



STUDENT PERCEPTION TOWARD THE USE OF WORDWALL IN LEARNING DESCRIPTIVE TEXT: A CASE STUDY AT SMPN 1 KRIAN

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Abstract:

This research aims to explore students' perceptions of the use of the Wordwall application media in studying text description material. Participants in this research were 36 class 7D students at SMP Negeri 1 Krian. The research method used is qualitative research using interview techniques for several students and observation of all participants. The research results show that the majority of students have positive perceptions of the use of Wordwall in learning. Students feel that this application helps them understand text description material more easily and pleasantly. Apart from that, using Wordwall also increases students' learning motivation and makes the learning process more interactive. In conclusion, the Wordwall application is effectively used as a learning media in text description material, because it is able to increase students' understanding and involvement in the learning process. It is hoped that these findings can be a reference for teachers in choosing innovative and effective learning media.

Keywords: *Learning Media, Learning Motivation, Qualitative Research, Student Perceptions, Text Description, Wordwall*

1. INTRODUCTION

Lack of motivation to learn English can also be caused by a lack of constructive feedback. Students need to receive positive and useful feedback to increase their interest in learning (Santosa, 2017). Therefore, many students find it difficult or take a long time to understand English, due to the lack of a strong desire to be able to speak a foreign language immediately. Students who consider English a difficult and unimportant subject tend to have low learning motivation. In addition, teachers who are not experts in teaching English can also affect students' motivation (Tambunsaribu & Galingsing, 2021). Intrinsic motivation is an urge to do something without coercion (reinforcement) and rewards from anyone. If someone realizes that they have intrinsic motivation, rewards can have a negative effect on their performance (Silalahi et al, 2022). Lack of motivation to learn English can be overcome by making learning more fun. Students need to be given the opportunity to participate in activities that are relevant to the material being studied, such as discussions, word games, and group projects (Lena et al, 2023)

The teaching of descriptive text is a fundamental component of the Indonesian language curriculum at the junior high school level. Ensuring that this material is delivered effectively and engagingly presents a challenge for educators. The rapid advancement of technology has introduced various interactive learning media that can enhance student engagement and understanding. One such medium gaining popularity is Wordwall, an application that offers a range of educational games designed to make learning more enjoyable and interactive. In the context of modern education, integrating technology into the classroom has become increasingly important to meet the diverse needs of students. Traditional teaching methods often fail to capture students' attention



and cater to different learning styles. Interactive learning tools like Wordwall provide an opportunity to address these challenges by making lessons more dynamic and engaging. Wordwall allows teachers to create customized games and activities that can be used to reinforce learning objectives and enhance student participation.

The use of Wordwall as a medium for learning English, especially in the description chapter, shows significant effectiveness. Research at UIN Raden Intan Lampung indicates that Wordwall increases students' motivation, participation, and understanding through interactive features such as quizzes and word games (Anggrainy, 2024). In addition, another study at MTs Negeri 10 Jakarta found that the use of Wordwall significantly improved students' vocabul mastery, with results showing an increase in test scores after using this media (Nurammida et al, 2024). Wordwalls also create a more dynamic and enjoyable learning atmosphere, supporting an active learning approach (Nurhafitri et al, 2024).

Rapid technological developments have brought many interactive learning media that can increase student engagement and understanding. One popular media is Wordwall, an application that provides various educational games to make the learning process more fun and interactive. The integration of technology in the classroom is becoming increasingly important to meet the diverse needs of students. Traditional teaching approaches are often less effective in capturing students' attention and cannot fully adapt to different learning styles. Interactive learning tools such as Wordwall provide an opportunity to overcome these challenges by making lessons more dynamic and interesting. With Wordwall, teachers can create customized games and activities to reinforce learning objectives and increase student participation.

With interactive features such as games, quizzes, and engaging visualizations, Wordwall creates a more lively and enjoyable learning atmosphere. Students become more interested in following lessons and more active in participating, because the material is presented in an interesting and non-monotonous way. This tool also allows students to learn while playing, which helps them feel more comfortable and enthusiastic in understanding the material. In addition, the visualizations presented make it easier for students to remember the information and concepts presented, making learning more effective. Overall, Wordwall plays an important role in increasing student motivation and understanding, making it a useful tool in creating a more interactive and immersive learning experience.

