations. In addition, it enables students to access information and resources where English is the language of much of the world's knowledge and information. Teaching English as a foreign language gives students access to a wealth of materials such as books, research papers, websites, and online platforms. They can participate in authentic news, literature, and entertainment from around the world, expanding their understanding and viewpoints.

In an increasingly connected world, English teaching aims to provide students with the language skills they need for successful communication, global engagement, academic achievement, job advancement, and personal growth. Teaching speaking is sometimes regarded as a simple process. However, teaching speaking is very important to help students develop effective communication skills. This involves imparting knowledge on various aspects of speaking to improve students' ability to communicate during the learning process.

**e. Function of Speaking**



As a spoken form of communication, speaking has many functions. According to Brown and Yule, speaking has three main functions: speaking as interaction and speaking as performance.<sup>72</sup>

#### 1. Talk as Interaction

Talk as interaction refers to conversation. Conversations usually happen when people meet, and when people have conversations, they exchange greetings and small talk and recount their recent experiences to build friendships and strengthen their social relationships. According to Brown and Yule, conversation as interaction is primarily spoken, reflecting role relationships, speaker identity, and level of politeness. Conversation can be formal or casual, uses conversational conventions, employs many common words and conversational registers, and is built collaboratively.

#### 2. Talk as Transaction

Talk as transaction refers to a situation where negotiation of meaning takes place between the interlocutors to reach consent. The focus of the talk is on what is said or done. Messages and making oneself understood are the primary focus. In such transactions, talk is associated with

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<sup>72</sup>Brown, G., & Yule, G. (1983). *Teaching the Spoken Language* (Vol. 2). Cambridge: Cambridge University Press.

other activities. For example, students discuss a task and then report to the class or do something that is asked of them. Talk as a transaction focuses on information and messages and not on participants. The participants use communication strategies to make themselves understood. In addition, questioning, repetition, and checking for understanding are frequent, and negotiation and deviation may also occur. However, linguistic accuracy is not always important in conversation as a transaction.

### 3. Talk as Performance

Talk as performance refers to public talks that convey information before an audience, such as classroom presentations, public announcements, and speeches. It focuses on message and audience, and predictable organization and sequence. In addition, the language is oriented towards writing and monologue.

#### **f. Teaching Speaking On Using Wordwall**

In the implementation of speaking activities using Wordwall as an interactive learning media, the teaching and learning process is carried out through three main stages: pre-activities, on-activities, and post-activities, which follow the structure of Task-Based Language Teaching (TBLT). These stages aim to engage students actively in practicing their speaking

skills while enriching their vocabulary and confidence through meaningful tasks.

#### Pre Activities (Preparation)

1. The teacher asks the students about the material learned in the previous meeting.
2. The teacher brainstorms with the students to generate ideas about the learning topic using Wordwall.

#### On Activities (Task-based language teaching )

1. The teacher asks students to work on individual assignments that the teacher has given through mobile phones. Task-based games
2. The teacher asks students to discuss questions and answers related to the topic learned through their mobile phones using the wordwall
3. The teacher asks students to speak English when discussing the answers
4. The teacher punishes students who do not speak English when submitting their answers.
5. The teacher asks students to mention the new vocabulary they encountered on the task-based word wall
6. The teacher asks students to remember the new vocabulary without looking at the text they wrote previously.

#### Post Activities (Evaluation & Review)

1. The teacher asks students to use the vocabulary from the wordwall in a sentence.
2. The teacher asks the students to make sentences for each new vocabulary by relating the task material in the wordwall game.
3. The teacher reviews the material learned by analyzing the use of new vocabulary from the word wall when speaking with peers by linking the material.
4. The teacher asks students about their difficulties while doing the assignment through the Wordwall Game before closing the lesson and ending the learning.

**g. Task-Based Language Teaching**

Task-Based Language Teaching is characterized by a belief that is specifically designed. Task and instructional activities are the type of teaching process that can appropriately be created in the classroom so that language learning can follow directly after the teacher delivers the material. The TBL proponent argues that grammar and other dimensions of communicative competence can be developed as a by-product of students' engagement in conversational tasks through personal, spontaneous experiences. They believe that intellectual growth occurs when students actively participate and become involved in implementing tasks. Thus, the idea is "learning by doing."

<sup>73</sup>Hence, experiential learning is where direct experience positively improves students' cognitive skills. This enable students to transition from what they already know and can do to the integration of new knowledge and skills. This is performed when students understand a direct experience and then go beyond it through a process of reflection and transformation.

Therefore, tasks are a useful tool to involve students in a communicative classroom where students become more creative and spontaneous and interact with each other to achieve the desired outcome through reflection and strategizing. Because the learners use existing language resources to carry out the task, the outcome may involve learning and language acquisition, focusing on meaning, and developing communication strategies and interactional skills.<sup>74</sup> Tasks are activities in which the language of the target is used for communicative purposes to achieve an outcome for which they are acquired after learning.

Based on the explanations above, it can be concluded that Task-Based Language Teaching (TBL) emphasizes "learning by doing", where students are involved in meaningful tasks that require developing the target language to communicate. This approach states that students can automatically develop grammar

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<sup>73</sup> Nunan, D. (2004). *Task-Based Language Teaching*. Cambridge: Cambridge University Press.

<sup>74</sup> Richards, J. C., & Rodgers, T. S. (1986). *Approaches and Methods in Language Teaching*. Cambridge: Cambridge University Press.

and other communicative competencies through active participation in tasks as a by-effect of their involvement. TBL promotes intellectual growth by allowing students to connect previous knowledge with new skills through direct experience, reflection, and transformation. By focusing on meaning and interaction, TBL promotes language learning and improves language acquisition, making students more creative, more spontaneous, and able to use communication strategies effectively in a communicative classroom.

In line with this, Nunan outlines the general syntax of TBLT into three main stages: pre-task, while-task, and post-task. In the pre-task stage, students are introduced to the topic, objectives, and key vocabulary needed for the task. The while-task stage involves students engaging in the main communicative activity using the target language meaningfully, with the teacher acting as a facilitator. In the post-task stage, students reflect on their language use, analyze grammar or vocabulary, and receive feedback to reinforce their learning.<sup>75</sup> These stages provide a structured framework for implementing meaningful tasks in language learning.

In this study, speaking activities are understood as an essential process that involves expressing ideas, thoughts, and

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<sup>75</sup> Nunan, D. (2004). *Task-Based Language Teaching*. Cambridge: Cambridge University Press.

feelings through oral communication in English. This activity includes key components such as pronunciation, vocabulary, grammar, fluency, and comprehension, which are essential for effective interaction. In the context of this study, speaking activities using Wordwall as an interactive learning media in speaking activities are compatible with Task-Based Language Teaching (TBLT), where students actively participate in meaningful tasks that enhance communication, reflection, and language acquisition. Through the pre-, on, and post-stages of the activities, Wordwall helps students engage with new vocabulary, practice speaking, and increase their confidence in using English. As a result, the speaking activities in this study aimed to enhance students' linguistic abilities and foster their motivation, activeness, and creativity in a communicative classroom environment.

### **3. Interactive learning media**

Interactive learning media are tools or aids used in the teaching and learning process that enable direct interaction between students and the learning material. Unlike conventional learning media, which tend to be one-way (delivering information only from the teacher to the students), interactive media allow students to actively participate



by clicking, selecting, dragging, or answering questions.<sup>76</sup> This interaction can occur digitally (for example, through computer applications, websites, or smartphones) or non-digitally (such as educational board games or interactive cards). The main goal is for students not to be mere recipients of information, but to be directly involved in the learning process so they can better understand, retain, and apply the lesson material.

To better understand how interactive learning media function in the classroom, it is essential to identify their key characteristics. These characteristics highlight what distinguishes interactive media from traditional forms and how they enhance the learning experience for students.

- Two-way interaction – students are not only receiving information but also responding to the content.
- Immediate feedback – students can quickly see whether their responses are correct or not, which helps reinforce learning.
- Technology-based or non-technology-based – interactive media may take digital forms such as Wordwall, Kahoot!, or Quizizz, or physical forms such as interactive flashcards or educational props.
- Engaging and motivating – these tools often include visual and audio elements to capture students' attention and maintain their interest in the learning process.

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<sup>76</sup> Azhar, A. (2015). *Media pembelajaran: Fungsi dan peranannya dalam proses belajar mengajar*. Jakarta: PT RajaGrafindo Persada.

There are numerous examples of interactive learning media that effectively embody the key characteristics described earlier—enabling active participation, providing immediate feedback, and fostering a motivating learning environment. Some widely used tools include Wordwall, which provides interactive templates for games and quizzes; Kahoot!, a competitive quiz platform with engaging visuals; Quizizz, which offers gamified quizzes for individual or group play; Nearpod, a tool that combines multimedia and formative assessments in interactive lessons; and Edpuzzle, which allows teachers to embed questions within videos to check students’ understanding.<sup>77</sup> These platforms have been shown to increase student engagement, motivation, and comprehension in various educational contexts.



#### **4. Wordwall**

##### **a. Definition of Wordwall**

Wordwall is a website-based learning application that can be used as an interactive learning media and assessment tool for teachers and students in online and offline learning.<sup>78</sup> Josh and

<sup>77</sup> Basuki, Y., & Hidayati, Y. N. (2019). Kahoot! or Quizizz: The students’ perspectives. *Proceedings of the 3rd English Language and Literature International Conference (ELLiC)*, 3, 89–94.

<sup>78</sup> Putri, M. (2020). “The Effectiveness of Using Wordwall Application in Online Learning,” *UIN Syarif Hidayatullah Jakarta*, vol. 1, no. 1, pp. 145-165.

Ben, a UK company developed this Wordwall application.<sup>79</sup>In addition, this Wordwall application was also created in 2006 and launched with its latest version in 2016. Wordwall is a learning platform with many templates and features quizzes and games that teachers and students can use for free or paid.<sup>80</sup> The platform provides activities such as picture matching, quizzes, and puzzles, which teachers can adapt or share with students. Therefore, Wordwall is the best choice for educators who want to provide an interactive, fun, and effective learning experience, both online and offline, and have more flexibility in presenting materials and assessments depending on students' needs.

#### **b. Wordwall as Interactive Learning Media**

Wordwall is an interactive learning media that can be used. Research has found that word wall media can create beneficial interactions for students.<sup>81</sup>In this era, technology has developed greatly. Besides that, technology is also a part of the learning process as a material to help students improve their abilities. ICT has been integrated into the teaching process and assessment, and ICT sophistication greatly helps teacher and

<sup>79</sup> Khairunisa, Y. (2021). " Utilization of Maze Chase-Word Wall Online Gamification Features as Digital Learning Media for Statistics and Probability Courses," *Journal of Media, Language, Communication Studies and Applications*, vol. 2, no. 1, pp. 41-47.

<sup>80</sup> Imanulhaq, R., & Prastowo, A. (2022)." Edugame Wordwall: Mathematics Learning Innovation in Madrasah Ibtidaiyah," *STKIP Bima Education Journal*, vol. 4, no. 1, pp. 33-41.

<sup>81</sup> Maghfiroh, K. (2018). "Penggunaan Media Word Wall Untuk Meningkatkan Hasil Belajar Matematika Pada Siswa Kelas IV MI Roudlotul Huda," *Jurnal Profesi Keguruan*,

student learning. There are several kinds of learning media that can be used by educators, such as Wordwall, Kahoot, Duolingo, and Quiz.<sup>82</sup> On the other hand, Wordwall is a website-based learning media that provides various exercise features such as quizzes, anagrams, word searches, grouping, word unscrambles, and others.

In addition, Wordwall website is also a medium that can provide fun learning and teaching.<sup>83</sup> Besides wordwall is considered a platform that provides many features and task-based language teaching such as quizzes with various other game features.<sup>84</sup> Therefore, Wordwall is not only an interactive and fun learning media but also highly recommended for teachers who want to promote students' activeness in their teaching and learning, especially in English-speaking activities, by using a Task-Based Language Teaching approach. This platform allows students to participate more actively and practice so that their language skills can develop more effectively.

### c. Types of Wordwall

Wordwall games provide various Interactive apps designed to enhance the student learning experience effectively.

<sup>82</sup> Sun'iyah. (2020). "Media Pembelajaran Daring Berorientasi Evaluasi," *Jurnal Studi Keagamaan, Pendidikan, dan Humaniora*, vol. 7, no. 1, pp. 1–18.

<sup>83</sup> Umar, U., Rahman, R., Mandarsari, P., Mawarwati, M., & Amir, S. (2023). "Using Word Wall Website As A Strategy To Improve Students' Vocabulary Mastery," *Journal on Education*, vol. 5, no. 3, pp. 9654–9661.

<sup>84</sup> Swari, N. K. T. A. (2023). "Wordwall As a Learning Media To Increase Students' Reading Interest," *Jurnal Pendidikan Bahasa Inggris Indonesia*, vol. 11, no. 1, pp. 21–29.

From multiple-choice and True-or-False Quizzes that make it easy to assess basic understanding to Matching and Grouping that help students group and match information, each of these applications provides an interactive method to teach and test concepts in an interesting way.

According to Sari and Yarza, there are several types of applications on wordwall as follows:<sup>85</sup>

1. Multiple-Choice Quiz: Students are given a series of questions with several answer options. They have to choose the answer that they think is correct. This helps them test their understanding of the material taught.
2. Match Up: Students match the words with their definitions or the pictures with the corresponding words. This helps students understand the relationship between concepts and terms.
3. Maze Chase: In this game, students navigate a maze to reach the correct answer. This creates a fun and interactive learning experience.
4. Whack-a-Mole: Students must "whack" the correct answer as it appears on the screen. This adds a competitive and fun learning element while testing their knowledge.

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<sup>85</sup>Sari, P. M., & Yarza, Y. (2021). "The Effectiveness of Interactive Media Wordwall on Student Engagement in Learning," *Journal of Educational Technology and Society*.

5. Flashcards: Digital cards with questions or terms on one side and answers on the other. Students can use these to memorize and test their knowledge on various topics.
6. Anagrams: Students rearrange letters to form the correct word, which helps them develop language skills and acquire vocabulary.
7. Wordsearch: A puzzle where students search for hidden words in a grid. It improves search skills and vocabulary comprehension.
8. Crossword: A puzzle where students fill in the answers based on the clues given. It tests word knowledge and understanding in context.
9. Random Wheel: A wheel that spins randomly to select options such as questions or vocabulary words. It adds an element of chance and fun to the learning session.
10. Quiz Show: A competitive quiz format replicates a game show, often with elements that allow students to compete against each other or in teams. This adds a competitive and motivational aspect to learning.
11. Random Cards: On a digital card that randomly reveals items or questions when selected. These can be used for a variety of learning sessions.
12. Interactive Timeline: A timeline that can be interacted with

by clicking on events to disclose additional information.

#### **d. Advantages and Disadvantages**

Word Wall has some advantages, namely that it is free for basic options and offers a choice of several templates.<sup>86</sup> In addition, the games that have been made can be sent directly via whatsapp, google classroom, or others. This software provides many games, such as crosswords, quizzes, random cards, etc. Another advantage is that the games can be printed in PDF form, making it easier for students who have problems with the network. Wordwall can also make it easier for students to understand subject matter online, and it is easy to use to identify student learning achievements.<sup>87</sup> Therefore, Wordwall is highly recommended for teachers who want to teach speaking activities based on Task-Based Language Teaching (TBLT). Wordwall not only makes it easy to deliver materials in an interactive and fun way but also provides flexibility in the learning process, both online and offline. This makes it an effective tool for improving students' speaking skills while accurately monitoring their learning progress.

However, Wordwall has limitations, including a limited

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<sup>86</sup>Rahmi&Angraina (2021), Training on utilization of Wordwall media as online-based learning assessment for elementary school teachers 08 Sumayang, *Sumatra Journal of Disaster, Geography and Geography Education*, 5(2), p144-149

<sup>87</sup>Putri, M. (2020)." Effectiveness of Using Wordwall Application in Online Learning (Online) Mathematics on the Material of Numbers," *UIN Syarif Hidayatullah Jakarta*, vol. 1, no. 1, pp. 145–165.



number of free templates and the limitation that game creation in free mode can only be used five times. Premium features require an upgrade to a paid account. Also, the inability to upload video or audio limits its effectiveness in teaching listening skills. Other limitations include the requirement for a stable internet connection, especially in online learning, which can be challenging for students in areas with less adequate network access.<sup>88</sup> These disadvantages apart, Wordwall remains a fun tool for an enjoyable learning experience, even with some obvious areas for improvement in terms of functionality.

## 5. Digital Media in English Language Teaching

In English language teaching (ELT), media plays an essential role in the learning experience and improving language acquisition. Traditional media in ELT include textbooks, audio recordings, and visual aids such as charts and flashcards, which help present grammar rules, vocabulary, and language structures in a structured manner.<sup>89</sup> However, the advent of digital technology has changed this by introducing interactive and multimedia aids that offer more dynamic and engaging methods for teaching English.

Digital media includes electronic tools and platforms that provide interactive and dynamic learning opportunities, such as

<sup>88</sup> Mahyudi (2022), Penggunaan Media Wordwall dalam Meningkatkan Penguasaan Bahasa Baku Siswa di Sekolah Menengah Pertama, Ulil Albab: Jurnal Ilmiah Multidisiplin, 1(6), 1687-1694.

<sup>89</sup> Bailey, S., & Eber-Schmid, B. (n.d.). *What is new media?* Retrieved from [www.newmedia.org](http://www.newmedia.org).

educational apps, multimedia presentations, virtual classrooms, and online collaboration tools. These digital resources present information in a variety of forms and support personalized learning to match individual needs. They include interactive elements such as simulations, games, and collaborative activities, encouraging active engagement and immediate feedback.<sup>90</sup> These features make digital media essential to modern education, increasing student motivation and engagement. By integrating these tools, educators can create more interactive and adaptive learning environments that support diverse learning styles and improve educational outcomes.

In addition, multimedia resources such as videos, podcasts, and articles online expose students to native language use and cultural contexts, thus enhancing their understanding and communication skills. These resources also support differentiated teaching by categories of various learning styles and preferences so students can engage with the content at their own pace.<sup>91</sup> Media integration in English language teaching aims to create a more interactive and learner-centered approach, making language learning more effective and enjoyable.<sup>92</sup> By utilizing the power of traditional and digital media, teachers can provide a more comprehensive and motivating

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<sup>90</sup>Garin, M. (2020). *Multimedia for Language Teaching and Learning: A Practical Guide*. Springer.

<sup>91</sup> Tomlinson, C. A. (2014). *The differentiated classroom: Responding to the needs of all learners*. ASCD.

<sup>92</sup> Chapelle, C. A. (2001). *Computer applications in second language acquisition: Foundations for teaching, testing, and research*. Cambridge University Press.

learning experience that meets the diverse needs of language learners. Therefore, integrating digital media enriches English language learning, making it more engaging and effective for diverse learners.

This study uses Wordwall as one form of digital media that supports English language learning, particularly in speaking activities. As a website-based platform with various interactive templates such as quizzes, games, and puzzles, Wordwall is compatible with the principles of interactive and learner-centered learning. Through task-based features, Wordwall allows students to interact more actively with the materials, build vocabulary, and develop speaking fluency. Therefore, in this study, Wordwall is considered a tool and the main media that enhances students' motivation, engagement, and speaking skills through its interactive features and support for the Task-Based Language Teaching (TBLT) approach.

So, this study highlights the importance of understanding students' perspectives in Using Wordwall as an interactive learning medium to enhance speaking activities. By applying perspective theory and a Task-Based Language Teaching (TBLT) approach, Wordwall proved to be an effective digital tool that not only encourages students' speaking skills - such as vocabulary, fluency, and pronunciation - but also increases students' motivation, liveliness and engagement in a student-centered learning environment.

## CHAPTER III

### RESEARCH METHOD

This chapter provides a detailed explanation of the researcher's research methodology, including the research design, research setting, research participant, research instrument, data collection techniques, and data analysis methods.

#### A. Research Design

This study employed qualitative research design. This type of research is often applied in the social sciences, including education. The qualitative method involves extensive activities such as formulating research questions and processes, collecting detailed data from specific participants, analyzing data inductively from particular themes to broader patterns, and interpreting the meaning of the data.<sup>93</sup> This research design was chosen to provide a deeper insight into the perspectives of senior high school students and the implementation of Wordwall media in their speaking activities.

#### B. Research Setting

This research was conducted at MAN 1 Jember in the 2023/2024 academic year, located on Jalan Imam Bonjol No. 50, Kaliwates, Jember, East Java. MAN 1 Jember is a public school equivalent to Senior High School (SMA) under the Ministry of Religious Affairs of the Republic of Indonesia.

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<sup>93</sup> Creswell, J. W. (2017). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. Thousand Oaks, CA: SAGE Publications.

The selection of this research site was based on several considerations. First, MAN 1 Jember has adequate facilities to support English language learning. Second, the researcher had good access to the school, having previously participated in the ASJAR program at MAN 1 Jember. Third, the researcher obtained official permission from the school and had teaching experience through the ASJAR program, which helped them understand the dynamics of English learning in the school environment. Fourth, the researcher had also implemented Wordwall as a learning media during teaching activities in the ASJAR program, thus gaining firsthand experience utilizing the media in the classroom.

### **C. Research Participant**

The participants in this study were students of XI MIPA 4 class at MAN 1 Jember, who were selected based on specific criteria. XI MIPA 4 class was chosen because it is the only class implementing Wordwall in speaking learning activities. This study's total number of participants was 34 students, divided into two data collection sessions. All students were asked for their willingness to fill out the questionnaire while still observing the research code of ethics, by keeping their data confidential and anonymous.