Wordwall helps students enrich their English vocabulary in an effective and fun way. Through various interactive games such as matching games, quizzes, and word searches, students have the opportunity to learn and use new words in interesting contexts. While playing, they are actively involved in connecting words to images, choosing the right answer, or constructing sentences from existing word fragments. This process not only makes learning more fun, but also helps students remember vocabulary more easily because they directly practice using it. The attractive visualizations and the opportunity to repeat exercises on Wordwall also help strengthen students' memory, so that new words learned can be remembered longer and used in other situations. In addition, because Wordwall provides an opportunity to play while



learning, students tend to feel more motivated and interested in continuing to try new challenges, which indirectly makes their English vocabulary grow over time.

Wordwall also creates a more dynamic and fun learning atmosphere, so that all students feel comfortable and actively involved. With an interactive game design, Wordwall encourages students to participate without feeling pressured, because the material is presented in an interesting and relaxed format. This makes students freer to express themselves and try to answer without fear of being wrong, because the learning atmosphere is more relaxed but remains focused. The varied activities on Wordwall, such as guessing words, matching pictures, and quick quizzes, provide opportunities for all students, both those who quickly understand the material and those who need more time, to learn at their own pace. With a more lively and enthusiastic atmosphere, Wordwall successfully eliminates boredom in learning, making it an experience that students look forward to every time class takes place.

This study aims to explore students' perceptions toward the use of Wordwall in learning descriptive text. The research question guiding this inquiry is: "What are the students' perceptions of using Wordwall in learning descriptive text?". At SMP Negeri 1 Krian, there has been a growing interest in incorporating digital tools into the teaching process. This case study focuses on the experiences of 36 students from class 7D, examining how the use of Wordwall impacts their learning of descriptive text. By investigating students' perceptions, this study seeks to understand the effectiveness of Wordwall as a pedagogical tool and its potential to improve learning outcomes. The research employs a qualitative approach, utilizing interviews and observations to gather in-depth insights from the students. Understanding their perceptions will provide valuable feedback for educators and contribute to the development of more effective teaching strategies that integrate technology. This study aims to offer a comprehensive view of the benefits and challenges associated with using Wordwall in the classroom, ultimately contributing to the enhancement of educational practices at SMP Negeri 1 Krian.

2. METHOD

This research uses a qualitative descriptive research method. Sugiyono states that qualitative research is research used to describe and analyze phenomena, events, social activities, attitudes, beliefs, perceptions and thoughts of people both individually and in groups (Sugiyono, 2005:60, as cited in Mulia et al., 2020). Researchers conducted research at SMPN 1 Krian because it was found that several students still had difficulty learning text descriptions. To obtain data, researchers chose class 7d students at SMPN 1 Krian as the research sample. Researchers chose a class consisting of 36 students as a sample. Samples were taken using purposive sampling, namely samples selected based on research objectives. Therefore, the researcher only selected 5 students to interview based on their learning achievements. These five students were chosen because they were considered capable of providing relevant information regarding the use of Wordwall in learning text descriptions.



In this research, researchers used several instruments to obtain valid data from students. The instruments used by researchers are: Observation: Observations are designed to obtain information related to the use of Wordwall in learning text descriptions. Researchers observed students' activities when they used Wordwall to learn; Interview: Arikunto states that an interview is a dialogue between the questioner and the respondent which aims to obtain information related to research (Arikunto, 2010:198, as cited in Mulia et al., 2020). In this case, researchers used interviews to determine students' perceptions of the use of Wordwall in learning text descriptions.

The focus of the interview was conducted to obtain a range of opinions among students with the aim of being a source of validation and to explore the difficulties encountered through discussion so that each student may have several different opinions about using Wordwall. Interviews were conducted by researchers with several students using open questions with in-depth interview techniques. Sugiyono explains that the in-depth interview technique is a face-to-face interview between the researcher and the sample thoroughly and continuously to obtain accurate data as a reference for determining the results of this research (Sugiyono, 2011:68, as cited in Mulia et al., 2020). The purpose of this interview is to determine students' perceptions of the use of Wordwall in learning text descriptions after the teaching and learning process. The results of the interviews were used as additional data to support the results of the field notes because the results of the field notes were not strong enough to conclude students' perceptions of the use of Wordwall.