In addition, four students from 34 participants were selected to participate in the interview session. The selection was made based on several criteria, including (1) students who have had experience using Wordwall in learning, (2) students who were fully present in a maximum of three data collection meetings, and (3) students who were willing to volunteer to be

interviewed.

#### D. Research Instrument

##### 1. Questionnaire

The first instrument in this study is a closed-ended questionnaire constructed based on the research question, particularly related to students' perspectives on using Wordwall as an interactive learning media in speaking activities. This instrument aims to explore students' insights regarding their experiences and perspectives on using Wordwall in the context of speaking activities. The questionnaire consists of 25 statements developed based on four leading indicators.

*Table 3.1*

*Indicators of Questionnaire*

No	Indicators	Total	Questions' Items
1.	Students' perspective of their speaking skills.	4	1,2,3,4
2.	Students Knowledge about Wordwall as interactive learning media.	5	5,6,7,8,9
3.	Students' Motivation, Enthusiasm, And Activeness By Using Wordwall	3	10,11,12
4.	Students' perspective on using Wordwall as interactive learning media.	13	13,14,15,16,17,18,19,20,21,22,23,24,25

To ensure the validity of the questionnaire's content, an expert validator in the English language education division reviewed and validated the instrument. These experts evaluated each questionnaire item based on four key aspects: language appropriateness (whether the

language was easy to understand), content relevance (whether the item aligned with the research objectives), item clarity, and construct alignment with the theoretical indicators. Revisions were made based on the suggestions made before completing the questionnaire. The expert validation form is provided in Appendix 11 of this thesis.

The questionnaire was distributed to 34 class XI MIPA 4 students as research participants. It was administered online using Google Forms. The link to the questionnaire was shared through the class WhatsApp group after permission was obtained from the English teacher and the school. The researcher provided clear and helpful instructions to ensure all students understood the task. Students were given around 40 minutes to complete the questionnaire during their study session. Participation was voluntary, and the students were informed that their answers would be kept confidential and used solely for academic research purposes. This procedure was designed to create a comfortable and accessible environment for students to express their real perspectives.



The scale of assessment used in this questionnaire is a Likert scale with four answer options, namely

*Table 3.2*  
*Response Options*

ALTERNATIVE ANSWERS	POSITIVE	NEGATIVE
Strongly Disagree	1	4
Disagree	2	3
Strongly Agree	3	2
Agree	4	1

(Sugiyono:214)<sup>94</sup>

This scale allowed students to express their personal opinions without any right or wrong answers, reflecting their perspectives on the use of Wordwall in speaking activities.

## **2. Interview**

The second instrument is an interview, which is used to explore students' perspectives on using Wordwall as an interactive learning media and how it is implemented in speaking activities. The interview was semi-structured, using a prepared list of questions while still allowing flexibility to explore students' responses more freely during the conversation. It was designed based on the research questions, which focused on two main aspects: students' perspectives and the implementation of Wordwall in the classroom.

<sup>94</sup>Sugiyono. (2014). *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta

The instrument has been validated through expert validation to ensure that each interview question met five essential criteria: language appropriateness (the extent to which the question uses language easily understood by students), clarity of questions (the structural and semantic clarity of each item), content relevance (the suitability of the question content with the focus of the research, namely students' perspectives and the implementation of Wordwall), construct alignment (the consistency of each question with the theoretical indicators), and effectiveness for exploration (the question's ability to thoroughly explore students' experiences and perceptions). The expert validation form for the interview instrument is provided in Appendix 10 of this thesis. The expert validation form is provided in Appendix 10 of this thesis.

The interview consisted of 10 questions divided into two parts, which were:

- a) Questions 1 to 5 discussed the students' experiences and perspectives on using Wordwall as an interactive learning media.
- b) Questions 6 to 10 focused on implementing Wordwall in speaking activities.

### **3. Document Review**

The third instrument is Documentation, which collects data from lesson plan (RPP). This instrument helps the writer understand the teaching materials and methods used while speaking with Wordwall

media in the classroom. The researcher collected the lesson plans from the teacher used during the implementation of Wordwall and then analyzed them to identify the integration of speaking skills through this media.

Documentation also provided supporting data related to the implementation of speaking activities, such as the material presented, the learning strategies used, and the learning objectives to be achieved. Through document analysis, writers can assess the suitability of the lesson plan and its implementation in the classroom, as well as the extent of Wordwall media to support students' speaking skills. In addition, the documentation strengthens the findings from the questionnaire and interview data that have been collected.

#### **E. Technique of Data Collection**

The data collection methods used in this study includes questionnaires and interviews.

##### **1. Questionnaire**

In this study, data collection was conducted through a questionnaire designed to capture the perspectives of grade XI MIPA 4 students regarding their experiences using Wordwall as an interactive learning media in speaking activities. A total of 34 students participated in completing the questionnaire, which was administered on Thursday, November 7, 2024.

This procedure was conducted through the following steps. First, the author informed the students about the purpose of the study to ensure that they understood the context and purpose of their participation. Second, the students were asked to complete the questionnaire willingly. Third, the questionnaires were distributed online through the class WhatsApp group, which allowed easy access through Google Forms. This method was chosen to simplify distribution and encourage participation by allowing students to complete the questionnaire conveniently. Fourth, the students completed the questionnaire under the guidance of the author within 40 minutes. Fifth, they were allowed to ask questions if they needed clarification during the process. The data collected from the questionnaire was automatically recorded by the Google Forms system and compiled into a spreadsheet for further analysis.

To achieve maxim rate, another reminder was sent through the class WhatsApp group on the same day to encourage students who had not completed the form. The writer reviewed the responses to ensure all data entries were complete and there were no duplicates. Incomplete questionnaires were excluded from the analysis. All participants were informed that their participation was voluntary. No personally identifiable information was collected in the forms to maintain confidentiality and anonymity, and all responses were only used for academic research objectives.

## 2. Interview

The second technique is interview. According to Kvale, an interview is a process of exchanging perspectives between two or more parties on a relevant topic to acquire knowledge.<sup>95</sup> In this study, the researcher applied semi-structured interviews, which provide more flexibility to explore existing ideas and enable improvises in questions. The researcher tried to get in-depth details from the answers given by the participants. This interview aims to directly examine students' perceptions of speaking activities so that the information is more accurate.

In this research, the interview process was conducted in face-to-face and private chat sessions. Four students participated in the interviews. Firstly, interviews were conducted directly in class with duration of 10 minutes per respondent, then continued with interviews via private chat because of limited time during the learning process. Secondly, before starting the interview, the researcher gave the respondents a question indicator and then asked questions individually. Thirdly, respondents answered questions directly. Fourthly, researchers recorded their answers using a mobile phone to facilitate data processing. Face-to-face interviews aimed to obtain direct responses, while private chat sessions were conducted more flexibly to strengthen the data collected. Respondents were recruited based on their

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<sup>95</sup> Steinar Kvale, *InterViews: An Introduction to Qualitative Research Interviewing* (Thousand Oaks, CA: Sage Publications, 1996), 5

willingness to fill out a Google form (Gform) and provide a mobile phone number to contact them for further interviews

### 3. Document Review

Document review in this study aims to support and validate the data obtained from questionnaires and interviews. The documents reviewed included lesson plans, teaching materials, and student assignments related to speaking activities using Wordwall. The writer obtained permission from the English teacher and school administration to access these documents. The authenticity of the documents was confirmed by verifying the official school headings, teacher signatures, and time stamps. All collected documents were kept safely inside a password-protected folder on the researcher's device. Digital and physical copies were handled carefully and used only for academic purposes to ensure data confidentiality and ethical use.

### F. Technique of Data Analysis

The data analysis from interviews and document reviews in this research used the Interactive Data Analysis Model introduced by Miles and Huberman. This model is a widely used qualitative data analysis technique that consists of four main steps: data collection, data condensation, data display, and conclusion drawing.<sup>96</sup>

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<sup>96</sup>Miles, M. B., Huberman, A. M., & Saldaña, J. (2014). *Qualitative data analysis: A methods sourcebook* (3rd ed.). Thousand Oaks, CA: SAGE Publications.

## **1. Data Collection**

Data from Semi-structured interviews to gather their perspectives on using Wordwall in speaking activities. The interviews included open-ended questions that allowed students to express their thoughts on how the tool impacted their speaking skills, engagement, and motivation.

Document review involved collecting relevant instructional documents, such as Lesson Plans (RPP) and screenshots of Wordwall activities used in the classroom. These documents provided insight into how Wordwall was integrated into lesson planning and how speaking activities were designed.

## **2. Data Condensation**

For Interviews: After collecting interview data, the researcher carried out data condensation by selecting, organizing, and categorizing the responses. The data were summarized to identify common themes, patterns, and key points related to students' experiences using Wordwall in speaking activities. This process allowed the researcher to focus on meaningful insights and reduce less relevant information, thus streamlining the data for the next stages of analysis.

For Document Review, The researcher also condensed the data by selecting and highlighting relevant parts of lesson plans and student worksheets, particularly those related to the integration of Wordwall in speaking activities. Key elements such as learning objectives, activity design, and the role of Wordwall as an instructional tool were



emphasized, while unrelated or repetitive information was set aside to maintain focus and clarity during the analysis process.

### **3. Data Display**

For Interviews: The reduced data from the interviews were presented systematically, such as narrative descriptions, student quotes, and tables summarizing key findings. This made it possible to visualize students' perspectives and understand how they perceived the effectiveness of Wordwall.

For Document Review, the data from the documents were displayed through narrative descriptions and tables. The planned speaking activities in the lesson plans were compared to the actual activities conducted in the classroom using Wordwall. This helped visualize how well the Wordwall tool supported the intended learning outcomes for speaking skills.

### **4. Conclusion Drawing**

After organizing and presenting the data for the interviews, the researcher concluded that Wordwall affected students' speaking skills, motivation, and engagement. These conclusions were verified by cross-checking the interview responses with findings from the document review and questionnaire data.

For Document Review: The conclusions drawn from the document analysis were also validated through triangulation, comparing the lesson plans and students' worksheets with interview findings. This

process ensured that the researcher's interpretations were consistent across different data sources, reinforcing the validity and reliability of the results.

The data analysis in this study combined semi-structured interviews and document reviews to provide a comprehensive understanding of how Wordwall was implemented in speaking activities. Using Miles and Huberman's Interactive Data Analysis Model, the researcher gained deep insights into the instructional process, the integration of technology in language learning, and students' speaking experiences.

In addition to the qualitative data, the data obtained from the questionnaire were analyzed using descriptive statistics to answer the first and second research questions. The analysis focused on identifying patterns in students' perspectives on using Wordwall as an interactive learning media in speaking activities.

Descriptive statistical techniques such as mean scores and frequency distributions were used. Responses were collected automatically through Google Forms, and the system directly generated percentage scores for each item. These results were then used to determine the level of student belief or perspective regarding the use of Wordwall. This quantitative output became the basis for further classification and interpretation. This classification enabled a structured analysis of students' perspectives, offering insights into individual

responses as well as overall patterns of engagement, motivation, and confidence when using Wordwall in speaking activities.

Although descriptive statistics were primarily used for this quantitative data, Miles and Huberman's Interactive Model of Qualitative Data Analysis further supported the interpretation process, particularly at the triangulation stage. Data from questionnaires were connected with findings from interviews and document analysis to enhance the credibility and depth of the results, ensuring that observed patterns were valid across multiple data sources.

#### **G. Validity of Data**

In this qualitative research, data validity was considered through technical triangulation to ensure the credibility of the findings.<sup>97</sup> Technical triangulation was conducted by combining various methods, namely semi-structured interviews, document reviews, and questionnaires, to ensure the accuracy and reliability of the research results.

After collecting data through the three instruments, the author compared the results to determine whether the information collected supported or contrasted each other. For example, if the interview results showed that students had a positive perspective towards Wordwall as an interactive learning media in speaking activities, and the data from the questionnaire also supported the findings, then the document review results strengthened the findings. The document review showed that the lesson plans

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<sup>97</sup> Mathew B. Miles, A. Michael Huberman, and Johny Saldana, *Qualitative Data Analysis: a methods sourcebook*; third edition (London: Sage Publications), 2014, 266

and student worksheets included using Wordwall in speaking activities explicitly and showed the learning strategies designed to encourage students' active participation through the interactive media.

Thus, the compatibility between these three data sources showed that teachers systematically planned and students positively accepted the integration of Wordwall in speaking learning, which was reflected in their attitudes and perceptions. This triangulation process strengthened the research findings' validity and, hence, the research results' credibility.

The validation was conducted using experts through an expert validation sheet to assess the clarity, relevance, and appropriateness of the question items in the research instrument. This activity ensures that each question used in the questionnaire and interview guidelines measure aspects of the research objectives. With an expert assessment, the author can revise or refine the instrument before it is applied in the field so that the data quality is more reliable.

## CHAPTER IV

### FINDINGS AND DISCUSSION

#### A. FINDINGS

##### 1. Students' Perspectives on Using Wordwall asan Interactive Learning Media in Speaking Activities.

This part presents the findings aimed at answering the first research question regarding senior high school students' perceptions on Wordwall as an interactive media in speaking activities. Data was collected through a closed-ended questionnaire that contained 25 statements and administered to 34 participants. However, only 32 students completed the questionnaire because two students were absent from class as they were sick.

Based on the questionnaire, there are four main topics stated in the questionnaire, namely students' perspective of their speaking skill, Students Knowledge about wordwall as interactive learning media, Students' Motivation, Enthusiasm, And Activeness by Using Wordwall Game as Interactive Learning Media in Speaking Activities, Students perspective on using wordwall as interactive learning media. There are four points of agreement on the questionnaire; Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD).

### 1) Students' perspective of their speaking skill

From this questionnaire, the statements regarding students' perspectives of their speaking skills are in numbers 1 to 4. Table 4.1 showed the data about students' perspectives on their speaking skills.

*Table 4.1 Students' perspective of their speaking skill*

No	Statements	Frequencies of Responses							
		SA		A		D		SD	
		n	%	n	%	n	%	n	%
A.1.	I get better at finding the right words when expressing my ideas orally.	5	15,6%	23	71,9%	4	12,5%	0	0%
A.2.	I feel more confident and comfortable when participating in speaking activities.	0	0%	15	46,9%	14	46,9%	3	9,4%
A.3.	I believe my speaking ability has improved over time.	10	31,3%	17	53,1%	5	15,6%	0	0%
A.4.	I feel more comfortable speaking English in front of my classmates.	1	3,1%	14	43,8%	15	46,9%	2	6,3%

This table shows that 71.9% of students agree with statement number one, and 15.6% of students strongly agree. Meanwhile, 12.5% of students disagree, and 0% of students strongly disagree. When combined, the percentage of students who agree and strongly agree reaches 87.5%, which indicates that the majority of students support the statement. This means that most

students feel better at finding the right words when expressing ideas orally.

Furthermore, statement number two shows that there are 46.9% of students who agree that they feel more confident and comfortable when participating in speaking activities, but the same percentage, 46.9%, disagree, and 9.4% strongly disagree on this statement. Based on the data, the majority of students did not support this statement, as the combined students who disagree and strongly disagree reached 56.3%. Therefore, it can be concluded that more students do not feel confident when participating in speaking activities in class.

However, some of the students interviewed shared more positive experiences that showed a step-by-step increase in their self-confidence. The third participant, (NS) expressed enthusiasm by saying, *"I feel more excited and want to continue to join when speaking activities are like that. Although sometimes I still feel nervous, now I also want to speak."*<sup>98</sup> This statement was strengthened by the fourth participant (NL) stated, *"I previously was confused about what to say, but now it is easier because of frequent practice."*<sup>99</sup> These responses suggest that regular practice and engaging speaking activities contributed to the students' increased confidence.

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<sup>98</sup>Nabel, interviewed by author, November 14, 2024

<sup>99</sup>Nala, interviewed by author, November 14, 2024



The results of statement number 3 show that 53.1% of students agree and 31.3% of students strongly agree that they believe there will be improvement in speaking skills over time. Meanwhile, 15.6% of students disagree, and 0% of students strongly disagree. Based on the data, the majority of students (84.4%, which is a combination of 53.1% agreed and 31.3% strongly agreed) supported the statement. Only 15.6% of students disagreed, and no students strongly disagreed.

The results of statement number 4 shows that 43.8% of students agree and 3.1% of students strongly agree that they feel comfortable speaking English in front of the class. Meanwhile, 46.9% of students disagree and 6.3% of students strongly disagree. Based on the data, the majority of students did not support this statement as the combined disagree (46.9%) and strongly disagree (6.3%) students reached 53.2%, higher than students who agree (43.8%) and strongly agree (3.1%), which totaled 46.9%. Therefore, the conclusion is that more students do not feel comfortable speaking English in front of the class than feel comfortable.

This finding was supported through interview data that showed an increased self-confidence and speaking skills of the students. The first participant (NS), said, *“I feel that little by little I*

*can speak English, although there are still many mistakes.”*

<sup>100</sup>Meanwhile, This statement was supported by the second participant (RH) said, *“My ability has improved quite a bit, because before I was afraid of speaking wrong.”*<sup>101</sup> Both statements reflect a positive change in students' speaking skills.

Based on the results of questionnaires and interviews related to students' perspectives on their speaking skills, most students feel more able to find the right words when expressing their ideas orally. However, many students still lack confidence and do not feel comfortable participating in speaking activities, especially when speaking in front of the class, which is reflected in the majority of students disagreeing with the statement. Nonetheless, the majority of students believe that their speaking skills improve over time through continuous practice. Overall, although the students showed positive perceptions of their speaking skills, challenges related to self-confidence and anxiety about speaking in front of the class were still evident.

## **2) Students Knowledge about wordwall as interactive learning media**

From this questionnaire, statements regarding students' perspectives on Students Knowledge about wordwall as an interactive learning media are in numbers 5 to 9. Table 4.2 showed

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<sup>100</sup>Nabel, interviewed by author, November 14, 2024

<sup>101</sup>Rika, interviewed by author, November 14, 2024

data regarding students' perspectives on Students Knowledge about wordwall as an interactive learning media.

*Table 4.2 Students Knowledge about wordwall as interactive learning media*

No	Statements	Frequencies of Responses							
		SA		A		D		SD	
		n	%	n	%	n	%	n	%
B5	I am familiar with Wordwall game as an interactive media in speaking activities	22	25%	8	68,8 %	2	6,3%	0	0%
B6	I am familiar with using Wordwall as an interactive learning tool in the classroom.	5	15,6 %	20	62,5 %	7	21,9 %	0	0%
B7	I understand how to navigate and use the features of Wordwall for learning activities.	9	28,1 %	20	62,5 %	3	9,4%	0	0%
B8	I find Wordwall easy to use for interactive English learning activities.	11	34,4 %	19	59,4 %	2	6,3%	0	0%
B9	I am comfortable using Wordwall as a tool for increasing my English speaking skills.	5	15,6 %	22	68,8 %	5	15,6 %	0	0%

Based on the table, 68.8% of students agree with this statement number one, and 25% of students strongly agree. Meanwhile, 6.3% of

students disagree, and 0% of students strongly disagree. It can be concluded that the majority of students, recognize Wordwall game as an interactive media in speaking activities which is 93.8% (a combination of 68.8% agree and 25% strongly agree), support this statement. Only 6.3% of students disagree, and no students strongly disagree.

This result was further strengthened by interview data from some of the participants who stated their experiences in using Wordwall. Participant (NS) said, *“It's a fun game that contains quizzes for us because it contains vocabulary and grammar,”*<sup>102</sup> indicating that the platform not only interests students but also supports their language development. This statement was strengthened by the third participant (RH) explained, *“Wordwall is a learning tool that helps teachers in presenting the material,”* highlighting its effectiveness in classroom learning activities.<sup>103</sup> In addition, participant (DA) stated, *“Games from the website that can improve my English skills,”*<sup>104</sup> which reflected the academic benefits of using this platform. Finally, Supported by participant (NL) described Wordwall as, *“A web-based application that can be made into a fun learning method for students.”*<sup>105</sup> This statement strengthens the perspective that Wordwall is perceived by students as an interactive and useful learning media, particularly in speaking activities.

In this table, statement number two shows that 62.5% of students agree with statement number two, and 15.6% of students strongly agree.

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<sup>102</sup>Nabel, interviewed by author, November 14, 2024

<sup>103</sup>Rika, interviewed by author, November 14, 2024

<sup>104</sup>Danish, interviewed by author, November 14, 2024

<sup>105</sup>Nala, interviewed by author, November 14, 2024

Meanwhile, 21.9% of students disagree, and 0% of students strongly disagree. It can be concluded that the majority of students, namely 84.4% (a combination of 62.5% agree and 15.6% strongly agree), support this statement that students are familiar with the use of Wordwall as an interactive media in the classroom. Only 21.9% of students disagree with this statement.

The result is supported by the interview with some students who showed their understanding of the function of Wordwall in classroom learning. Participant (RH) stated, *“Wordwall is an online platform that allows teachers to create interactive games and quizzes for students,”*<sup>106</sup> which shows that students understand how Wordwall functions and its purpose. This statement was strengthened by the participant (DA) added, *“This game enhances the learning experience, increases engagement in English learning, and becomes one of the factors that help me learn.”*<sup>107</sup> Meanwhile, participant (NL) said, *“This application is web-based and can be used as a fun learning method in class.”*<sup>108</sup> These statements strengthen that students recognize and appreciate Wordwall as an interactive media that supports their learning process.