Field notes refer to qualitative notes recorded by a researcher during field research, either during or after observation of a particular phenomenon being studied. These notes are intended to be read as evidence that provides meaning and helps understand the phenomenon. In this research, researchers made field notes related to students' activities in using Wordwall to complement the results of observations and interviews.

This research was conducted over four days in a class consisting of 36 students at SMPN 1 Krian, including giving interviews and taking field notes to determine student perceptions. In this research, researchers will analyze students' perceptions of the use of Wordwall in learning text descriptions. Data analysis methods in qualitative research are useful for developing theories built from data obtained in the field. The qualitative research method in the first stage is that the researcher explores and collects data in depth, from observation to preparing reports. In this research, the data analysis used was qualitative using words and forms of speech from students. The goal of data analysis is to simplify and facilitate data so that it is easier to interpret qualitatively in the form of words or symbols.

According to Ary et al. (2010: 42) in their book entitled Introduction to research in education that data analysis in qualitative research is the process of categorizing, describing and synthesizing the data collected. After data is collected from interviews and field notes, the researcher will analyze the data to find final results. This technique is the final step to guide researchers in research. The technique used by researchers is a percentage formula, from the frequency of information to the number of cases. In this research, researchers used data analysis techniques based on Miles and Huberman



(1994) quoted by Sugiyono (2014: 247-252, as cited in Mulia et al., 2020) which involved three steps: without reducing the content. After presenting the data, conclusions are drawn.

3. FINDING AND DISCUSSION

This study involved 36 students of grade 7D during English class. The researcher observed the activities carried out by students during class using the table below.

Table 1 Student activity observation table during class

No.	Activity	Yes	No
1.	Students speak in English		√
2.	Students interact in English with his friends		√
3.	The students ask and answer in English	√	
4.	Student speaks English fluently		√
5.	Students can speak in English with suitable intonation		√
6.	Students comprehend the information given by the teacher	√	
7.	The students correct the mistaken vocabulary each other's	√	
8.	The students are motivated in speaking English		√
9.	The students help others who are difficult in English		√
10.	The students are able to ask and respond in English while discussing in a group		√

Based on the observation results table during class, it can be seen that students still have difficulty speaking in class. Students are not used to using English when communicating with each other. However, during English class, the teacher tries as much as possible to get students used to asking and answering questions in English. Although in reality, students sometimes still mix English with Indonesian which they do not understand. The teacher also requires students to bring a dictionary to class, so that they try to correct each other's vocabulary mistakes. The teacher tries to provide every information in English, to get his students used to it. Students can also comprehend the teacher's explanation. Students seem less motivated in learning English. Therefore, teachers try to provide interesting media and teaching methods at each meeting to increase students' enthusiasm for learning.

The results of Interviews with five class 7d students at SMPN 1 Krian regarding the use of Wordwall in learning text descriptions. Student A stated that he really liked using Wordwall because it made the learning process more interesting and interactive. Apart from that, A feels that he can work together with his friends, which enriches his learning experience. He also mentioned that he encountered a lot of new vocabulary which was accompanied by visual examples, making the memorization process easier.

On the other hand, student B feels that Wordwall is very interesting and can increase his enthusiasm in studying descriptive text. According to him, Wordwall allows students to play with words and connect them with images, so that the learning



process becomes more exciting, easy and fun. Student C also stated that Wordwall was very helpful in understanding descriptive text. She observed that all her friends became enthusiastic, and their enthusiasm for solving problems rubbed off on her. This makes her prefer studying descriptive text. Same as student D, she feels that using Wordwall is very fun and makes it easier to remember new vocabulary. She felt that this method was very effective in helping his learning process. Student E said that reading the descriptive text on Wordwall which was accompanied by images made her more interested. The visualizations on Wordwall attract her attention and make the learning process more enjoyable.

Overall, the interview results show that the use of Wordwall in learning text descriptions received a positive response from students. They feel that this method makes learning more interesting, interactive and fun. Apart from that, Wordwall also helps them remember and understand new vocabulary more easily through the visualizations presented.