In the results of statement number three, 62.5% of students agree and 28.1% of students strongly agree. Meanwhile, 9.4% of students disagree, and 0% of students strongly disagree. It can be concluded that

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<sup>106</sup>Rika, interviewed by author, November 14, 2024

<sup>107</sup>Danish, interviewed by author, November 14, 2024

<sup>108</sup>Nala, interviewed by author, November 14, 2024

the majority of students, 90.6% (a combination of 62.5% agreed and 28.1% strongly agree), support this statement that students understand how to use Wordwall features for learning activities. Only 9.4% of students disagree with this statement.

This finding is reinforced by the results of interviews with students. Participant (NS) said, *“I can also learn the features on Wordwall and get new difficult vocabulary, and usually the teacher asks to make simple sentences,”*<sup>109</sup> which shows that students not only explore the platform but also apply it in language use. In another case, participant (NL) stated, *“In the provided features, there are answer choices, and the teacher asks me to answer with the right reasons directly in English,”*<sup>110</sup> which illustrated students' active engagement in using Wordwall features. This statement reflects that students are able to operate the platform and make meaningful use of it in the learning process.

Furthermore, statement number four shows that 59.4% of students agree and 34.4% of students strongly agree. Meanwhile, 6.3% of students disagree, and 0% of students strongly disagree. It can be concluded that the majority of students, 93.8% (a combination of 59.4% agree and 34.4% strongly agree), support this statement that students find Wordwall easy to use for interactive English learning activities. Only 6.3% of students disagreed with this statement.

The statement at number five in this table shows that 68.8% of

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<sup>109</sup>Nabel, interviewed by author, November 14, 2024

<sup>110</sup>Nala, interviewed by author, November 14, 2024



students agree and 15.6% of students strongly agree. Meanwhile, 15.6% of students disagree, and 0% of students strongly disagree. It can be concluded that the majority of students, 84.4% (a combination of 68.8% agree and 15.6% strongly agree), support this statement that students feel comfortable using Wordwall as a tool to enhance their English language skills. Only 15.6% of students disagree with this statement.

Moreover, this finding was further strengthened by the results of interviews with some students. Participant (NS) shared *"This Wordwall helps me to speak in class. Previously I didn't want to speak, but with Wordwall I have to speak,"*<sup>111</sup> which shows that Wordwall encourages students to be more active in speaking in class. This statement was strengthened by participant (RH) also added, *"With this Wordwall game, discussion makes me more courage to speak without feeling pressured. It made me more courageous in speaking English,"*<sup>112</sup> which highlighted how the game helped to increase students' confidence in speaking. Supported by participant (DA) stated, *"This game helps enhance my speaking in class,"*<sup>113</sup> which reflects the direct impact of Wordwall in enhancing speaking skills. Finally, participant (NL) emphasized, *"This game is very impactful in enhancing my speaking skills, especially through discussions with friends after doing assignments,"*<sup>114</sup> These statements confirm that students not only felt comfortable using Wordwall, but also

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<sup>111</sup>Nabel, interviewed by author, November 14, 2024

<sup>112</sup>Rika, interviewed by author, November 14, 2024

<sup>113</sup>Danish, interviewed by author, November 14, 2024

<sup>114</sup>Nala, interviewed by author, November 14, 2024



felt an enhancement in their English speaking skills.

Based on the results of questionnaires and interviews regarding students' knowledge of Wordwall as an interactive learning media, the majority of students identified Wordwall as a valuable tool for speaking activities and were familiar with its use in the classroom. Most students demonstrated an understanding of how to effectively utilize its features and felt that the platform is easy to operate for interactive English learning. In addition, a significant number of students expressed their comfort and confidence when using Wordwall, highlighting its positive impact in supporting their English language development, especially in enhancing speaking skills.

### **3) Students' Motivation, Enthusiasm, and Activeness By Using Wordwall Game As Interactive Learning Media In Speaking Activities.**

From this questionnaire, statements regarding students' perspectives on Students Motivation, Enthusiasm, And Activeness By Using Wordwall Game As Interactive Learning Media In Speaking Activities, are number in 10 to 12 Table 4.4 showed data regarding Students Motivation, Enthusiasm, And Activeness By Using Wordwall Game As Interactive Learning Media In Speaking Activities.

**Table 4.3 Students' Motivation, Enthusiasm, And Activeness By Using Wordwall Game As Interactive Learning Media In Speaking Activities.**

No	Statements	Frequencies of Responses							
		SA		A		D		SD	
		n	%	n	%	n	%	n	%
C10	I feel motivated to develop my English speaking skills by using wordwall game as an interactive learning media.	3	9,4%	22	68,8%	7	21,9%	0	0%
C11	I feel enthusiastic to acquire new vocabularies in English speaking activities by using wordwall game as an interactive learning media.	7	21,9%	23	71,9%	2	6,3%	0	0%
C12	I am actively involved in English speaking activities by using wordwall game as an interactive learning media.	5	15,6%	16	50%	10	31,3%	1	3,1%

The first statement in this table shows that 68.8% of students agree and 9.4% of students strongly agree. Meanwhile, 21.9% of students disagree, and 0% of students strongly disagree.

It can be concluded that the majority of students, 78.2% (a combination of 68.8% agree and 9.4% strongly agree), support this statement that students feel motivated to develop their English speaking skills by using Wordwall game as an interactive learning media. Only 21.9% of students disagreed with this statement.

This is supported by the results of the interview. Participant (NS) said, *"This Wordwall helps me to speak in class. At first I didn't want to speak, but with the Wordwall I have to speak,"*<sup>115</sup> which shows that the Wordwall encourages students to start speaking. Meanwhile, This statement was supported by participant (DA) stated, *"Wordwall really helps in my speaking activities and motivates me in learning English because this game is interesting and makes me more enthusiastic about learning English"* <sup>116</sup>. Another participant, (NL), also revealed, *"This game is very effective in improving my speaking skills, especially through discussions with friends after doing TBLT-based tasks in Wordwall,"*<sup>117</sup> indicating that Wordwall also supports task-based learning and collaboration. These statements reinforce that Wordwall is an effective and motivating media in developing students' speaking skills.

The second statement in this table shows that 71.9% of

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<sup>115</sup>Nabel, interviewed by author, November 14, 2024

<sup>116</sup>Danish, interviewed by author, November 14, 2024

<sup>117</sup>Nala, interviewed by author, November 14, 2024

students agree, and 21.9% of students strongly agree. Meanwhile, 6.3% of students disagree, and 0% of students strongly disagree. From the data, it can be concluded that the majority of students, 78.2% (a combination of 71.9% who agree and 21.9% who strongly agree), support this statement. This shows that students feel enthusiastic to get new vocabulary in English language activities by using Wordwall game as an interactive learning media.

This result was reinforced by some of the students' statements in the interviews. Participant (NS) said, *“Of course it has many benefits, including speaking and learning a lot of vocabulary that I didn't know before,”*<sup>118</sup> which reflects that Wordwall helps to expand students' vocabulary. This statement was supported by participant (RH) added, *“Initially I didn't know new vocabulary, from there I got new vocabulary from this game-based task,”*<sup>119</sup> which shows that Wordwall facilitates vocabulary learning in a enjoyable way. Meanwhile, Supported by participant (DA) said, *“This game is quite helpful in enhancing my speaking skills, adding new vocabulary, and helping me to memorize and create simple sentences as requested by the teacher,”*<sup>120</sup> which confirms that Wordwall contributes to the enhancement of

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<sup>118</sup>Nabel, interviewed by author, November 14, 2024

<sup>119</sup>Rika, interviewed by author, November 14, 2024

<sup>120</sup>Danish, interviewed by author, November 14, 2024

speaking skills and vocabulary acquisition. These statements corroborate the questionnaire results that students are helped and motivated to acquire new vocabulary through the use of Wordwall in English learning.

In the results of statement number three, 50% of students agree, 15.6% of students strongly agree, 31.3% of students disagree, and 3.1% of students strongly disagree. From the data, it can be concluded that the majority of students, namely 65.6% (a combination of 50% who agreed and 15.6% who strongly agree), supported this statement. This shows that students feel actively involved in English language activities by using Wordwall game as an interactive learning media.

This finding was strengthened by interview data with several students. Participant (NS) said, *“I use Wordwall when the teacher gives assignments, I discuss, am required to answer in English, and participate in speaking activities,”*<sup>121</sup> which shows her involvement in speaking activities. Supported by participant (RH) said, *“Wordwall helps me to be more active in my speaking activities because I am familiar with often used vocabulary,”*<sup>122</sup> emphasizing that Wordwall encourages students' active speaking. This statement was strengthened by participant (DA) added, *“I am active in discussions, giving reasons for each answer using English*

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<sup>121</sup>Nabel, interviewed by author, November 14, 2024

<sup>122</sup>Rikal, interviewed by author, November 14, 2024

*in each task,”*<sup>123</sup>while participant (NL) stated, *“I actively participate in speaking activities by using Wordwall.”*<sup>124</sup>These statements confirm that Wordwall encourages students' active participation in English speaking activities in class.

Based on the results of questionnaires and interviews regarding students' motivation, enthusiasm and engagement using Wordwall as an interactive learning media in speaking activities, the majority of students felt motivated to develop their English language skills through the use of Wordwall. Most students also expressed enthusiasm in acquiring new vocabulary during English speaking activities. In addition, a significant number of students reported that they actively participated in speaking tasks when using Wordwall, which shows its effectiveness in developing students' engagement in the learning process.

#### **4) Students perspective on using wordwall as interactive learning media**

From this questionnaire, statements regarding students' perspectives on Students using wordwall as interactive learning media, are number in 13 to 25 Table 4.4 showed data regarding Students using wordwall as interactive learning media.

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<sup>123</sup>Danish interviewed by author, November 14, 2024

<sup>124</sup>Nala interviewed by author, November 14, 2024

*Table 4.4 Students perspective on using wordwall as interactive learning media*

No	Statements	Frequencies of Responses							
		SA		A		D		SD	
		n	%	n	%	n	%	n	%
D13	I am having fun playing wordwall game and interactive media in speaking activities	3	9,4%	24	75%	5	15,6%	0	0%
D14	I learn new words during speaking activities with Wordwall games, making it easier to express myself in English.	6	18,8%	18	56,3%	8	25%	0	0%
D15	I felt the wordwall games are important as an interactive learning media in speaking activities	1	3,1%	22	68,8%	9	28,1%	0	0%
D16	The word wall game increases my speaking activities in the classroom	3	9,4%	15	46,9%	14	43,8%	0	0%
D17	The Wordwall game affects my speaking more fluently and confidently	2	6,3%	15	46,9%	15	46,9%	0	0%
D18	The Wordwall game increases my English vocabulary in speaking activities	3	9,4%	22	68,8%	7	21,9%	0	0%
D19	The wordwall game as an interactive learning media is more interesting and fun in English speaking activities.	9	28,1%	21	65,6%	2	6,3%	0	0%
D20	I feel my English assignment scores increase since using Wordwall in speaking activities.	2	6,3%	16	50%	13	40,6%	1	3,1%
D21	Wordwall games are important as an interactive learning media in speaking activities.	2	6,3%	21	65,6%	9	28,1%	0	0%



D22	I find Wordwall's interactive features, such as timed challenges, motivating for students, which increases my participation in speaking activities.	5	15,6%	19	59,4%	7	21,9%	1	3,1%
D23	I feel that I understand task instructions more clearly by using Wordwall.	3	9,4%	25	78,1%	3	9,4%	1	3,1%
D24	I felt that the engaging Wordwall game encourage me to learn and speak English.	5	15,6%	18	56,3%	9	28,1%	0	0%
D25	I enjoy the different activities in Wordwall, which keeps them interested and focused during speaking practice	2	6,3%	25	78,1%	5	15,6%	0	0%

In this table, statement number one shows that 75% of students agree, and 9.4% of students strongly agree. Meanwhile, 15.6% of students disagree, and 0% of students strongly disagree. It can be concluded that the majority of students, 84.4% (a combination of 75% who agree and 9.4% who strongly agree), support this statement. This shows that students feel happy with the Wordwall game and interactive media in speaking activities. Only 15.6% of students disagreed with this statement.

This finding was reinforced by the results of interviews with some students. Participant (NS) said, “*So fun, but also scary when I choose the wrong answer,*”<sup>125</sup> indicating that the game was fun although still challenging. This statement was strengthened by participant (RH) said, “*My experience using Wordwall was quite enjoyable,*”<sup>126</sup> indicating a

<sup>125</sup>Nabel, interviewed by author, November 14, 2024

<sup>126</sup>Rika, interviewed by author, November 14, 2024

positive experience during the use of this media. Supported by participant (DA) added, “I really Enjoy learning English using Wordwall because it doesn't make me feel bored,”<sup>127</sup> and participant (NL) also stated, “*I enjoy playing Wordwall because the game is challenging.*”<sup>128</sup> These statements strengthen the questionnaire data that students feel happy and more engaged when learning with Wordwall in speaking activities.

The second statement in this table shows that 56.3% of students agree, and 18.8% of students strongly agree. Meanwhile, 25% of students disagree, and 0% of students strongly disagree. From these data, it can be concluded that the majority of students, 75.1% (a combination of 56.3% who agreed and 18.8% who strongly agreed), supported this statement. This shows that students felt that they learned new words during the speaking activity with the Wordwall game, so they felt easier to express themselves in English.

However, this result was strengthened by interviews with some students. Participant (RH) stated, “*Wordwall helps me to be more active in my speaking activities and it helps me to be more confident in expressing my opinion in English even though I am a little shy,*”<sup>129</sup> indicating that Wordwall encourages active participation and builds confidence in speaking. In addition, participant (NS) said, “*I find new words in the game and usually the teacher asks to make simple sentences and I can make*

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<sup>127</sup>Danish interviewed by author, November 14, 2024

<sup>128</sup>Nala interviewed by author, November 14, 2024

<sup>129</sup>Rika interviewed by author, November 14, 2024

*sentences well even though not maximally,*"<sup>130</sup> indicating that the use of Wordwall helps students expand their vocabulary and start to be able to construct sentences in English even though it is not perfect.

Meanwhile, statement number three shows that 68.8% of students agree, and 3.1% of students strongly agree. Meanwhile, 28.1% of students disagree, and 0% of students strongly disagree. It can be concluded that the majority of students, 71.9% (a combination of 68.8% who agree and 3.1% who strongly agree), support this statement, which shows that students feel the Wordwall game is important as an interactive learning medium in speaking activities. Only 28.1% of students disagreed with this statement

This finding was supported by interview responses from some students. Participant (DA) said, "*With games like this, my friends and I can be more interested in learning English. Not only monotonous writing, but there are games that make learning more interactive,*"<sup>131</sup> indicating that Wordwall makes learning more interesting and less boring. Supported by participant (RH) added, "*Of course with Wordwall, students become more interested in learning and more actively participate. Wordwall provides many opportunities to practice speaking in various situations,*"<sup>132</sup> which confirms the role of Wordwall in increasing student engagement. This statement was strengthened by participant (NS) stated, "*The*

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<sup>130</sup>Nabel interviewed by author, November 14, 2024

<sup>131</sup>Danish interviewed by author, November 14, 2024

<sup>132</sup>Rika interviewed by author, November 14, 2024

*implementation of Wordwall enhances students' engagement in speaking activities,”*<sup>133</sup> and participant (NL) said, *“This game is very influential in enhancing my speaking skills,”*<sup>134</sup> which both emphasized the positive impact of Wordwall on students' speaking skills.

The statement at number four in this table shows that 46.9% of students agree, and 9.4% of students strongly agree. Meanwhile, 43.8% of students disagree, and 0% of students strongly disagree. From these data, it can be concluded that the majority of students, 56.3% (a combination of 46.9% who agreed and 9.4% who strongly agreed), supported this statement. This shows that students feel that the Wordwall game can enhance their speaking activities in class.

This is reinforced by the results of interviews with some students.

Participant (NS) said, *“This Wordwall helps me to speak in class. Initially I didn't want to speak, but with Wordwall I have to speak,”*<sup>135</sup> which shows the motivation from using the media. This statement was strengthened by the participant (RH) also said, *“This game helps me to speak. Previously, I didn't want to answer, but because there was a game, I had to speak,”*<sup>136</sup> which confirms that Wordwall makes students more motivated to speak. Supported by participant (DA) stated, *“Wordwall makes me more active and participate in speaking activities in class, especially during*

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<sup>133</sup>Nabel interviewed by author, November 14, 2024

<sup>134</sup>Nala interviewed by author, November 14, 2024

<sup>135</sup>Nabel interviewed by author, November 14, 2024

<sup>136</sup>Rika interviewed by author, November 14, 2024

discussions,”<sup>137</sup> and participant (NL) added, “*I actively participate in speaking activities using Wordwall.*”<sup>138</sup> These statements show that Wordwall is able to encourage students' active engagement in speaking activities in class.

The fifth statement in this table shows that 46.9% of students agree, and 6.3% of students strongly agree. Meanwhile, 46.9% of students disagree, and 0% of students strongly disagree. From the data, it can be concluded that the majority of students, 53.2% (a combination of 46.9% who agree and 6.3% who strongly agree), support this statement, which shows that students feel the Wordwall game affects them to speak more fluently and confidently.

This was supported by statements from the interview participants. Participant (DA) said, “*I can be more confident when speaking English with my friends,*”<sup>139</sup> indicating an increase in confidence when speaking in English. This statement was strengthened by participant (RH) also said, “*Wordwall helps me to be more active in my speaking activities, it helps me to be more confident,*”<sup>140</sup> which confirms that Wordwall plays a role in supporting students to be more confident and active in speaking activities.

In this table, statement number six shows that 68.8% of students agree, and 9.4% of students strongly agree. Meanwhile, 21.9% of students disagree, and 0% of students strongly disagree. It can be concluded that

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<sup>137</sup>Danish interviewed by author, November 14, 2024

<sup>138</sup>Nala interviewed by author, November 14, 2024

<sup>139</sup>Danish interviewed by author, November 14, 2024

<sup>140</sup>Rika interviewed by author, November 14, 2024

the majority of students, 78.2% (a combination of 68.8% who agree and 9.4% who strongly agree), support this statement. This shows that students feel that the Wordwall game can enhance their English vocabulary in speaking activities. Only 21.9% of students disagreed with this statement.

However, this finding was reinforced by the interview results. Participant (NS) said, *“The benefit is that we can know V1, V2, and V3 and get new vocabulary,”*<sup>141</sup> which shows Wordwall contributed to the understanding of verb tenses and vocabulary. This statement was strengthened by participant (RH) also said, *“At first I did not know new vocabulary, from there I got new vocabulary from this game task,”*<sup>142</sup> which emphasizes the benefits of Wordwall in increasing vocabulary. Supported by participant (DA) added, *“This game is quite helpful in enhancing my speaking skills, enriching new vocabulary,”*<sup>143</sup> emphasizing that the use of Wordwall has a positive impact on vocabulary acquisition in speaking contexts.

The statement at number seven in this table shows that 65.6% of students agree, and 28.1% of students strongly agree. Meanwhile, 6.3% of students disagree, and 0% of students strongly disagree. From these data, it can be concluded that the majority of students, 93.7% (a combination of 65.6% who agree and 28.1% who strongly agree), support this statement.

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<sup>141</sup> Nabel interviewed by author, November 14, 2024

<sup>142</sup> Rika interviewed by author, November 14, 2024

<sup>143</sup> Danish interviewed by author, November 14, 2024



This shows that students find the Wordwall game as an interactive learning media more interesting and fun in English language activities.

This result is supported by interviews with several students. Participant (NS) stated, *“The implementation of Wordwall increases students' engagement in speaking activities. it is very fun and easy to remember,”*<sup>144</sup> indicating that Wordwall is not only fun, but also helps students remember the material more easily. This statement was strengthened by participant (RH) said, *“My experience using Wordwall was quite enjoyable,”*<sup>145</sup> describing a positive impression of the learning experience. Supported by participant (DA) added, *“there are games that make learning more interactive,”*<sup>146</sup> emphasizing the interactive aspect of this media. Meanwhile, participant (NL) said, *“Speaking activities become more fun by using Wordwall,”*<sup>147</sup> which strengthens the perspective that Wordwall makes speaking activities more fun and less boring.

However, in this table, statement number eight shows that 50% of students agree, and 6.3% of students strongly agree. Meanwhile, 40.6% of students disagree, and 3.1% of students strongly disagree. From the data, it can be concluded that the majority of students, 56.3% (a combination of 50% who agree and 6.3% who strongly agree), support this statement. This shows that students feel that their English assignment scores have increased since using Wordwall in speaking activities.

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<sup>144</sup>Nabel interviewed by author, November 14, 2024

<sup>145</sup>Rika interviewed by author, November 14, 2024

<sup>146</sup>Danish interviewed by author, November 14, 2024

<sup>147</sup>Nala interviewed by author, November 14, 2024



In this table, statement number nine shows that 65.6% of students agree, and 6.3% of students strongly agree. Meanwhile, 28.1% of students disagree, and 0% of students strongly disagree. From the data, it can be concluded that the majority of students, 71.9% (a combination of 65.6% who agreed and 6.3% who strongly agree), supported this statement. This shows that students feel the Wordwall game is important as an interactive learning media in speaking activities. Only 28.1% of students disagree with this statement.

This finding was strengthened by several statements from the interviews. Participant (NS) said, *"Young people today prefer to learn using games, including Wordwall. Usually, students also understand better if learning uses games because it is very fun and easy to remember,"*<sup>148</sup> which indicates that students understand the material more easily if it is presented in the form of games. This statement was strengthened by participant (RH) added, *"Of course, with Wordwall, students become more interested in learning and more active in participating,"*<sup>149</sup> which emphasized the increased interest and activeness of students in the learning process. Participant (DA) said, *"With a game like this, my friends and I can be more interested in learning English. And these games make learning more interactive,"*<sup>150</sup> indicating that the game form encourages more engagement. Meanwhile, This statement was

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<sup>148</sup>Nabel interviewed by author, November14,2024

<sup>149</sup>Rika interviewed by author, November14,2024

<sup>150</sup>Danish interviewed by author, November14,2024

supported by participant (NL) stated, *“The benefit of Wordwall is that we can gain knowledge, and the learning is interactive so it is more fun and not boring,”*<sup>151</sup> which strengthens that Wordwall makes learning more interesting and not monotonous.

The statement at number ten in this table shows that 59.4% of students agree, and 15.6% of students strongly agree. Meanwhile, 21.9% of students disagree, and 3.1% of students strongly disagree. From this data, it can be concluded that the majority of students, 75% (a combination of 59.4% who agree and 15.6% who strongly agree), support this statement. This shows that students felt that Wordwall's interactive features, such as timed challenges, motivated them, thus increasing their participation in speaking activities.

This is supported by statements from the interviews. Participant (NS) stated, *"My challenge in this game is that I think I have to answer quickly because there is a timer. And there is a leaderboard as if I have to answer quickly and correctly so that my score is not too bad on the leaderboard. This is one of my challenges too."*<sup>152</sup> This shows that the timer and leaderboard features make students feel challenged to participate more actively. This statement was strengthened by the participant (DA) also said, *"The lives and leaderboard features in this game make me challenged, especially if I get bad points. In addition, the ranking allows*

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<sup>151</sup>Nala interviewed by author, November14,2024

<sup>152</sup>Nabel interviewed by author, November14,2024

*me to see the level of my understanding in learning.*"<sup>153</sup> This statement strengthens that the competitive feature in Wordwall can boost students' motivation and engagement in speaking activities.

The statement number eleven shows that 78.1% of students agree, and 9.4% of students strongly agree. Meanwhile, 9.4% of students disagree, and 3.1% of students strongly disagree. From the data, it can be concluded that the majority of students, 87.5% (a combination of 78.1% who agree and 9.4% who strongly agree), support this statement. This shows that students feel they can understand task instructions more clearly when using Wordwall. Only 12.5% of students disagreed with this statement.

This is supported by statements from the interviews. Participant (NS) stated, *"My challenge in this game is that I think I have to answer quickly because there is a timer. And there is a leaderboard as if I have to answer quickly and correctly so that my score is not too bad on the leaderboard. This is one of my challenges too."*<sup>154</sup> This shows that the timer and leaderboard features make students feel challenged to participate more actively. This statement was supported by a participant (DA) also said, *"The lives and leaderboard features in this game make me challenged, especially if I get bad points. In addition, the ranking allows me to see the level of my understanding in learning."*<sup>155</sup> This statement

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<sup>153</sup>Danish interviewed by author, November 14, 2024

<sup>154</sup>Nabel interviewed by author, November 14, 2024

<sup>155</sup>Danish interviewed by author, November 14, 2024

strengthens that the competitive feature in Wordwall can encourage students' motivation and engagement in speaking activities.

The twelve statements in this table show that 56.3% of students agree, and 15.6% of students strongly agree. Meanwhile, 28.1% of students disagree, and 0% of students strongly disagree. From this data, it can be concluded that the majority of students, 71.9% (a combination of 56.3% who agree and 15.6% who strongly agree), support this statement. This shows that students felt that this interesting Wordwall game encouraged them to learn and speak in English.

This statement was reinforced by the results of several student interviews. Participant (NS) stated, "*This Wordwall helps me to speak in class. Initially I didn't want to speak, but with Wordwall I have to speak,*"<sup>156</sup> which shows that this media motivates students who were initially passive to speak up. This statement was supported by participant (RH) also added, "*After playing the Wordwall game as an interactive learning media, I feel more interested and engaged in the learning process,*"<sup>157</sup> reflecting an increased interest and engagement in learning. This statement was strengthened by participant (DA) said, "*The impact is not too significant, but Wordwall is very helpful in speaking activities and motivates me in learning English because this game is interesting and makes me more enthusiastic about learning English,*"<sup>158</sup>. Meanwhile,

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<sup>156</sup>Nabel interviewed by author, November 14,2024

<sup>157</sup>Rika interviewed by author, November 14,2024

<sup>158</sup>Danish interviewed by author, November 14,2024

supported by participant (NL) stated, *“This game is very impactful in enhancing my speaking skills, especially through discussions with friends after doing the tasks,”*<sup>159</sup> indicating that the discussion feature also strengthened their speaking skills. These findings confirm that Wordwall not only engages students' attention, but also encourages them to actively learn and communicate in English.

In this table, statement number thirteen shows that 78.1% of students agree, and 6.3% of students strongly agree. Meanwhile, 15.6% of students disagree, and 0% of students strongly disagree. From these data, it can be concluded that the majority of students, 84.4% (a combination of 78.1% who agree and 6.3% who strongly agree), support this statement. This shows that students felt that they enjoyed the various activities on Wordwall, which kept them interested and focused during the speaking exercises.

This result is similar to the statement of a participant (RH) who said, *“I usually try all kinds of games on Wordwall to practice speaking skills like grammar, vocabulary, and pronunciation...”*<sup>160</sup> This illustrates that the variety of activities in Wordwall provides opportunities for students to develop speaking skills thoroughly. This statement was strengthened by participant (NS) also said, *“Wordwall game is actually fun because we can learn grammar from it, task-based, get new vocabulary,*

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<sup>159</sup>Nala interviewed by author, November 14,2024

<sup>160</sup>Rika interviewed by author, November14,2024

*and others,”*<sup>161</sup> which shows that the diversity of content that Wordwall offers makes learning more interesting and not monotonous. Both statements strengthen the quantitative finding that students feel enthusiastic about participating in speaking practice due to the variety of activities available on the Wordwall platform.

Based on the results of the questionnaires and interviews, it can be concluded that the majority of students have a positive perspective towards the use of Wordwall as an interactive learning media in speaking activities. Most students found Wordwall fun, interesting and helpful in improving their vocabulary and encouraging active participation in class. They also recognized the importance of Wordwall as a learning tool, especially its interactive features-such as timed challenges and leaderboards-which motivated them to engage more actively. In addition, many students believe that Wordwall contributes to their confidence in expressing ideas in English and helps them better understand task instructions during learning activities.

In addition to the above findings, to explore students' perspectives on using Wordwall in speaking activities. Interview, and questionnaires were used in this study to provide a more detailed and clear understanding of students' perspectives on using Wordwall in speaking activities. In addition, this interview and document review also aims to understand the implementation of Wordwall game in speaking activities as well as the

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<sup>161</sup>Nabel interviewed by author, November 14, 2024



challenges or problems faced by students in using Wordwall game.

## **2. Students' Experiences of the Implementation of Wordwall as an Interactive Media for Speaking Activities**

This section answers the second research problem which asked about the implementation of Wordwall in Senior High School as an interactive media in speaking activities in the classroom. This semi-structured interview and document review focuses on how Wordwall is implemented and the effects of its implementation for students.

### **Implementation of Wordwall in the Classroom**

This section discusses the implementation of Wordwall in speaking activities as an interactive media. In English classroom activities, there are three main stages: pre-activities, while-activities, and post-activities.

#### **Pre-Activities**

##### **1) Brainstorming uses a game**

This section discusses how learning begins in the classroom. Based on the results of the document review in the class XI MIPA 4 lesson plan, it is known that the teacher starts the lesson with orientation and apperception activities. In the apperception stage, the teacher provides games such as Simon Says or Word Rotation Game to students, as well as displaying pictures related to the previous material through Wordwall media. The purpose of this activity is to build students' enthusiasm for learning and to link new material with previous knowledge.

*Picture 4.5 Lesson Plan Document for Pre activity in Grade X MIPA 4*



KEGIATAN	DESKRIPSI KEGIATAN	ALURAN WAKTU
Kegiatan Pendahuluan (Pre-Activities)	<p><b>Orientasi</b></p> <ul style="list-style-type: none"> <li>Guru memberi salam kepada peserta didik</li> <li>Guru menanyakan kondisi kesehatan kepada peserta didik secara umum</li> <li>Peserta didik dan guru berdoa bersama-sama</li> <li>Guru mengecek kehadiran peserta didik</li> </ul> <p><b>Assesmen</b></p> <ul style="list-style-type: none"> <li>Guru memberikan permainan Simon says atau Word Rotation Game kepada murid</li> <li>Guru bertanya tentang materi yang dipelajari di pertemuan sebelumnya melalui gambar di wordwall</li> <li>Guru menanyakan peserta didik dengan pertanyaan rangsangan</li> </ul> <p>1. Do you remember about our material in the previous meeting everyone?</p> <p>2. What do you think about historical event?</p>	10 menit

The findings from this documentation are strengthened by the results of interviews with students. The third participant (DA) said, *“At the beginning of the lesson, the teacher usually gives brainstorming like Simon Says or word games rotation from the back bench to the front, and those who don't know will get punishment.”*<sup>162</sup> This statement was supported by the first participant (NS), who said, *“At the beginning of the lesson, the teacher usually gives a picture on the Wordwall, then we are asked to continue the word from the picture. The teacher also often plays Simon Says.”*<sup>163</sup> This statement was strengthened by the second participant (RH), who stated that *“The teacher usually starts the class with word games first.”*<sup>164</sup>

From statements of first, second, and third participants, it can be seen that teachers use interactive brainstorming strategies before

<sup>162</sup>Danish, interviewed by author, November14,2024

<sup>163</sup>Nabel, interviewed by author, November14,2024

<sup>164</sup>Rika, interviewed by author, November14,2024

getting into the main material, such as the Simon Says game, rotating words, or the use of Wordwall to draw out students' responses. This interactive approach helps students better understand the lesson and creates a more active classroom situation. The third participant (DA's) statement about rotating word games was supported by (NS), who added that this method makes students more focused and motivated to participate. In addition, (RH) supported (DA's) statement by explaining that the use of Wordwall in pre-activities helped students understand the material more easily by completing words from the pictures.

Thus, it can be concluded that Wordwall-based pre-activities and other interactive methods not only build students' mental preparation but also increase their engagement from the beginning of learning. This approach is in line with the principle of active learning, where students not only receive the material passively but are also invited to participate, think critically, and use English directly in a fun context.

### **While activities:**

#### **1) Doing tasks in wordwall**

In this section discusses the activities that students are doing while learning English using wordwall. Based on the results of the document review in class X MIPA 4, it is known that in the while activities, the teacher designs activities that encourage students to observe game-based task instructions using the Wordwall platform,

pay attention to keywords, and complete individual tasks through games that are in line with the teaching material. This seems to be in line with students' experiences when participating in teaching and learning.

Picture 4.6 Lesson Plan for While task Activities in Grade X MIPA 4

Kegiatan Inti (While Activities)	<p><b>Mengamati (Observing)</b></p> <ul style="list-style-type: none"> <li>Siswa mengamati instruksi tugas berbasis game (task-based language) yang diberikan guru melalui ponsel menggunakan platform <i>Wordwall</i>.</li> <li>Siswa memperhatikan kata-kata kunci dan contoh-contoh soal yang muncul dalam game tersebut untuk memahami topik pembelajaran.</li> </ul> <p><b>Mempertanyakan (Questioning)</b></p> <ul style="list-style-type: none"> <li>Siswa didorong untuk mengajukan pertanyaan terkait hal-hal yang belum mereka pahami dari soal di <i>Wordwall</i> secara individu.</li> <li>Guru membuka sesi tanya jawab untuk mengklarifikasi kosakata baru atau struktur kalimat dalam bahasa Inggris yang muncul dalam game.</li> </ul> <p><b>Menjelajahi</b></p> <ul style="list-style-type: none"> <li>Guru meminta siswa mengerjakan tugas secara individu melalui ponsel masing-masing dengan menyelesaikan game.</li> </ul>	60 Menit
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This documentation was reinforced by insights gathered from student interviews. (NS) said *“I used Wordwall when the teacher gave assignments, then I discussed, asked to answer in English, and participated in speaking activities.”*<sup>165</sup> This statement was strengthened by (RH) and said *“From this game I used this game by doing tasks based on this game, playing matching word tenses related to the*

<sup>165</sup>Nabel, interviewed by author, November 14, 2024

*material*”<sup>166</sup>

This finding shows that Wordwall does not only function as an assignment tool, but also as a motivator for students' active engagement in learning. The interaction through discussion and tasks in the game supports the active learning principle, where students are directly involved in the process of critical thinking, speaking in English, and understanding the concept of tenses through real experience. Thus, the implementation of Wordwall in while activities helps to increase students' participation in English learning, both through individual tasks and group discussions, thus creating a more dynamic and interactive learning environment.

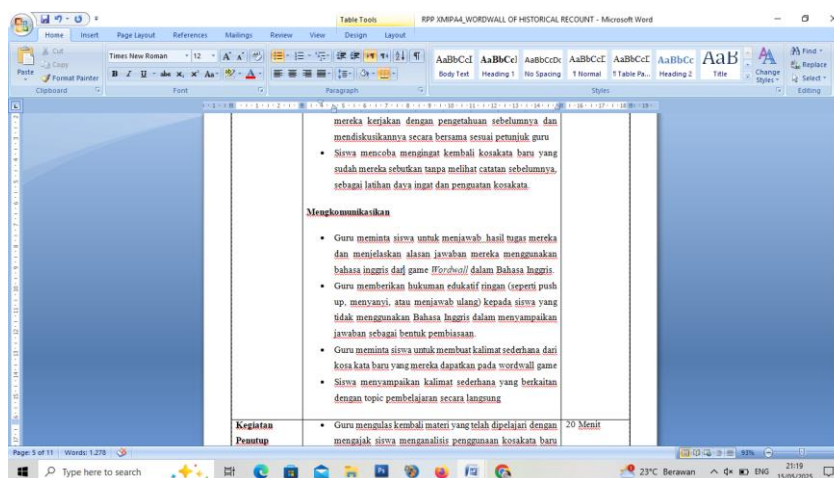
## **2) Discussing the task**

Document review showed that students were actively involved in discussion activities and speaking in English after completing tasks using Wordwall. This is reflected in the “Exploring” section, where the teacher asks students to complete individual tasks through their phones, discuss the answers together in English, and mention new vocabulary found from the Wordwall game and write them on the board.

*Picture4.7 Lesson Plan for While-Discussion task Activities in Grade X MIPA 4*

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<sup>166</sup>Rika, interviewed by author, November 14, 2024



The data obtained from the documents were corroborated by students' statements in the interviews. This activity is supported by the statement of (DA) said *"I am active in discussion and give reasons for each answer using English after doing the task using the wordwall"*.<sup>167</sup> Supported by (NS) said *"I participated in speaking activities during the task and discussion of the answers to the questions that have been done"*.<sup>168</sup> Then the statement was strengthened by (NL) and said *"I participated in Wordwall discussions in speaking activities by answering questions directly in English and giving reasons."*<sup>169</sup>

DA, NS, and NL's statements show that Wordwall is not only used as a tool for doing assignments, but also encourages students to be actively involved in class discussions. After doing the tasks using Wordwall, students are given the opportunity to discuss the answers together, give reasons in English, and develop their speaking skills.

This supports the principles of active learning, where students play an

<sup>167</sup>Danish, interviewed by author, November 14, 2024

<sup>168</sup>Nabel, interviewed by author, November 14, 2024

<sup>169</sup>Nala, interviewed by author, November 14, 2024

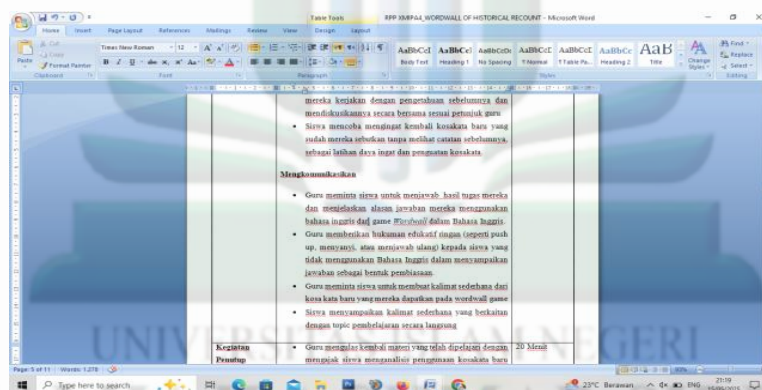


active role in learning through discussion and participation in speaking activities. Based on these statements, it can be concluded that the use of Wordwall in discussion activities helps students to better understand the material, develop their speaking skills, and increase their participation in the English learning process.

### 3) Making simple sentences

Based on the results of document review, it was found that students were asked to make simple sentences using the new vocabulary obtained from the Wordwall game, according to the teacher's direction and the material previously explained. In the “Associating” section, it is written that the teacher asked students to make connections between the answers they have done with previous knowledge, and discuss them together as directed by the teacher. In addition, students are also directed to recall new vocabulary without looking at notes, which shows an active process of internalizing and understanding the meaning of words.

*Picture 4.8 Lesson Plan for While-Activity: Sentence-Making in Grade X MIPA 4*



This document reinforces S1's statement that (DA) said “This

*game is helpful enough to increase my speaking skills, add new vocabulary, and help me memorize and make simple sentences as instructed by the teacher. from difficult vocabulary that the teacher has explained”<sup>170</sup>and this statement was supported by (RH) said “I was asked to make simple sentences from the new vocabulary from this Wordwall. related to tenses and the material that has been explained”<sup>171</sup>The statement was strengthened by (NS) said “Teacher asked me to make simple sentences. In my opinion, it is very difficult for me to make sentences because everything has to be in the right order. But because of Wordwall, I can make sentences well even though not maximally.”<sup>172</sup>*

From the statements DA, RH, and NS, it shows that after the discussion, students were asked to create simple sentences based on the new vocabulary they got from the Wordwall. This not only enhanced students' speaking skills, but also deepened their understanding of the tenses material that had been taught. (DA)'s statement supported that Wordwall helped him remember vocabulary and create simple sentences, while (RH) added that they were asked to create sentences relevant to the tenses material. (NS) strengthened this statement by stating that although it was difficult, Wordwall helped him to construct sentences better. Thus, it can be concluded that the

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<sup>170</sup>Danish, interviewed by author, November14,2024

<sup>171</sup>Rika, interviewed by author, November14,2024

<sup>172</sup>Nabel, interviewedbyauthor, November14,2024



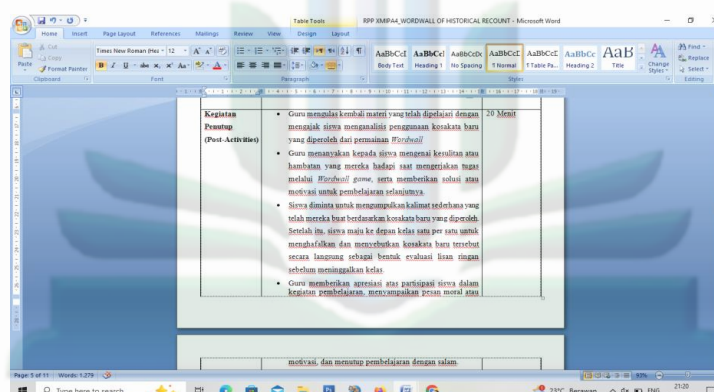
use of Wordwall in the making simple sentences activity greatly supports students' mastery of the tenses material as well as their speaking skills, and even though there are challenges, students feel more confident to make correct sentences.

## Post activities

### 4) Submitting and Memorizing New Vocabulary

The document review shows that students are asked to submit and remember the new vocabulary they have acquired from the Wordwall game as a form of oral evaluation before leaving the class. In the Closing Activities (Post-Activities) section, it is explained that the teacher asks students to deposit simple sentences based on the new vocabulary they have acquired, then come forward to the front of the class to submit and recall the vocabulary and its meaning. This activity is not only a closing activity, but also a form of speaking practice and vocabulary acquisition.

*Picture4.9 Lesson Plan for Post Activities in Grade X MIPA 4*



<b>Kegiatan Penutup (Post Activities)</b>	<ul style="list-style-type: none"> <li>Guru memeriksa kembali materi yang telah dipelajari dengan memastikan siswa memahami penggunaan kata-kata baru yang diperoleh dari permainan Wordwall</li> <li>Guru menanyakan kepada siswa mengenai kesulitan atau hambatan yang mereka hadapi saat mengerjakan tugas melalui Wordwall game, serta memberikan solusi atau motivasi untuk pembelajaran selanjutnya</li> <li>Siswa diminta untuk menyampaikan kalimat sederhana yang telah mereka buat berdasarkan kata-kata baru yang diperoleh. Setelah itu, siswa maju ke depan kelas satu per satu untuk membacakan dan menceritakan kata-kata baru tersebut secara lisan sebagai bentuk evaluasi lisan ringan sebelum meninggalkan kelas</li> <li>Guru memberikan apresiasi atas partisipasi siswa dalam kegiatan pembelajaran, menyampaikan pesan moral atau motivasi, dan menutup pembelajaran dengan salam</li> </ul>	<b>20 Menit</b>
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This document directly supports (DA's) statement said "This

*game is helpful enough to improve my speaking skills, enriching new vocabulary especially those I get from assignments, such as difficult and new vocabulary I know from there the teacher asks to memorize before going home as a requirement to go home.*"<sup>173</sup> This statement was supported by (RH) said *"I was asked by the teacher to memorize the vocabulary and its meaning and submit it to the teacher before going home"*<sup>174</sup> And the statement is strengthened by (NS) said *"I can also learn the features on Wordwall and get new difficult vocabulary and the teacher asks us all to memorize along with the meaning."*<sup>175</sup>

From the statements of DA, RH, and NS, it shows that after the discussion and making sentences, students are asked to memorize the new vocabulary that has been learned during learning with Wordwall and submit it to the teacher before going home. (DA) stated that Wordwall helps to enrich new vocabulary and the teacher gives the task of memorizing vocabulary as a requirement to go home. (RH) also added that they were asked to memorize the vocabulary and its meaning to submit, and (NS) strengthened that they learned new difficult vocabulary and had to memorize and submit to the teacher. Thus, it can be concluded that these post-activities provide an opportunity for students to learn and deepen their understanding of new vocabulary, as well as ensure that they really remember and

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<sup>173</sup>Danish, interviewed by author, November14,2024

<sup>174</sup>Rika, interviewed by author, November14,2024

<sup>175</sup>Nabel, interviewed by author, November14,2024

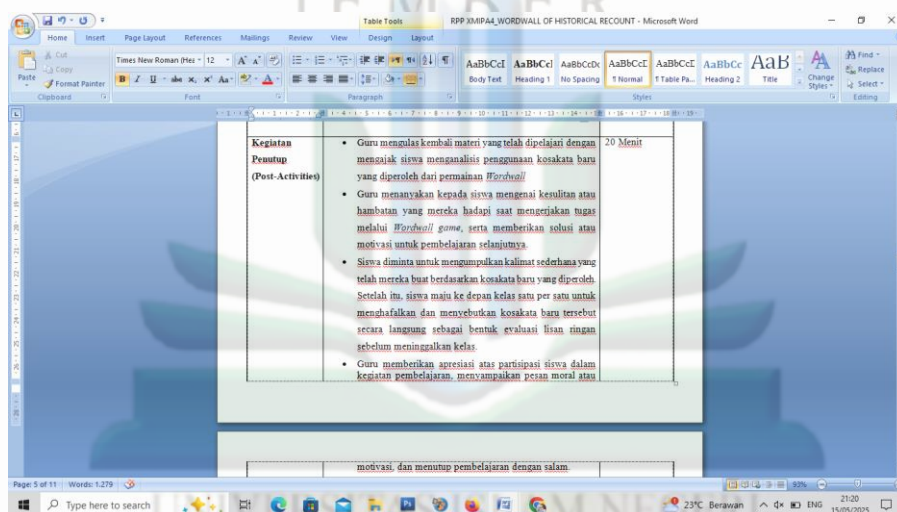
master it through memorization tasks before going home.

### The Challenges and effects of Using Wordwall

From the explanation previously presented about the use of wordwall games, students generally perceive Wordwall as a positive learning media. However, in using it, they still faced some challenges, especially in accessing and using Wordwall to complete speaking activities. Some students stated that the main challenges they faced include internet connection, timer in the game, as well as leaderboard which can create pressure in learning. Based on the document review of the lesson plans, it was found that the teacher explicitly asked the students about the difficulties or challenges they faced while doing the assignment through the Wordwall game.

*Picture 4.10 Lesson Plan for Post Activities Challenges in Grade*

*X MIPA 4*



#### a) The Internet Connection Challenge

The statements in this document strengthen the interview results regarding the main challenges of using Wordwall, the first challenge students faced in using Wordwall was an unstable internet connection. This can cause delays in the game, errors in answering questions, and obstacles in game-based discussions. As said by (NL): *“I have a challenge in playing Wordwall, which is a bad internet connection. This makes the game lag, lose connection, and causes me to answer incorrectly.”* (NL)<sup>176</sup> This statement was supported by S3, who experienced a similar obstacle: *“I have such a challenge too, which is a bad internet connection. Sometimes it is also difficult to login for more in-depth discussions or more complicated speaking. Sometimes the internet connection is slow, so the game lags. Some games are also difficult, so I need teacher help.”* (RH)<sup>177</sup>

From these statements, it can be concluded that the main obstacle in using Wordwall is the unstable internet connection, which has a direct impact on the smooth running of the game and participation in discussions. This challenge has been confirmed by (NL) and (RH), showing that connectivity issues are a common issue among students. Therefore, app developers, educators and educational institutions need to consider solutions to improve stable internet access to promote more effective learning.

#### **b) The Timer Challenge in the Game**

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<sup>176</sup>Nala, interviewed by author, November14,2024

<sup>177</sup>Rika, interviewed by author, November14,2024

The next challenge students' face is the in-game timer, which can increase the pressure on them when completing tasks in the game. For some students, this time limit makes them feel rushed in answering questions, thus affecting their performance in completing tasks or speaking fluently. As (NS) said: *"My challenge in this game is that I have to answer quickly because there is a timer. Very short time or timer."*<sup>178</sup> This statement was supported by (RH), who also felt that the timer in the game limits their thinking time: *"I also feel that way. When doing tasks in this game, there seemed to be limitations on the game timer."* (RH)<sup>179</sup>

From this statement, it can be concluded that a timer that is too short can add pressure to students, which has a negative impact to them. (NS) and (RH) agreed that the time limit in this game could make it difficult for students to complete the task more comfortably. Therefore, a more flexible timer setting, such as the option of extending the time or disabling the timer in certain modes, can help improve learning effectiveness and provide a more inclusive learning experience.

### c) The Leaderboard Challenge in the Game

The last challenge students faced in Wordwall was the leaderboard feature, which for some students can put pressure on learning. Some students felt that this feature made them have to always

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<sup>178</sup>Nabel, interviewed by author, November14,2024

<sup>179</sup>Rika, interviewed by author, November14,2024

get a high score in order not to fall behind their friends. As (DA) said: *“The lives and leaderboard features in this game make me challenged, especially if I get bad points. In addition, the ranking allows me to see the depth of my understanding in learning.”*<sup>180</sup> This statement was supported by (NS), who also experienced pressure from the leaderboard: *“The leaderboard makes me feel as if I have to answer quickly and correctly so that my score is not too bad on the leaderboard. This is one of my challenges too.”* (NS)<sup>181</sup>

From this statement, it can be concluded that although leaderboards can motivate students to study harder, some students feel pressured to compete for high scores. (DA) and (NS) supported that leaderboards can be psychologically challenging for less competitive students. Therefore, a more flexible approach to displaying leaderboards, such as hiding individual rankings or displaying effort-based rewards rather than high scores, can help create a more positive and supportive learning environment for all students.

## **2) The effects of wordwall implementation**

Based on the above statement about the implementation of wordwall in class, in this section discusses the effects of wordwall implementation for students, namely the effect of speaking skills and understanding of the material.

### **a) The effect of wordwall implementation on speaking skills**

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<sup>180</sup>Danish, interviewed by author, November 14, 2024

<sup>181</sup>Nabel, interviewed by author, November 14, 2024



In this section, it discusses the effect of wordwall implementation on speaking skills as stated by (NS) *“I think Wordwall has an effect in increasing speaking skills through discussions with friends after doing assignments. shows Wordwall helps improve my speaking skills in the context of discussion.”*<sup>182</sup> The statement was supported by (RH) who said *“With this Wordwall game, I can speak more confidently without feeling pressured. That is, because this is a game, so my friends and I want to participate in speaking activities.”*<sup>183</sup> The statement was strengthened by (NL) *“This game is very effective in increasing my speaking skills, especially through discussion with friends after doing TBLT-based tasks in Wordwall. When discussing with friends, we will always have to read or speak in English, so from there, Wordwall had an effect on my speaking.”*<sup>184</sup>

The conclusion from the statements above shows that the implementation of Wordwall has a positive impact on students' speaking skills. As stated by (DA), Wordwall is affected in increasing speaking skills through discussion with friends after doing the assignment. This statement was supported by (NS), who mentioned that Wordwall made him more courageous in

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<sup>182</sup>Nabel, interviewed by author, November14,2024

<sup>183</sup>Rika, interviewed by author, November14,2024

<sup>184</sup>Nala, interviewed by author, November14,2024



speaking because of the game format that made him feel less pressured, thus encouraging more active participation in speaking activities. (RH) also supported this by saying that Wordwall was very influential in increasing speaking skills, especially in the context of discussions with friends after working on TBLT-based tasks. Based on these statements, it can be concluded that Wordwall is effective in increasing students' speaking skills, facilitating interaction, increasing self-confidence, and creating a fun learning environment.

**b) The effect of implementation on material understanding (vocab and grammar)**

This section discusses the effect of implementation on material understanding (vocab and grammar) as (NS) said *“Very affected my learning experience because I can more easily understand which V1, V2, and V3 based on the table. Very impactful because Wordwall makes it easier for me to understand grammar, including vocabulary too.”*<sup>185</sup> And supported by (RH) said *“I feel that Wordwall also helps me to enrich new vocabulary, which supports understanding of the material and increases confidence in speaking”*.<sup>186</sup> This statement is strengthened by (DA) who said that *“this wordwall helps me in motivating learning English and enriching*

<sup>185</sup>Nabel, interviewed by author, November14,2024

<sup>186</sup>Rika, interviewed by author, November14,2024

*vocabulary because this game is interesting and makes me more enthusiastic about learning English”<sup>187</sup>*

Based on the statements, the implementation of Wordwall has proven to have a positive effect on the understanding of the material, both in terms of grammar and vocabulary. As stated by (NS) Wordwall facilitates the understanding of tenses (V1, V2, V3) and grammar as a whole, and helps enrich vocabulary. (RH) also felt that Wordwall enriched new vocabulary and increased understanding of the material, thus increasing her confidence in speaking. (DA's) statement supports this by saying that Wordwall motivates and encourages him in learning English, and enriches vocabulary through interesting games. From this it can be concluded that Wordwall has a significant effect in increasing the understanding of grammar materials and vocabulary, as well as motivating students to be more enthusiastic in learning English.

## **B. DISCUSSION**

This research was conducted to answer two main questions. Both research questions are proposed as the main topics in the discussion. The first discussion is about the perspective of senior high school students on using Wordwall as an interactive learning media in speaking activities, while the second discussion focuses on implementing Wordwall in

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<sup>187</sup>Danish, interviewed by author, November 14, 2024

senior high school as an interactive media in the classroom in speaking activities.

### **1. Students' Perspectives Regard the Use Of Wordwall As An Interactive Learning Media In Speaking Activities.**

Based on the questionnaire and interview results in this study, it was found that most students have a positive perspective on using Wordwall as an interactive learning media in speaking activities. The majority of students felt that Wordwall helped them enhance their speaking skills, expand their vocabulary, and increase their participation in class.

#### **a. Students' perspective of their speaking skill**

Based on the questionnaires and interviews, most students had a positive perspective on their speaking skills. Many feel more confident in finding the correct vocabulary when conveying ideas orally. Nevertheless, some students still showed a lack of confidence and discomfort when participating in speaking activities, especially when speaking in front of the class.

However, the interviews showed a step change in students' self-confidence. Some students stated that regular speaking practice and the enjoyable learning and teaching approach helped

them feel more prepared and motivated to speak in English. They started to feel braver in trying, although some mistakes were still made. **This** finding aligns with Brown's concept that speaking is an interactive process of meaning construction, requiring linguistic knowledge, confidence, and fluency to participate effectively.<sup>188</sup> Using Wordwall as a learning stimulus contributes to developing students' communicative competence by providing repeated practice in a low-anxiety environment.

Overall, students' perceived speaking skills showed positive progress, especially in terms of vocabulary acquisition and confidence in speaking. A consistent learning process and a supportive situation were crucial in helping these improvements.

Walgito (2003) states that perception is a psychological process that begins with sensory stimulation and ends with cognitive interpretation and behavioral response.<sup>189</sup> Students' increased confidence can be seen as a positive cognitive outcome resulting from interacting with Wordwall as a learning media that stimulates linguistic and psychological engagement.

#### **b. Students' Knowledge about Wordwall as an interactive learning media**

The analysis shows that most students have a good understanding of Wordwall as an interactive learning media.

<sup>188</sup>Brown, H. Douglas. *Teaching by Principles: An Interactive Approach to Language Pedagogy*. 2nd ed., New York: Longman, 2001.

<sup>189</sup>Walgito, Bimo. *Psikologi: Suatu Pengantar*. Yogyakarta: Andi Offset, 2003.

Wordwall is identified as an interesting platform that provides benefits in the learning process, particularly in developing speaking skills. Features such as quizzes, games, and interactive discussion activities make learning fun and meaningful for students. This aligns with the principle of bottom-up perspective as described by Walgito, where students process sensory input and construct meaning based on their experience and interaction with learning media.<sup>190</sup> This perspective highlights how students' active involvement with interactive tools such as Wordwall can transform sensory experiences into meaningful learning outcomes.

Students showed a high level of familiarity with using Wordwall in the classroom. They understand the function of Wordwall as a tool for teachers to deliver material more varied and engagingly. In addition, students can interact with the features and use them in learning activities such as making sentences, answering questions with the right reasons, and discussing in English. According to Irwanto, perspectives are affected by previous experiences and social context.<sup>191</sup> This explains why students can meaningfully engage with Wordwall and implement it effectively in language tasks.

The platform is easy to use and creates a more

<sup>190</sup>Walgito, Bimo. *Pengantar Psikologi Umum*. Yogyakarta: Andi Offset, 2004.

<sup>191</sup>Irwanto. *Psikologi Umum*. Jakarta: PT Rineka Cipta, 2002.

comfortable learning atmosphere. Wordwall has also been proven to increase students' courage in speaking in class and build their confidence in using English actively. Overall, students' understanding of Wordwall reflects that it is effective as an interactive learning tool, particularly in supporting English speaking skills. These findings suggest that integrating technology, such as Wordwall, in the learning process can positively impact students' motivation and participation in language learning activities.

c. **Students' Motivation, Enthusiasm, And Activeness By Using Wordwall Game As Interactive Learning Media In Speaking Activities**

The findings from questionnaires and interviews show that using Wordwall as an interactive learning media positively impacts students' motivation, enthusiasm, and engagement in speaking activities. Most students feel encouraged to develop their speaking skills because the game design in Wordwall creates a more interesting and challenging learning experience. This media provides psychological support that makes students more courageous and confident to speak in English. According to Shafaruddin and Suryadi, motivation is strongly influenced by internal perception and emotional responses to learning

materials.<sup>192</sup>This explains how the design of Wordwall contributes to student engagement and active participation.

In addition to enhancing motivation, Wordwall creates enthusiasm for acquiring new vocabulary. Through various task activities in the game, students feel more interested in participating in the lesson and more easily remember and use language in the context of speaking. This reflects that Wordwall facilitates vocabulary acquisition and supports a fun and meaningful learning process. This finding is consistent with previous research by Nussrah Mazelin et al. (2022), who concluded that Wordwall increases student engagement in the classroom by creating a fun and competitive environment.<sup>193</sup> The Wordwall interactive improves vocabulary acquisition and increases students' willingness to speak and interact in English.

Furthermore, students showed active participation in speaking learning activities when using Wordwall. They are involved in discussions, give reasons for their answers, and participate actively in answering and constructing sentences using English. Wordwall provides opportunities for students to play a more active role in the learning process, individually and collaboratively. Wordwall effectively increased students'

<sup>192</sup>Shafaruddin, M., & Suryadi, D. *Psikologi Pendidikan*. Bandung: Pustaka Setia, 2019.

<sup>193</sup>Mazelin, N., Suryana, D., & Rohim, A. (2022). *The Effectiveness of Wordwall Media in Increasing Students' Learning Motivation and Engagement in English Class*. *Journal of English Language Teaching and Learning*, 3(2), 45–52.



motivation, enthusiasm, and engagement in English-speaking activities. Using this interactive media can create a dynamic learning experience and support the development of language skills more optimally.

**d. Students' perspective on using Wordwall as an interactive learning media**

In addition, this finding is relevant to the perspective discussed in the literature review, namely that perspective is a psychological process involving sensory information. According to Irwanto, a positive perspective is a response that supports the use of Wordwall, while a negative perspective indicates rejection of its implementation.<sup>194</sup> This study analyzed students' perspectives on Wordwall based on these two dimensions. Positive responses reflect support for its use, while negative responses reflect rejection or unsuitability of the media.

Based on the questionnaire and interview results, it can be concluded that the majority of students have a positive perspective on using Wordwall as an interactive learning media in speaking activities. Students feel that using Wordwall makes the learning process more fun, interesting, and less boring. This media helps increase students' engagement in class and motivates

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<sup>194</sup> Irwanto, *Psikologi Umum*

them to be more active in speaking English.

Furthermore, Wordwall was also found to help students expand their vocabulary, understand task instructions more clearly, and provide them with positive challenges through features such as timers, scores, and leaderboards that encourage active participation. Students also felt more confident and fluent in speaking, as the game provided opportunities for practice in a repetitive and varied manner. Through the various types of games available, Wordwall improves cognitive aspects such as mastery of grammar and vocabulary and affective elements such as fun, interest in learning, and motivation to speak in English. Thus, it can be concluded that Wordwall as an interactive learning media positively impacts students' learning experience, especially in enhancing their speaking skills in English.

This finding also aligns with previous research that shows the importance of Wordwall in English language learning, especially in improving grammar comprehension through immediate feedback. Research by Laily Wahyuni Ilahi, Cahya Komara, and Yusuf Ismail (2022) shows that the majority of students have a positive perspective on the use of Wordwall.net because this media increases grammar understanding through immediate feedback that helps students identify and correct

mistakes quickly.<sup>195</sup> Therefore, this finding also supports research on using Wordwall in speaking activities in interactive English learning.

## 2. Students' Experiences of the Implementation of Wordwall as an Interactive Media for Speaking Activities

The findings of the interviews in this study show that students can increase participation in English language learning, and Wordwall can increase engagement, speaking skills, and vocabulary retention, making learning more interactive and practical. The students reported feeling more confident in speaking activities because the interactive Wordwall media reduced their anxiety and promoted active participation.

### a. Implementing words in the classroom

This part answers the second question of this research.

Previous research by Nussrah, Mahendran, and Shereen found that word walls can increase student engagement in English language learning.<sup>196</sup> The current study found that student engagement in speaking activities using Wordwall had three stages: pre-activity, while activity, and post-activity. These stages

<sup>195</sup> Laily Wahyuni Ilahi, Cahya Komara, dan YusufStudents'"EFL Students' Perception of Wordwall.Net Used as Media for Learning English Grammar," *UHAMKA International Conference on ELT and CALL (UICELL)*,

<sup>196</sup>Nussrah Mazelin, Mahendran Maniam, Shereen Shamala Benjamin Jeyaraja, Marina Melissa Ng, Zhou Xiaoqi, dan Zhong Jingjing, "Using WordwaStudents'rove Students' Engagement In ESL Classroom," *International Journal of Asian Social Science*, 2022.

were implemented in the lesson plan and confirmed through interviews with students, who recognized that the structured Wordwall activity supported their confidence in speaking and made learning more interactive and fun. This structured approach is reflected in each stage of the lesson:

In the pre-activities of learning, teachers use Wordwall for brainstorming activities such as "the Simon Says" game, "Word Rotation," and image displays related to the previous material. These activities aim to build students' enthusiasm, activate pre-knowledge, and create an interactive learning environment from the beginning.

In the while-activities stage of learning, Wordwall is used as an interactive media in various games designed to strengthen students' understanding of the tense material. Students work on tasks such as matching words with their corresponding tense forms, which increases their engagement and helps them master sentence structure. After completing the game, students are invited to have a discussion in English to discuss their answers, recognize new vocabulary, and express the reasons for their choices. This discussion promoted critical thinking skills and speaking courage. Furthermore, students are directed to make simple sentences using the new vocabulary as speaking practice

and applying their understanding of the tenses they have learned.

After the lesson or during post-activity, students are asked to submit simple sentences made from the new vocabulary and memorize the sentences and their meanings. This activity becomes a verbal evaluation while strengthening students' vocabulary acquisition and speaking skills.

#### **b. The Challenges and Effects of Using Wordwall in Speaking Activities**

Despite the generally positive perspectives towards Wordwall as an interesting learning media, the students faced some challenges in its application, especially during the speaking activities. The main difficulties identified include technical, cognitive, and psychological aspects.<sup>197</sup> This challenge requires attention to optimize Wordwall to support a more effective and enjoyable learning process.

##### **1. Internet Connection Issues**

The most frequent challenge students faced was unstable internet connectivity. This affected their ability to access the game smoothly, caused delays or disconnections during the game, and disrupted participation in follow-up speaking discussions. Such technical difficulties inhibited the overall flow of learning and reduced students' confidence during task-based activities.

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<sup>197</sup> Kurniawan, B., & Gunawan, A. (2021). *Challenges of Using Digital Media in Language Learning*. *Journal of Educational Technology*, 18(2), 45-58;

## **2. Pressure from the Game Timer**

The time limitations in the Wordwall game increase the pressure on students to respond quickly. For some, this constraint limits their ability to think critically or speak fluently, leading to rushed answers. The timer became a source of stress rather than motivation, especially for students who needed more time to process and formulate their responses in English.

## **3. Leaderboard-Induced Anxiety**

Although intended to encourage healthy competition, the leaderboard feature presents a psychological challenge to some students. It creates a sense of pressure to achieve high scores and maintain ranking positions, which can demotivate less competitive students. Instead of focusing on mastery and improvement, students often feel pressured by peer comparisons.

Meanwhile, implementing Wordwall in English learning has positively affected the students, especially in enhancing their speaking ability and comprehension of the material. Through interactive tasks and games followed by discussion sessions, students are encouraged to speak more actively in English. The engaging environment enhances their confidence, reduces anxiety, and encourages participation in

speaking activities, allowing them to practice pronunciation, express ideas, and collaborate with peers more effectively.<sup>198</sup>

In addition to improving speaking skills, Wordwall supports students' understanding of grammar and vocabulary. The structured activities help them make distinctions between different verb forms, such as V1, V2, and V3, and provide meaningful exposure to new vocabulary in context. This combination strengthens their language structure and motivates students to be more enthusiastic about learning, making the process more interesting and compelling.

From the explanations above, it can be seen that Wordwall is an effective interactive learning tool. The findings confirm that Wordwall encourages active participation, reduces anxiety, and creates a more interactive and enjoyable learning environment. The research also highlights that student engagement in speaking activities occurs in three stages: pre-activity, during-activity, and post-activity, each of which contributes to active learning and participation. However, challenges such as unstable internet connection, limited time, and psychological pressure from the leaderboard remain despite the benefits. Therefore, using

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<sup>198</sup>Dörnyei, Z. (2001). *Motivational Strategies in the Language Classroom*. Cambridge University Press; serta Nussrah Mazelin, Mahendran Maniam, & Shereen Noranee. (2022). *Enhancing ESL Learners' Engagement in Online Classes Using Wordwall Application*. *Journal of Education and E-Learning Research*, 9(1), 87–92.



Wordwall as an interactive learning media needs to be continuously developed by considering students' technical to optimize English learning outcomes. Resolving these issues through better internet stability, more flexible time, and inclusive reward and recognition system can further enhance the effectiveness of Wordwall in English language learning.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. CONCLUSION**

##### **1. Students' Perspectives Regard the Use Of Wordwall As An Interactive Learning Media In Speaking Activities.**

Students' perspectives toward using Wordwall as an interactive learning media in speaking activities in this study were generally positive. The students felt that Wordwall supported the development of their speaking skills, helped expand their vocabulary, and increased their motivation and active participation in class. These positive perspectives indicate an acceptance, enjoyable, and psychologically comfortable use of the media, which fosters a more interesting and practical learning experience. These findings suggest that Wordwall improves cognitive aspects such as grammar and vocabulary acquisition and positively affects affective elements such as confidence, enthusiasm, and willingness to communicate. Therefore, Wordwall can be interpreted as an effective tool for

enhancing English language learning, especially in improving students' speaking skills through an interactive and fun learning experience.

## **2. Students' Experiences of the Implementation of Wordwall as an Interactive Media for Speaking Activities**

In terms of implementation, this research has identified three main stages in using Wordwall for speaking activities: pre-activity, activity, and post-activity. Pre-activities include interactive games such as Simon Says and Word Rotation to engage students' thinking. Meanwhile, in-activity includes task work, discussion, and exercises on sentence construction to strengthen comprehension. Post-activity focuses on recalling and submitting sentences from new vocabulary before students leave the classroom. While Wordwall effectively encourages active participation and vocabulary retention, other challenges were identified, including unstable internet connections, time constraints, and psychological pressure from the leaderboard. Resolving these problems improving internet access, providing more flexible time, and implementing an inclusive reward system may increase Wordwall's effectiveness in language learning.

Nevertheless, despite these challenges, this study confirms that Wordwall is a valuable tool for enhancing students' speaking skills and engagement in interactive English learning, provided the required adjustments are made for optimal implementation. However, this study has a limited scope as it only focuses on one school and a relatively small sample size, which may not entirely represent the broader population. It is recommended that future research engaging diverse educational settings and a bigger group of participants be conducted to get a more comprehensive understanding of the effectiveness of Wordwall in different contexts.

## **B. SUGGESTION**

Based on the following conclusion in this research, the researcher gave some suggestions as follow:

For teachers, it is suggested that Wordwall be integrated as a complementary tool and an essential part of classroom activities to enhance students' speaking skills, vocabulary acquisition, and engagement. It is recommended that teachers plan Wordwall-based activities strategically, considering the balance between competition and collaboration to reduce the pressure caused by leaderboards. Ensuring stable internet access, managing time allocation, and creating a psychologically safe environment are also essential to maximize the benefits of this interactive platform. In addition, teachers

should continue to explore various game formats on Wordwall that match students' skill levels and learning objectives to maintain their motivation and interest.

For further researchers, it's recommended to conduct studies with a broader scope involving multiple schools, and a larger sample size to obtain more generalizable findings. Although Wordwall has gained popularity in language classrooms, limited research has explored students' perspectives on its use specifically for speaking activities, highlighting the need to consider their feedback in lesson planning. Future research could also examine the long-term effects of using Wordwall on students' language development and evaluate its effectiveness when integrated with other digital tools. In addition, qualitative methods such as classroom observations and focus group discussions are encouraged to gain deeper insights into students' learning experiences, and interaction during task-based activities using Wordwall

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## Appendix 1: Authenticity Letter

### STATEMENTS OF AUTHENTICITY

This undersigned below:

Name : Fitriatul Karomah  
 SRN : 212101060034  
 Major : English Education Program  
 Faculty : Faculty of Education and Teacher Training  
 Institution : State Islamic University of Kiai Haji Achmad Siddiq Jember

Stated that the thesis entitled "Exploring Senior High Scholl Students' Perspectives on Using Wordwall as an Interactive Learning Media in Speaking Activities" is truly my original work. It does not incorporate any material previously written by another person except those indicated in quotation and references. Do the fact; I am only person who is responsible for the thesis if there is any objection or claim from other.

Jember, 23<sup>rd</sup> of June 2025

Author

  
**Fitriatul Karomah**  
 SRN/21210160034



## Appendix 2: Matrix of Research

### MATRIX OF RESEARCH

No	Title	Variables	Indicators	DataResources	ResearchMethod	Research Questions
1.	Exploringseniorhighschool students perspective onusing wordwall as an interactive learning media in speaking activities	<p>1. Wordwall Gameasan interactive learning</p> <p>2. Speaking activities</p>	<p>1. Quiz</p> <p>2. Wordsearch</p> <p>3. Anagram</p> <p>4. AudioVisual</p> <p>5. Evaluation</p> <p>1. Preactivities</p> <ul style="list-style-type: none"> <li>• Preparations <ul style="list-style-type: none"> <li>➢ Recall material</li> <li>➢ Brainstorming</li> </ul> </li> </ul> <p>2. Whileactivities</p> <ul style="list-style-type: none"> <li>• Taskbased instruction <ul style="list-style-type: none"> <li>➢ Studentswork individually</li> <li>➢ Students discuss Q&amp;A</li> <li>➢ Studentsmention new vocabulary</li> </ul> </li> </ul> <p>3. Postactivities</p> <ul style="list-style-type: none"> <li>• Evaluation</li> <li>• Review</li> </ul>	<p>Instrument</p> <p>1. Close ended questionnaire</p> <p>2. Guided interview</p> <p>3. Document review</p> <p>Data:</p> <p>1. questionnaire</p> <p>2. Interview guide lines</p> <p>3. Lesson plan</p>	<p>1. Researchdesign: Qualitative design</p> <p>2. Research context (MAN 1 Jember because I have conducted a pre-survey directly at the location then I conducted interviews with thestudents)</p> <p>3. Research Participant Participant in this research student attenth grade(XI MIPA 4)</p> <p>4. Datacollectiontechnique:</p> <p>a. Interviewsemistructure</p> <p>b. Questionnaire</p> <p>c. Document review</p> <p>5. Dataanalysis:</p> <p>a. Interactive data analysis by Miles and huberman</p> <p>b. likert sacle questionnaire analyzed using descriptive analysis</p> <p>c. Lesson plan analyzed using narrative analysis</p> <p>6. Validityofdata ( Technical Triangulation)</p>	<p>(1) What are students' perspectives on the use of Wordwall as an interactive learning medium in speaking activities?</p> <p>(2)How did the students experiences using wordwall as an interactive learning media in speaking activities?</p>

### Appendix 3: Questionnaire

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Questionnaire for Senior High School Students Perspective on Using Wordwall as an Interactive Learning Media in Speaking ...

## Questionnaire for Senior High School Students Perspective on Using Wordwall as an Interactive Learning Media in Speaking Activities.

Dear Students!

My name is Fitriatul Karomah. I'm an English Department student at KH. Achmad Shiddiq State Islamic University of Jember. To complete my thesis entitled "**Senior High School Students' Perspective on Using Wordwall as an Interactive Learning Media in Speaking Activities**," I am conducting this questionnaire to understand students' perspectives on the use of Wordwall in speaking activities.

I need your help to provide information based on your experience using Wordwall, including the advantages and disadvantages you encountered during the speaking activities. Your participation will be valuable in completing my research. Thank you for your time and input!

**Please read the rules for answering the questionnaire below!**

1. You can fill in the name field with your initials or full name, according to your convenience.
2. You only need to complete the questionnaire once, so please make sure you answer carefully.
3. This questionnaire will not affect you in terms of score or anything.

*\* Menunjukkan pertanyaan yang wajib diisi*

#### 1. **Section 1 \***

Name

---

#### 2. **Email \***

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1/12

3. Sex \*

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4. School \*

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5. **Section 2**

**Mark only one column that is appropriate with your response. (Tandai hanya satu kolom yang sesuai dengan respon anda.)**

SA = Strongly Agree (*Sangat Setuju*)A = Agree (*Setuju*)D = Disagree (*Tidak Setuju*)SD = Strongly Disagree (*Sangat Tidak Setuju*)

UNIVERSITAS ISLAM NEGERI  
KIAI HAJI ACHMAD SIDDIQ  
JEMBER

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Questionnaire for Senior High School Students Perspective on Using Wordwall as an Interactive Learning Media in Speaking ...

6. 1. I get better at finding the right words when expressing my ideas orally. \*

*Saya menjadi lebih baik dalam menemukan kata-kata yang tepat ketika mengekspresikan ide saya secara lisan.*

*Tandai satu oval saja.*

- ☐ Strongly Agree  
☐ Agree  
☐ Disagree  
☐ Strongly Disagree

7. 2. I feel more confident and comfortable when participating in speaking activities. \*

*Saya merasa lebih percaya diri dan nyaman ketika berpartisipasi dalam kegiatan berbicara.*

*Tandai satu oval saja.*

- ☐ Strongly Agree  
☐ Agree  
☐ Disagree  
☐ Strongly Disagree

8. 3. I believe my speaking ability has improved over time. \*

*Saya yakin kemampuan berbicara saya meningkat dari waktu ke waktu.*

*Tandai satu oval saja.*

- ☐ Strongly Agree  
☐ Agree  
☐ Disagree  
☐ Strongly Disagree

<https://docs.google.com/forms/d/12NPGkdLIZyYF4gFH9fG6hkpEmvN0427k1yX8G-px0/edit>

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Questionnaire for Senior High School Students Perspective on Using Wordwall as an Interactive Learning Media in Speaking ...

9. 4. I feel more comfortable speaking English in front of my classmates. \*

*Saya menjadi lebih nyaman berbicara bahasa Inggris di depan teman-teman sekelas.*

*Tandai satu oval saja.*

- ☐ Strongly Agree  
☐ Agree  
☐ Disagree  
☐ Strongly Disagree

10. 5. I am familiar with Wordwall game as an interactive media in speaking activities \*

*Saya mengenal permainan Wordwall sebagai media interaktif dalam kegiatan berbicara*

*Tandai satu oval saja.*

- ☐ Strongly Agree  
☐ Agree  
☐ Disagree  
☐ Strongly Disagree

11. 6. I am familiar with using Wordwall as an interactive learning tool in the classroom. \*

*Saya terbiasa menggunakan Wordwall sebagai alat bantu pembelajaran interaktif di kelas.*

*Tandai satu oval saja.*

- ☐ Strongly Agree  
☐ Agree  
☐ Disagree  
☐ Strongly Disagree

<https://docs.google.com/forms/d/12NPGkdLlZyYF4gFH9fG6hkpEmvN0427k1yX8G-px0/edit>

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Questionnaire for Senior High School Students Perspective on Using Wordwall as an Interactive Learning Media in Speaking ...

12. 7. I understand how to navigate and use the features of Wordwall for learning activities. \*

*Saya memahami cara menavigasi dan menggunakan fitur-fitur Wordwall untuk kegiatan pembelajaran.*

*Tandai satu oval saja.*

- ☐ Strongly Agree  
☐ Agree  
☐ Disagree  
☐ Strongly Disagree

13. 8. I find Wordwall easy to use for interactive English learning activities. \*

*Saya merasa Wordwall mudah digunakan untuk kegiatan pembelajaran bahasa Inggris yang interaktif.*

*Tandai satu oval saja.*

- ☐ Strongly Agree  
☐ Agree  
☐ Disagree  
☐ Strongly Disagree

14. 9. I am comfortable using Wordwall as a tool for increasing my English speaking skills. \*

*Saya merasa nyaman menggunakan Wordwall sebagai alat untuk meningkatkan kemampuan berbahasa Inggris.*

*Tandai satu oval saja.*

- ☐ Strongly Agree  
☐ Agree  
☐ Disagree  
☐ Strongly Disagree

<https://docs.google.com/forms/d/12NPGkdLlZyYF4qFH9fG6hkpEmvN0427k1yX8G-px0/edit>

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Questionnaire for Senior High School Students Perspective on Using Wordwall as an Interactive Learning Media in Speaking ...

15. 10. I feel motivated to develop my English speaking skills by using wordwall game as an interactive learning media. \*

*Saya merasa termotivasi untuk mengembangkan kemampuan berbicara bahasa Inggris saya dengan menggunakan permainan wordwall sebagai media pembelajaran yang interaktif.*

*Tandai satu oval saja.*

- ☐ Strongly Agree  
☐ Agree  
☐ Disagree  
☐ Strongly Disagree

16. 11. I feel enthusiastic to acquire new vocabularies in English speaking activities by using wordwall game as an interactive learning media. \*

*Saya merasa antusias untuk mendapatkan kosakata baru dalam kegiatan berbahasa Inggris dengan menggunakan permainan wordwall sebagai media pembelajaran interaktif.*

*Tandai satu oval saja.*

- ☐ Strongly Agree  
☐ Agree  
☐ Disagree  
☐ Strongly Disagree

17. 12. I am actively involved in English speaking activities by using wordwall game as an interactive learning media. \*

*Saya secara aktif terlibat dalam kegiatan berbahasa Inggris dengan menggunakan permainan wordwall sebagai media pembelajaran interaktif*

*Tandai satu oval saja.*

- ☐ Strongly Agree  
☐ Agree  
☐ Disagree  
☐ Strongly Disagree

<https://docs.google.com/forms/d/12NPGkdLqZyYF4gFH9fG6hkpEmvN0427k1yX8G-px0/edit>

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Questionnaire for Senior High School Students Perspective on Using Wordwall as an Interactive Learning Media in Speaking ...

18. 13. I am having fun playing wordwall game and interactive media in speaking activities \*

*Saya sangat senang bermain permainan wordwall sebuah media interaktif dalam kegiatan berbicara*

*Tandai satu oval saja.*

- ☐ Strongly Agree  
☐ Agree  
☐ Disagree  
☐ Strongly Disagree

19. 14. I learn new words during speaking activities with Wordwall games, making it easier to express myself in English. \*

*Saya belajar kata-kata baru selama kegiatan berbicara dengan permainan Wordwall, sehingga saya lebih mudah mengekspresikan diri dalam bahasa Inggris.*

*Tandai satu oval saja.*

- ☐ Strongly Agree  
☐ Agree  
☐ Disagree  
☐ Strongly Disagree

20. 15. I fell the wordwall games are important as an interactive learning media in speaking activities \*

*Saya merasakan permainan wordwall penting sebagai media pembelajaran interaktif dalam kegiatan berbicara*

*Tandai satu oval saja.*

- ☐ Strongly Agree  
☐ Agree  
☐ Disagree  
☐ Strongly Disagree

<https://docs.google.com/forms/d/12NPGkdLqZyYF4gFH9fG6hkpEmvN0427k1yX8G-px0/edit>

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Questionnaire for Senior High School Students Perspective on Using Wordwall as an Interactive Learning Media In Speaking ...

21. 16. The word wall game increases my speaking activities in the classroom \*

*Permainan wordwall meningkatkan aktivitas berbicara saya di kelas*

*Tandai satu oval saja.*

- ☐ Strongly Agree  
☐ Agree  
☐ Disagree  
☐ Strongly Disagree

22. 17. The Wordwall game affects my speaking more fluently and confidently \*

*Permainan Wordwall berpengaruh pada kemampuan berbicara saya yang lebih lancar dan percaya diri*

*Tandai satu oval saja.*

- ☐ Strongly Agree  
☐ Agree  
☐ Disagree  
☐ Strongly Disagree

23. 18. The Wordwall game increases my English vocabulary in speaking activities \*

*Permainan Wordwall meningkatkan kosakata bahasa Inggris saya dalam kegiatan berbicara*

*Tandai satu oval saja.*

- ☐ Strongly Agree  
☐ Agree  
☐ Disagree  
☐ Strongly Disagree

<https://docs.google.com/forms/d/12NPGkdLqZyYF4gFH9fG6hkpEmvN0427k1yX8G-px0/edit>

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Questionnaire for Senior High School Students Perspective on Using Wordwall as an Interactive Learning Media in Speaking ...

24. 19. The wordwall game as an interactive learning media is more interesting and fun in English speaking activities. \*

*Permainan wordwall sebagai media pembelajaran interaktif yang lebih menarik dan menyenangkan dalam kegiatan berbahasa Inggris.*

*Tandai satu oval saja.*

- ☐ Strongly Agree  
☐ Agree  
☐ Disagree  
☐ Strongly Disagree

25. 20. I feel my English assignment scores increase since using Wordwall in speaking activities. \*

*Saya merasakan nilai tugas bahasa Inggris saya meningkat sejak menggunakan Wordwall dalam kegiatan berbicara.*

*Tandai satu oval saja.*

- ☐ Strongly Agree  
☐ Agree  
☐ Disagree  
☐ Strongly Disagree

26. 21. Wordwall games are important as an interactive learning media in speaking activities. \*

*Permainan wordwall penting sebagai media pembelajaran interaktif dalam kegiatan berbicara.*

*Tandai satu oval saja.*

- ☐ Strongly Agree  
☐ Agree  
☐ Disagree  
☐ Strongly Disagree

<https://docs.google.com/forms/d/12NPGkdLqZyYF4gFH9fG6hkpEmvN0427k1yX8G-px0/edit>

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Questionnaire for Senior High School Students Perspective on Using Wordwall as an Interactive Learning Media in Speaking ...

27. 22. I find Wordwall's interactive features, such as timed challenges, motivating <sup>\*</sup> for students, which increases my participation in speaking activities.

*Saya menemukan fitur interaktif Wordwall, seperti tantangan berjangka waktu, memotivasi siswa, yang meningkatkan partisipasi saya dalam kegiatan berbicara.*

Tandai satu oval saja.

- ☐ Strongly Agree  
☐ Agree  
☐ Disagree  
☐ Strongly Disagree

28. 23. I feel that I understand task instructions more clearly by using Wordwall. <sup>\*</sup>

*Saya merasa bahwa saya memahami instruksi tugas dengan lebih jelas dengan menggunakan Wordwall.*

Tandai satu oval saja.

- ☐ Strongly Agree  
☐ Agree  
☐ Disagree  
☐ Strongly Disagree

29. 24. I feel that the engaging Wordwall game encourage me to learn and speak English. <sup>\*</sup>

*Saya merasa bahwa permainan Wordwall yang menarik mendorong saya untuk belajar dan berbicara bahasa Inggris.*

Tandai satu oval saja.

- ☐ Strongly Agree  
☐ Agree  
☐ Disagree  
☐ Strongly Disagree

<https://docs.google.com/forms/d/12NPGkdLlZyYF4gFH9fG6hkpEmvN0427k1yX8G-px0/edit>

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Questionnaire for Senior High School Students Perspective on Using Wordwall as an Interactive Learning Media in Speaking ...

30. 25. I enjoy the different activities in Wordwall, which keeps them interested and \*  
focused during speaking practice

*Saya menikmati berbagai aktivitas di Wordwall, yang membuat mereka tetap tertarik dan fokus selama latihan berbicara.*

*Tandai satu oval saja.*

- ☐ Strongly Agree  
☐ Agree  
☐ Disagree  
☐ Strongly Disagree

31. **Section 3**

***Willingness to participate in the interview.***

For another instrument to complete my thesis I need some students to be interviewed in person.

- 1. Are you willing to be interviewed? \***

*Apakah anda bersedia untuk diwawancara?*

*Tandai satu oval saja.*

- ☐ Yes  
☐ No

32. **2. Write down your phone number if you want to be interviewed. \***

*Tulis nomor hp anda jika anda ingin diwawancara.*

\_\_\_\_\_

Konten ini tidak dibuat atau didukung oleh Google.

Google Formulir

<https://docs.google.com/forms/d/12NPGkdLlZyYF4qFH9fG6hkpEmvN0427k1yX8G-px0/edit>

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#### Appendix 4: Blueprint of the Questainnaire

##### *Blueprint of the Questionnaire*

INDICATORS	STATEMENTS	
<b>Students perspective of their speaking skill</b>	Q1	I get better at finding the right words when expressing my ideas orally.  <i>Saya menjadi lebih baik dalam menemukan kata-kata yang tepat ketika mengekspresikan ide saya secara lisan.</i>
	Q2	I feel more confident and comfortable when participating in speaking activities.  <i>Saya merasa lebih percaya diri dan nyaman ketika berpartisipasi dalam kegiatan berbicara.</i>
	Q3	I believe my speaking ability has improved over time.  <i>Saya yakin kemampuan berbicara saya meningkat dari waktu ke waktu.</i>
	Q4	I feel more comfortable speaking English in front of my classmates.  <i>Saya menjadi lebih nyaman berbicara bahasa Inggris di depan teman-teman sekelas.</i>
<b>Students Knowledge about wordwall as interactive learning media</b>	Q5	I am familiar with Wordwall game as an interactive media in speaking activities  <i>Saya mengenal permainan Wordwall sebagai media interaktif dalam kegiatan berbicara</i>
	Q6	I am familiar with using Wordwall as an interactive learning tool in the classroom.  <i>Saya terbiasa menggunakan Wordwall sebagai media pembelajaran interaktif di kelas.</i>
	Q7	I understand how to navigate and use the features of Wordwall for learning activities  <i>Saya memahami cara menavigasi dan menggunakan fitur-fitur Wordwall untuk kegiatan pembelajaran.</i>

	Q8	I find Wordwall easy to use for interactive English learning activities.  <i>Saya merasa Wordwall mudah digunakan untuk kegiatan pembelajaran bahasa Inggris yang interaktif.</i>
	Q9	I am comfortable using Wordwall as a tool for improving my English speaking skills.  <i>Saya merasa nyaman menggunakan Wordwall sebagai alat untuk meningkatkan kemampuan berbicara bahasa Inggris.</i>
<b>Students' Motivation, Enthusiasm, And Activeness By Using Wordwall Game As Interactive Learning Media In Speaking Activities</b>	Q10	I feel motivated to develop my English speaking skills by using wordwall game as an interactive learning media.  <i>Saya merasa termotivasi untuk mengembangkan kemampuan berbicara bahasa Inggris dengan menggunakan permainan wordwall sebagai media pembelajaran interaktif.</i>
	Q11	I feel enthusiastic to acquire new vocabularies in English speaking activities by using wordwall game as an interactive learning media.  <i>Saya merasa antusias untuk mendapatkan kosakata baru dalam kegiatan berbicara bahasa Inggris dengan menggunakan permainan wordwall sebagai media pembelajaran interaktif.</i>
	Q12	I am actively involved in English speaking activities by using wordwall game as an interactive learning media.  <i>Saya terlibat aktif dalam kegiatan berbicara bahasa Inggris dengan menggunakan permainan wordwall sebagai media pembelajaran interaktif.</i>
<b>Students perspective on using wordwall as interactive learning media</b>	Q13	I am having fun playing wordwall game and interactive media in speaking activities  <i>Saya senang bermain permainan wordwall dan media interaktif dalam kegiatan berbicara</i>



	Q14	I learn new words during speaking activities with Wordwall games, making it easier to express myself in English  <i>Saya belajar kata-kata baru selama kegiatan berbicara dengan permainan Wordwall, sehingga lebih mudah mengekspresikan diri dalam bahasa Inggris.</i>
	Q15	I felt the wordwall games are important as an interactive learning media in speaking activities  <i>Saya merasakan permainan wordwall penting sebagai media pembelajaran interaktif dalam kegiatan berbicara</i>
	Q16	The word wall game increases my speaking activities in the classroom  <i>Permainan Wordwall meningkatkan aktivitas berbicara saya di kelas</i>
	Q17	The Wordwall game affects my speaking more fluently and confidently  <i>Permainan Wordwall mempengaruhi saya untuk berbicara dengan lebih lancar dan percaya diri</i>
	Q18	The Wordwall game increases my English vocabulary in speaking activities  <i>Permainan Wordwall menambah kosakata bahasa Inggris saya dalam kegiatan berbicara</i>
	Q19	The wordwall game as an interactive learning media is more interesting and fun in English speaking activities.  <i>Permainan wordwall sebagai media pembelajaran interaktif lebih menarik dan menyenangkan dalam kegiatan berbicara bahasa Inggris.</i>
	Q20	I have seen my English assignment scores increase since using Wordwall in speaking activities.  <i>Saya melihat nilai tugas bahasa Inggris saya meningkat sejak menggunakan Wordwall dalam kegiatan berbicara.</i>

Q21	<p>Wordwall games are important as an interactive learning media in speaking activities.</p> <p><i>Permainan wordwall penting sebagai media pembelajaran interaktif dalam kegiatan berbicara.</i></p>
Q22	<p>I find Wordwall's interactive features, such as timed challenges, motivating for students, which increases my participation in speaking activities.</p> <p><i>Saya menemukan fitur interaktif Wordwall, seperti tantangan berjangka waktu, memotivasi siswa, yang meningkatkan partisipasi saya dalam kegiatan berbicara.</i></p>
Q23	<p>I feel that I understand task instructions more clearly by using Wordwall.</p> <p><i>Saya merasa bahwa saya memahami instruksi tugas dengan lebih jelas dengan menggunakan Wordwall.</i></p>
Q24	<p>I fell that the engaging Wordwall game encourage me to learn and speak English.</p> <p><i>Saya merasa bahwa permainan Wordwall yang menarik mendorong saya untuk belajar dan berbicara bahasa Inggris.</i></p>
Q25	<p>I enjoy the different activities in Wordwall, which keeps them interested and focused during speaking practice</p> <p><i>Saya menikmati berbagai aktivitas yang berbeda di Wordwall, yang membuat mereka tetap tertarik dan fokus selama latihan berbicara</i></p>

### Appendix 5 : Blueprint of the Interview Questions

#### *Blueprint of the Interview Questions*

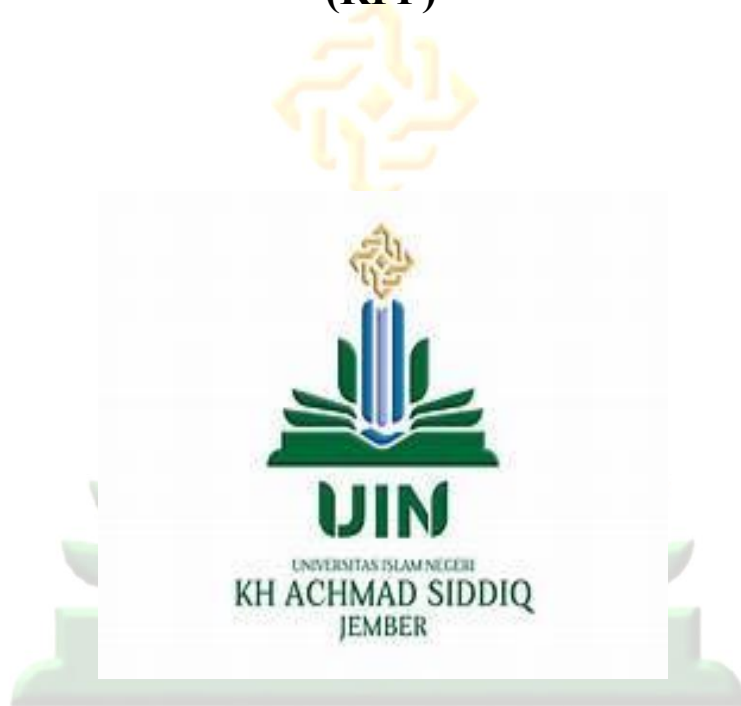
<b>Name</b> :	
<b>Sex:</b>	

INDICATORS	STATEMENTS	
<b>Students' experiences and perspectives of wordwall as an interactive learning media</b>	Q1	What do you know about Wordwall games? <i>Apa yang Anda ketahui tentang permainan Wordwall?</i>
	Q2	What are your feelings after playing this wordwall as interactive learning media game? <i>Bagaimana perasaan anda setelah memainkan permainan wordwall as interactiv learning media ini</i>
	Q3	What are your general experiences in using Wordwall in learning? <i>Apa saja pengalaman Anda secara keseluruhan dalam menggunakan Wordwall dalam pembelajaran?</i>
	Q4	How has Wordwall affected your learning experience in speaking? <i>Bagaimana Wordwall mempengaruhi pengalaman belajar Anda dalam kegiatan berbicara?</i>
	Q5	What challenges do you face when using Wordwall as an interactive learning tool? <i>Tantangan apa yang Anda hadapi saat menggunakan Wordwall sebagai alat pembelajaran interaktif?</i>

<b>Implementation of Wordwall in Speaking Activities</b>	Q6	Do you enjoy learning English in speaking activities with this Wordwall game?  <i>Apakah Anda menikmati belajar bahasa Inggris dalam kegiatan berbicara dengan permainan Wordwall ini?</i>
	Q7	What are the benefits and drawbacks of using Wordwall in speaking activities? Tell us about your experience.  <i>Apa saja keuntungan dan kerugian yang Anda rasakan ketika menggunakan Wordwall dalam kegiatan berbicara? Coba ceritakan berdasarkan pengalaman kalian.</i>
	Q8	Do you think using Wordwall helps you participate in speaking activities?  <i>Apakah menurut Anda penggunaan Wordwall membantu Anda berpartisipasi dalam kegiatan berbicara?</i>
<p>Q9 Do you think the implementation of Wordwall in speaking activities can increase student engagement and offer more opportunities for interactive language practice?  <i>Apakah menurutmu penerapan Wordwall dalam kegiatan berbicara dapat meningkatkan keterlibatan siswa dan menawarkan lebih banyak kesempatan untuk latihan bahasa yang interaktif?</i></p> <p>Q10 Can you explain How do you make the most of Wordwall during speaking activities in English language learning?"  <i>Dapatkah Anda menjelaskan bagaimana Anda memanfaatkan Wordwall secara maksimal selama kegiatan berbicara pada pembelajaran bahasa inggris?"</i></p>		

## Appendix 6: Lesson Plan

### RENCANA PELAKSANAAN PEMBELAJARAN (RPP)



Nama Mahasiswa	: Fitriatul Karomah
NIM	: 212101060034
Prodi	: Tadris Bahasa Inggris

**ASISTENSI MENGAJAR (ASJAR)**  
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**  
**UNIVERSITAS ISLAM NEGERI KH. ACHMAD SIDDIQ**  
**JEMBER**

## RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

### A. IDENTITAS SEKOLAH

Satuan Pendidikan	: MAN 1 JEMBER
Pelajaran	: Bahasa Inggris
Kelas/ Semester	: X/ Genap
Materi	: Recount Text (Historical Events)
Alokasi Waktu	: 2 X 45 Menit

### B. KOMPETENSI INTI

- KI-1 Menghayati dan mengamalkan ajaran agama yang dianutnya.
- KI-2 Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerja sama, toleran, damai), santun, responsif, dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia
- KI-3 Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah
- KI-4 Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan

### C. KD & IPK

Kompetensi Dasar	Indikator Pencapaian Kompetensi
3.7 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks recount lisan dan tulis dengan memberi dan meminta informasi terkait peristiwa bersejarah sesuai dengan konteks penggunaannya	<p>3.7.1 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks <i>recount</i> lisan dan tulis dengan memberi dan meminta informasi terkait peristiwa bersejarah sesuai dengan konteks penggunaannya.</p> <p>3.7.2 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks <i>recount</i> lisan dan tulis dengan memberi dan meminta informasi terkait peristiwa bersejarah sesuai dengan konteks penggunaannya.</p>



<p>4.7 Menyusun teks recount <i>peristiwa bersejarah</i> lisan dan tulis, terkait isu aktual, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>	<p>4.7.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks recount lisan dan tulis terkait peristiwa bersejarah</p> <p>4.7.2 Menyusun teks recount lisan dan tulis, pendek dan sederhana, terkait peristiwa bersejarah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p> <p>4.7.3 Mempresentasikan hasil karya proyek yang sudah dibuat dengan menjelaskan terkait fungsi sosial, struktur teks dan unsur kebahasaan</p>
--	---

#### D. TUJUAN PEMBELAJARAN

1. Siswa dapat mengidentifikasi fungsi sosial dari teks recount yang berkaitan dengan peristiwa bersejarah,
2. Siswa dapat mengidentifikasi struktur teks recount (orientation, events, reorientation) pada teks peristiwa bersejarah.
3. Siswa dapat mengidentifikasi unsur kebahasaan dalam teks recount
4. Siswa dapat memahami makna tersurat dalam teks peristiwa bersejarah
5. Siswa dapat memahami makna tersirat dalam teks peristiwa bersejarah

#### E. MATERI PEMBELAJARAN

Materi : *Recount Text (Historical Events)*

#### F. METODE PEMBELAJARAN

Pendekatan : *Scientific Approach*

Model Pembelajaran : *Task Based Language Teaching (TBLT)*

Metode : Ceramah, Tanya Jawab, Diskusi.

#### G. MEDIA, ALAT, DAN SUMBER PEMBELAJARAN

1. Media : PPT pembelajaran dan Wordwall Game
2. Alat dan Bahan : Laptop, proyektor, Papan Tulis, Spidol
3. Sumber Belajar : Buku paket *BUPENA English Book for grade X*



## H. LANGKAH-LANGKAH PEMBELAJARAN

KEGIATAN	DESKRIPSI KEGIATAN	ALOKASI WAKTU
<b>Kegiatan Pendahuluan</b>	<b><u>Orientasi</u></b>	10 Menit
<b>(Pre- Activities)</b>	<ul style="list-style-type: none"> <li>Guru memberi salam kepada peserta didik</li> </ul>	
	<ul style="list-style-type: none"> <li>Guru menanyakan kondisi kesehatan kepada peserta didik secara umum</li> </ul>	
	<ul style="list-style-type: none"> <li>Peserta didik dan guru berdoa bersama-sama</li> </ul>	
	<ul style="list-style-type: none"> <li>Guru mengecek kehadiran peserta didik</li> </ul>	
	<b><u>Apersepsi</u></b>	
	<ul style="list-style-type: none"> <li>Guru memberikan permainan <i>Simon says</i> atau <i>Word Rotation Game</i> kepada murid</li> </ul>	
	<ul style="list-style-type: none"> <li>Guru bertanya tentang materi yang dipelajari dipertemuan sebelumnya melalui gambar di wordwall</li> </ul>	
	<ul style="list-style-type: none"> <li>Guru menstimulasi peserta didik dengan pertanyaan rangsangan</li> </ul>	
	1. <i>Do you remember about our material in the previous meeting everyone?</i>	
	2. <i>What do you think about historical event?</i>	
	3. <i>Can you mention kind of the structure of the historical event and language features of the text?</i>	
	<b><u>Motivasi</u></b>	
	<ul style="list-style-type: none"> <li>Guru memberikan gambaran tentang manfaat mempelajari pelajaran dan tugas yang akan dipelajari</li> </ul>	
	<ul style="list-style-type: none"> <li>Guru menyampaikan IPK, manfaat dan tujuan pembelajaran</li> </ul>	
	<b><u>Pemberian Acuan</u></b>	
	<ul style="list-style-type: none"> <li>Guru memberitahukan materi pelajaran dan tugas yang akan dibahas pada pertemuan saat ini.</li> </ul>	
		60 Menit

Kegiatan Inti	Mengamati ( <i>Observing</i> )	
(While Activities)	<ul style="list-style-type: none"> <li>Siswa mengamati instruksi tugas berbasis game (task-based language) yang diberikan guru melalui ponsel menggunakan platform <i>Wordwall</i>.</li> </ul>	
	<ul style="list-style-type: none"> <li>Siswa memperhatikan kata-kata kunci dan contoh-contoh soal yang muncul dalam game tersebut untuk memahami topik pembelajaran.</li> </ul>	
	Mempertanyakan ( <i>Questioning</i> )	
	<ul style="list-style-type: none"> <li>Siswa didorong untuk mengajukan pertanyaan terkait hal-hal yang belum mereka pahami dari soal di <i>Wordwall</i> secara individu</li> </ul>	
	<ul style="list-style-type: none"> <li>Guru membuka sesi tanya jawab untuk mengklarifikasi kosakata baru atau struktur kalimat dalam bahasa Inggris yang muncul dalam game.</li> </ul>	
	Mengeksplorasi	
	<ul style="list-style-type: none"> <li>Guru meminta siswa mengerjakan tugas secara individu melalui ponsel masing-masing dengan menyelesaikan game berbasis tugas yang disediakan di <i>Wordwall</i>.</li> </ul>	
	<ul style="list-style-type: none"> <li>Guru meminta siswa mendiskusikan jawaban bersama menggunakan Bahasa Inggris sesuai arahan guru.</li> </ul>	
	<ul style="list-style-type: none"> <li>Siswa diminta untuk menyebutkan kosakata baru yang mereka temukan saat menyelesaikan game <i>Wordwall</i>, dan guru menuliskannya di papan tulis.</li> </ul>	
	Mengasosiasi	
	<ul style="list-style-type: none"> <li>Guru meminta siswa untuk mengaitkan jawaban yang telah mereka kerjakan dengan pengetahuan sebelumnya dan mendiskusikannya secara bersama sesuai petunjuk guru</li> </ul>	
	<ul style="list-style-type: none"> <li>Siswa mencoba mengingat kembali kosakata baru yang sudah mereka sebutkan tanpa melihat catatan sebelumnya, sebagai latihan daya ingat dan penguatan kosakata.</li> </ul>	

	<b>Mengkomunikasikan</b>	
	<ul style="list-style-type: none"> <li>Guru meminta siswa untuk menjawab hasil tugas mereka dan menjelaskan alasan jawaban mereka menggunakan bahasa Inggris dari game <i>Wordwall</i> dalam Bahasa Inggris.</li> </ul>	
	<ul style="list-style-type: none"> <li>Guru memberikan hukuman edukatif ringan (seperti push up, menyanyi, atau menjawab ulang) kepada siswa yang tidak menggunakan Bahasa Inggris dalam menyampaikan jawaban sebagai bentuk pembiasaan.</li> </ul>	
	<ul style="list-style-type: none"> <li>Guru meminta siswa untuk membuat kalimat sederhana dari kosakata baru yang mereka dapatkan pada <i>wordwall</i> game</li> </ul>	
	<ul style="list-style-type: none"> <li>Siswa menyampaikan kalimat sederhana yang berkaitan dengan topic pembelajaran secara langsung</li> </ul>	
<b>Kegiatan Penutup</b>	<ul style="list-style-type: none"> <li>Guru mengulas kembali materi yang telah dipelajari dengan mengajak siswa menganalisis penggunaan kosakata baru yang diperoleh dari permainan <i>Wordwall</i></li> </ul>	20 Menit
<b>(Post-Activities)</b>	<ul style="list-style-type: none"> <li>Guru menanyakan kepada siswa mengenai kesulitan atau hambatan yang mereka hadapi saat mengerjakan tugas melalui <i>Wordwall</i> game, serta memberikan solusi atau motivasi untuk pembelajaran selanjutnya.</li> </ul>	
	<ul style="list-style-type: none"> <li>Siswa diminta untuk mengumpulkan kalimat sederhana yang telah mereka buat berdasarkan kosakata baru yang diperoleh.</li> </ul>	
	Setelah itu, siswa maju ke depan kelas satu per satu untuk menghafalkan dan menyebutkan kosakata baru tersebut secara langsung sebagai bentuk evaluasi lisan ringan sebelum meninggalkan kelas.	
	<ul style="list-style-type: none"> <li>Guru memberikan apresiasi atas partisipasi siswa dalam kegiatan pembelajaran, menyampaikan pesan moral atau motivasi, dan menutup pembelajaran dengan salam.</li> </ul>	

## I. INSTRUMENT PENILAIAN, RUBRIK PENILAIAN

Jenis Penilaian

- a) *Assessment for learning (Activity 1)*
- b) *Assessment of learning (Activity 2)*
- c) *Assessment as learning (Activity 3)*
- d) *Assessment for learning (Activity 4)*

Instrument dan rubrik penilaian

PENILAIAN	TEKNIK	INSTRUMEN
Sikap	Non Test	Observasi
Pengetahuan	Test Tertulis	Essai
Keterampilan	Non Test	Observasi

### a) Penilaian Sikap

No	Nama Siswa	Aspek Perilaku yang Dinilai				Jumlah Skor	Skor Sikap
		BS	JJ	TJ	S		
1	...						

Keterangan :

- BS : Bekerja Sama
- JJ : Jujur
- TJ : Tanggung Jawab
- DS : Disiplin

Catatan :

1) Aspek perilaku dinilai dengan kriteria:

94,00 – 100,00 = Sangat Baik (SB)

85,00 – 93,00 = Baik (B)

76,00 – 84,00 = Cukup (C)

00,00 – 75,00 = Kurang (K)

b) Penilaian Pengetahuan (*Activity 1*)

## 1) Instrument Penilaian

## ACTIVITY 1

Wordwall Create better lessons quicker

4:57 1 of 10

Found  
Founded  
Founding  
Founds

The mataram kingdom.....  
(found) by king sanjaya at begining  
of the 8th century

Submit Answers

X MIPA 4 Historical Recount Text

by Fitriatulkaroma

Share

Wordwall Create better lessons quicker

4:48 2 of 10

Is  
were  
having  
Was

It ..... (be) a hindu  
kingdoom in central java.  
The kingdom was ruled by the  
shailendra dynasty

Submit Answers

X MIPA 4 Historical Recount Text

by Fitriatulkaroma

Share

Wordwall Create better lessons quicker

4:44 3 of 10

has lived  
Lives  
Lived  
Living

At that time, Mataram people ..... (live)  
peacefully, even though some of them were  
Hindhu and others were Buddhists

Submit Answers

X MIPA 4 Historical Recount Text

by Fitriatulkaroma

Share



Wordwall Create better lessons quicker

4:40 4 of 10

Building Built Builds Built

The shailendra dynasty..... (build)  
magnificent Hindu and Buddhist temples such as  
Borobudur, Prambanan and Sewu temple

Submit Answers

X MIPA 4 Historical Recount Text

by Fitriatulkaroma

Share

Wordwall Create better lessons quicker

4:35 5 of 10

have gained  
gained  
will gain  
gains

In the 9th century, Mataram  
.....(gain) a significant  
power in java and was a  
potential rival of the sriwajaya  
kingdom's hegemony

Submit Answers

X MIPA 4 Historical Recount Text

by Fitriatulkaroma

Share

Wordwall Create better lessons quicker

4:30 6 of 10

founding founded has founded founds

The majapahit empire .....(found) by  
wijaya, a prince of singasari.

Submit Answers

X MIPA 4 Historical Recount Text

by Fitriatulkaroma

Share

The image displays three sequential screenshots of a Wordwall interactive exercise titled "X MIPA 4 Historical Recount Text" by Fitriatulkaroma. Each screenshot shows a different question from a set of 10, with a word bank and a text completion task.

**Question 7 (4:26):** The word bank contains "Fleeing", "Fly", "Fled", and "Flees". The text reads: "He.....(Flee) singasari from jayakatwang".

**Question 8 (4:21):** The word bank contains "has taken", "took", "takes", and "taking". The text reads: "Who..... (take) over singasari. in 1292, wijaya was able to defeta jakatwang with the help of mongol troops".

**Question 9 (4:18):** The word bank contains "Namely", "name", "named", and "names". The text reads: "He was in power again and he .....(name) his kingdom majapahit".

3. Remedial dan Pengayaan
  - a. Pengayaan

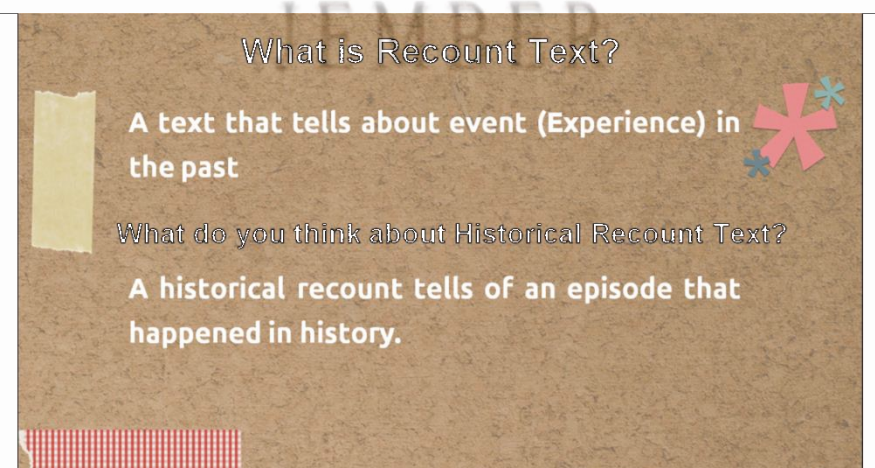


Nilai  $\geq 70$  dinyatakan tuntas KKM dan mengikuti program pengayaan. Dengan menyelesaikan soal berikut ini yang sama secara individu dengan teks yang berbeda.

c. Remedial

Nilai  $< 70$  dinyatakan tidak tuntas dan mengikuti program remedial. Peserta didik yang mengalami Remedial akan diberikan pembelajaran ulang pada bagian – bagian yang tidak dipahami kemudian di berikan test Ulang dengan soal yang sama yang dilakukan di luar jam pembelajaran.

### BAHAN AJAR



## Generic Structure of Historical Recount Text<sup>4</sup>

A recount text consists of:

1. **Orientation:** This part presents the background information on who, when, and where of the event.
2. **Events or sequence of events:** The events are presented in a chronological order.
3. **Re-orientation:** The event starts to end and the writer may provide an opinion of what has happened.

### Grammatical Features/ Language Features

#### 1. Sentence connectors

Examples of logical or sequential order: firstly, secondly, thirdly, next, last, and finally

#### 2. Past tenses

##### \* Simple Past Tense :

To show something that happened in the past (I went to school by bike yesterday)

To express an action wholly completed in the past (They sang and danced all night)

##### \* Past Continuous or Past Progressive

The past continuous shows an action that was going on at a certain time in past.

Example: I was reading when he came.

I was studying while my mom was cooking.

##### \* Past Perfect

To show two actions – one happened after the other one at a certain point of time in the past.

Example: When she came, I had already gone.

I had taken a bath before I went to school.

### Example of Historical Recount Text



#### Bandung as Sea of Fire

Bandung as Sea of Fire was a fire that occurred in the city of Bandung on March 24, 1946. Within seven hours, about 200,000 residents of Bandung burned their homes.

British troops as part of the Brigade MacDonald arrived in Bandung on October 12, 1945. Bandung was deliberately burned by TRI and local people. There were black smoke billowing high into the air everywhere. The British Army began to attack so fierce. The greatest battle happened in the Village name Dayeuh Kolot, in South Bandung, where there were a large ammunition depot belonging to British. In this battle, Barisan Rakyat Indonesia destroyed the ammunition depot.

The strategy to fire Bandung was considered because the power of TRI and people's militia was not comparable to the British forces and NICA. This incident inspired to create the famous song "Halo, Halo Bandung".

First paragraph is Orientation

Second paragraph is Events or sequence of events

Third paragraph is Re-Orientation



### Assignment

1. Read and understand the historical recount text in this PPT carefully.
2. Take notes on the main points you get after reading this PPT.
3. Create a map through Canva or other websites that help you to create a map mapping this material
4. Map mapping must be your own work, do not copy or duplicate other friend's work.

### Example Map Mapping Assignment

Please be creative!!!



Mengesahkan,  
Guru Pamong,

Jember, 19 April 2024  
Mahasiswa

Nurul Riezza Riesty F, S.Pd

Fitriatul Karomah

UNIVERSITAS ISLAM NEGERI  
KIAI HAJI ACHMAD SIDDIQ  
JEMBER

### Appendix 7: Students' List

Responden Number	Initial Name	M/F	Attendance
1	ANI	F	V
2	AASM	M	V
3	ADF	F	V
4	AYP	F	V
5	AA	F	V
6	CI	F	V
7	CAR	F	V
8	DA	M	V
9	FK	F	V
10	FAP	F	V
11	FFAH	M	V
12	GNAZ	F	V
13	IKM	F	V
14	IN	F	V
15	KAS	M	V
16	KDN	F	V
17	MABP	M	V
18	MRIMA	M	V
19	MFA	M	V
20	MAA	M	V
21	MKR	M	V
22	MNDL	M	V
23	MWMA	M	X
24	NS	F	V
25	NSAH	F	V
26	NUT	F	V
27	NM	F	V
28	OUIA	F	V
29	PGEG	F	V
30	PSAZ	F	V
31	RAH	M	V
32	RHN	F	V
33	SFAP	M	X
34	SH	M	V

## Appendix 8: Research Permission Letter



**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER**  
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jl. Mataram No. 01 Mangli, Telp.(0331) 428104 Fax. (0331) 427005 Kode Pos: 68136  
 Website: [www.http://ftik.uinkhas-jember.ac.id](http://ftik.uinkhas-jember.ac.id) Email: [tarbiyah.iainjember@gmail.com](mailto:tarbiyah.iainjember@gmail.com)

Nomor :B-8830/In.20/3.a/PP.009/10/2024  
 Sifat :Biasa  
 Perihal :**Permohonan Ijin Penelitian**

Yth. Kepala MAN 1 JEMBER

Jl. Imam Bonjol No. 50, Kecamatan Kaliwates, Kabupaten Jember, Jawa Timur.

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, maka mohon diijinkan mahasiswa berikut :

NIM : 212101060034  
 Nama : FITRIATUL KAROMAH  
 Semester : Semester tujuh  
 Program Studi : TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai & quot; Exploring Senior High School Students Perspective On Using Wordwall As An Interactive Learning Media In Speaking Activities&quot; selama 7 ( tujuh ) hari di lingkungan lembaga wewenang Bapak/Ibu Drs. Anwaruddin, M.Si

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember, 30 Oktober2024

an. Dekan,

Wakil Dekan Bidang Akademik,



KHOTIBUL UMAM

## Appendix 9: Research Finishing Letter



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
KANTOR KEMENTERIAN AGAMA KABUPATEN JEMBER  
MADRASAH ALIYAH NEGERI 1**

Jalan Imam Bonjol nomor 50, Telepon. 0331-485109

E-mail: [man1jember@yahoo.co.id](mailto:man1jember@yahoo.co.id)

Website : [www.mansatujember.sch.id](http://www.mansatujember.sch.id)

**SURAT KETERANGAN PENELITIAN**

Nomor: 1608/Ma.13.32.01/11/2024

Yang bertandatangan di bawah ini:

Nama	: Drs. Anwaruddin, M.Si
NIP	: 196508121994031002
Jabatan	: Kepala
Unit Kerja	: MAN 1 Jember
Instansi	: Kementerian Agama

dengan ini menerangkan bahwa :

Nama	: Fitriatul Karomah
Nim	: 212101060034
Prodi	: Pendidikan Agama Inggris FTIKUINKHAS Jember

Benar benar telah selesai melakukan penelitian di MAN 1 Jember dengan judul *'Exploring senior School student perspective on using wordwall as an interactive learning media in speaking activities.'*

Demikian surat keterangan ini dibuat dengan sesungguhnya dan sebenarnya untuk dapat dipergunakan sebagaimana mestinya.

Jember, 22 November 2024  
Kepala










Anwaruddin



## Appendix 10: Journal of Research Activities

### JURNAL KEGIATAN PENELITIAN

Nama Peneliti : Fitriatul Karomah  
 Judul Peneliti : Exploring senior High School Students Perspective on  
 Using Wordwall as an Interactive Learning Media in  
 Speaking Activities  
 Lokasi Peneliti : MAN 1 Jember

No	Hari/ Tanggal	Jenis Kegiatan	TTD
1.	Rabu, 30 Oktober 2024	Observasi di MAN 1 Jember	
2.	Kamis, 31 Oktober 2024	Memohon izin penelitian kepada KEPSEK MAN 1 Jember	
3.	Jum'at 01 November 2024	- Menemui WAKA Kurikulum - Interview dengan guru MAPEL B.inggris, Mrs. Wahyu - Observasi kelas	
4.	Kamis, 07 November 2024	Melakukan penelitian dengan mendistribusikan angket dikelas XI MIPA 4	
5.	Kamis, 14 November 2024	Interview pertama dengan siswa-siswi kelas XI MIPA 4	
6.	Jum'at, 15 November 2024	Interview kedua dengan siswa-siswi XI MIPA 4	
7.	Seiasa, 19 November 2024	Permohonan surat selesai penelitian sebagai akhir mengadakan penelitian	

Jember, 19 November 2024

Mengetahui

Kepala Sekolah

  
 Hawaruddin, M.Si

## Appendix 11: Expert Validation Form for Interview

### EXPERT VALIDATION FORM FOR INTERVIEW


Petunjuk pengisian format penelaahan butir soal:

Analisislah instrument wawancara berdasarkan semua kriteria dan diberi tanda cek ☒ pada kolom "ya" bila soal yang ditelaah sudah sesuai dengan kriteria dan diberi tanda cek ☒ pada kolom "tidak" bila soal yang ditelaah tidak sesuai dengan kriteria. Kemudian tuliskan alasan pada kolom komentar atau pada teks soal dan perbaikannya.

No	Pertanyaan	Ya	Tidak	Komentar
1.	Apakah pertanyaan wawancara relevan dengan tujuan penelitian?	<input checked="" type="checkbox"/>		
2.	Apakah pertanyaan-pertanyaan wawancara yang diajukan dapat secara efektif menggali perspektif siswa tentang penggunaan Wordwall dalam kegiatan berbicara?	<input checked="" type="checkbox"/>		
3.	Apakah pertanyaan-pertanyaan wawancara jelas dan mudah dimengerti?	<input checked="" type="checkbox"/>		
4.	Apakah pertanyaan-pertanyaan tersebut mendorong siswa untuk memberikan jawaban yang rinci dan informatif?		<input checked="" type="checkbox"/>	Revisi
5.	Apakah pertanyaan wawancara terstruktur secara logis?	<input checked="" type="checkbox"/>		
6.	Apakah pertanyaan wawancara cukup komprehensif untuk mencakup berbagai aspek pengalaman siswa dengan Wordwall dalam kegiatan berbicara?	<input checked="" type="checkbox"/>		
7.	Apakah pertanyaan wawancara memungkinkan adanya fleksibilitas dalam respon siswa, sehingga mereka dapat berbagi pengalaman positif dan negatif dengan Wordwall?	<input checked="" type="checkbox"/>		

Jember, 22 September 2024

Validator,

  
Dr. Ninuk Indrayani, M.Pd  
 197802102009122002

## Appendix 12: Expert Validation Form for Questionnaire

### EXPERT VALIDATION FORM FOR QUESTIONNAIRE

Petunjuk pengisian format penelaahan butir soal:

Analisislah instrument kuesioner berdasarkan semua kriteria dan diberi tanda cek ☒ pada kolom "ya" bila soal yang ditelaah sudah sesuai dengan criteria dan diberi tanda cek ☒ pada kolom "tidak" bila soal yang ditelaah tidak sesuai dengan kriteria. Kemudian tuliskan alasan pada kolom komentar atau pada teks soal dan perbaikannya.

No	Pertanyaan	Ya	Tidak	Komentar
1.	Apakah butir-butir pertanyaan kuesioner relevan dengan tujuan penelitian?	✓		
2.	Apakah butir-butir pertanyaan dalam kuesioner secara efektif mencerminkan perspektif siswa dalam menggunakan Wordwall dalam kegiatan berbicara?	✓		
3.	Apakah pertanyaan-pertanyaan yang diajukan jelas dan mudah dimengerti oleh para peserta?		✓	Revise
4.	Apakah indikator kuesioner sudah sesuai dan cukup komprehensif untuk mengeksplorasi kegiatan berbicara siswa dengan Wordwall?	✓		
5.	Apakah bahasa yang digunakan dalam kuesioner sederhana dan mudah dipahami oleh siswa?	✓		
6.	Apakah pilihan skala Likert sudah jelas dan sesuai dengan respon peserta?	✓		
7.	Apakah format kuesioner memungkinkan pengumpulan data yang mudah dan efektif?	✓		

Jember, 22 September 2024

Validator,



Dr. Ninuk Indrayani, M.Pd  
197802102009122002

## Appendix 13: Documentation

### DOCUMENTATION

**Questionnaire for Senior High School Students Perspective on Using Wordwall as an Interactive Learning Media in Speaking Activities.**

Dear Students!

My name is Fitriatul Karomah, I'm an English Department student at KH. Achmad Siddiq State Islamic University of Jember. To complete my thesis entitled **'Senior High School Students' Perspective on Using Wordwall as an Interactive Learning Media in Speaking Activities,'** I am conducting this questionnaire to understand students' perspectives on the use of Wordwall in speaking activities.

I need your help to provide information based on your experience using Wordwall, including the advantages and disadvantages you encountered during the speaking activities. Your participation will be valuable in completing my research. Thank you for your time and input!

**Please read the rules for answering the questionnaire below!**

1. You can fill in the name field with your initials or full name, according to your convenience.

Activate Windows  
Go to Settings to activate Windows.

### G-form for the questionnaire

### Students fill the questionnaire







**First interview with Danish**



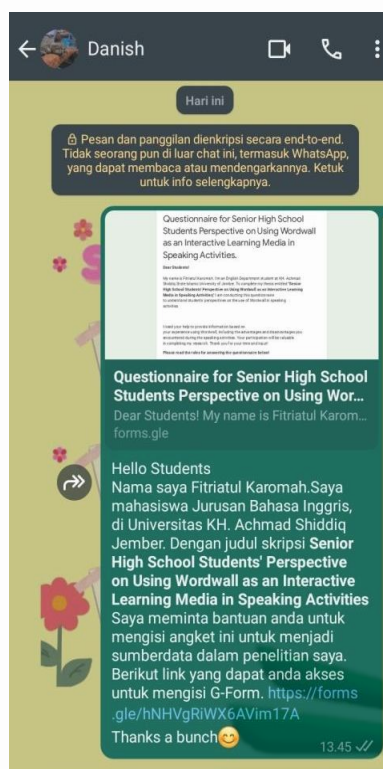
**First interview with Nala**



**First Interview with Rika**



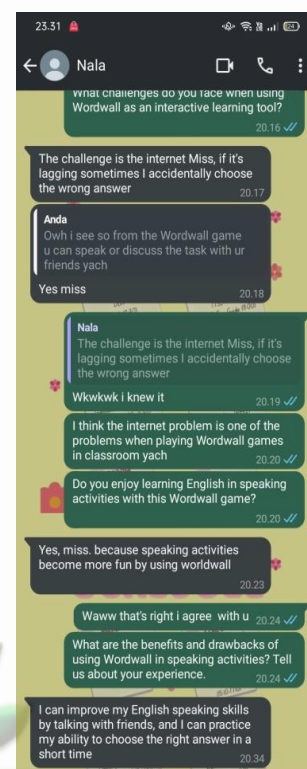
**First interview with Nabel**



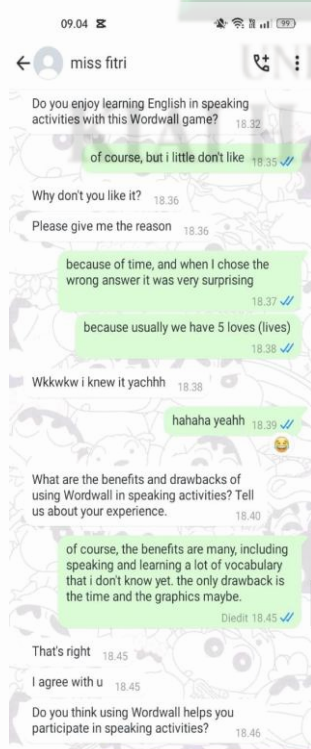
**Screenshot of Questionnaire link distribution**



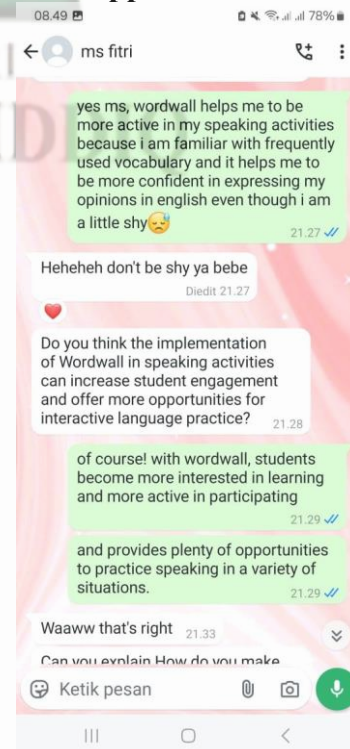
**Second interview via whatsapp with danish**



**Second interview via whatsapp with nala**



**Second interview via whatsapp with Nabel**



**Second interview via whatsapp with Rika**



## Appendix 14: Turnitin Score

 <p><b>KH ACHMAD SIDDIQ JEMBER</b></p>	<p><b>KEMENTERIAN AGAMA REPUBLIK INDONESIA</b>  <b>UNIVERSITAS ISLAM NEGERI</b>  <b>KIAI HAJI ACHMAD SIDDIQ JEMBER</b>          Jl. Mataram No. 1 Mangli, Jember Kode Pos 68136          Telp. (0331) 487550 Fax (0331) 427005 e-mail: info@uin-khas.ac.id          Website: www.uinkhas.ac.id</p>
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**SURAT KETERANGAN LULUS CEK PLAGIASI SKRIPSI**

Bersama ini disampaikan bahwa karya ilmiah yang disusun oleh

Nama : Fitriatul Karomah

NIM : 212101060034

Program Studi : Tadris Bahasa Inggris

Judul Karya Ilmiah : Exploring Senior High School Students' Perspective On Using Wordwall  
 As An Interactive Learning Media In Speaking Activities

telah lulus cek similarity dengan menggunakan aplikasi turnitin UIN KHAS Jember dengan skor pengecekan bab 1-5 sebesar (6,4 %)

1. BAB I : 3 %
2. BAB II: 14 %
3. BAB III: 4 %
4. BAB IV: 8 %
5. BAB V: 3 %

Demikian surat ini disampaikan dan agar digunakan sebagaimana mestinya.

Jember, 26 Mei 2025  
 Penanggung Jawab Cek Plagiasi  
 FTIK UIN KHAS Jember

  
(ULFA DINA NOVIENDA S.Sos., M.Pd.)

NB: 1. Hasil Cek Turnitin dilampirkan pada saat meminta tanda tangan  
 2. Skor Akhir adalah total nilai masing-masing BAB kemudian di bagi 5

## Appendix 15: Curriculum Vitae

### CURRICULUM VITAE



#### 1. Personal Information

- a. Name : Fitriatul Karomah
- b. SRN : 212101060034
- c. Place, date of birth : Jember, On 15 December 2001
- d. Gender : Female
- e. Address : Kaliwining – Rambipuji-Jember
- f. Faculty : Education and Teacher Training
- g. Major : English Education Program
- h. Email : fitriatulkaromah152@gmail.com

#### 2. Education Background

- a. Elementary School : SDN KALIWINING 01
- b. Junior High School : SMP PLUS BUSTANUL ULUM MLOKOREJO
- c. Senior High School : SMA PLUS BUSTANUL MLOKOREJO

#### 3. Organization Experience

- a. Secretary of Anniversary Media Center Law Faculty (2023)
- b. Secretary of EMOTION 2022 committee UINKHAS Jember (2022)