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Despite the generally positive perceptions of Wordwall as a learning tool, the challenges faced by students indicate areas for further improvement in its application. While students appreciate the engaging and interactive nature of Wordwall, which enhances their understanding of descriptive texts, the issues of limited vocabulary and sentence structure comprehension suggest that supplementary strategies are necessary. The effectiveness of Wordwall in learning can also be increased by combining it with other more in-depth methods. For example, teachers can provide additional exercises in the form of group discussions or also with a project that makes students apply the vocabulary and sentence structures they have learned. With that, their understanding of descriptive texts is not only limited to interactive games, but can also be through more structured practices according to the context.

Integration of Wordwall with other learning resources can also be done, such as authentic readings or audiovisual media, can help students expand their understanding. Teachers can also create quizzes or reflections after using Wordwall to ensure that students really understand the material that has been learned. With this, making Wordwall is not only seen as something fun, but also more effective in helping to improve students' language skills.

Firstly, the difficulty in mastering new vocabulary highlights the need for additional vocabulary-building activities. Though Wordwall offers interactive exercises, such as word-matching games and fill-in-the-blank tasks, these may not be sufficient for students with a weaker foundation in English. Teachers could introduce complementary methods, such as providing glossaries for new words or encouraging students to create personalized vocabulary lists. This would reinforce their word retention and help bridge the gap between recognizing words in isolation and applying them correctly in context. Secondly, the challenge of linking vocabulary to the appropriate images suggests that some students struggle with contextual understanding. Wordwall's visual aids are helpful, but they might not be enough for all learners. A potential solution could be to incorporate more explicit instruction on how to analyze and connect vocabulary with descriptive elements in images. Teachers could guide students step-by-step in associating specific words with relevant features in a picture, fostering deeper connections between language and imagery.

Moreover, the issue of understanding descriptive sentence structures also points to the need for more targeted grammar instruction. While Wordwall can reinforce vocabulary and basic sentence construction through interactive practice, some students may require more direct teaching on how to form descriptive sentences properly. This could be addressed by integrating more focused lessons on sentence patterns, such as how to use adjectives, prepositions, and verbs effectively in descriptive writing. Follow-up exercises or collaborative writing tasks could be added to help students apply



these structures in real-time scenarios. Finally, the challenges students face may also reflect varying levels of digital literacy. While most students adapt well to interactive tools like Wordwall, others may need extra support in navigating these platforms. Offering short tutorials or step-by-step demonstrations on how to use the tool efficiently could reduce confusion and frustration, ensuring that every student can fully engage with the learning material.

In conclusion, while students perceive Wordwall positively as a tool for learning descriptive texts, addressing the challenges of vocabulary mastery, sentence structure comprehension, and contextual understanding is essential for maximizing its effectiveness. With additional vocabulary-building strategies, targeted grammar instruction, and digital support, Wordwall can become an even more powerful tool for enhancing students' language learning experiences.

4. CONCLUSION

Based on the analysis in the previous chapter, students' perceptions of the use of Wordwall in learning text descriptions at SMPN 1 Krian are positive. Students realize that Wordwall is an interesting and interactive learning tool. They think that Wordwall makes it easier for them to understand descriptive text better through attractive visualizations and interactive word games. However, some students still find it difficult to master new vocabulary and connect it with the available images. Some of the challenges faced by students include limited vocabulary, lack of understanding of descriptive sentence structures, and difficulty in linking vocabulary to the correct context.

To help students who still have difficulty in learning descriptive texts using Wordwall, several recommendations can be applied. First, teachers can provide additional exercises in the form of relevant thematic vocabulary lists, such as vocabulary quizzes or interactive flashcards on Wordwall to make it easier for students to understand the meaning of new words. Second, exercises are needed that focus on descriptive sentence structures, such as constructing sentences from descriptive elements provided in the form of interactive games. Third, games that involve matching pictures with vocabulary or constructing sentences based on pictures can be applied to help students connect words with visual contexts. In addition, teachers can invite students to do activities in teams as a collaborative approach, this can help students who still have difficulty in understanding sentence structures and vocabulary, where more advanced students can support their classmates. Finally, teachers should also provide regular evaluation and feedback to monitor students' progress in understanding descriptive texts and maximize the use of Wordwall according to their needs. By implementing these recommendations, the use of Wordwall is expected to be more optimal in supporting students' understanding of descriptive texts and improving their overall language skills.

Overall, Wordwall has shown to be a helpful tool for learning descriptive texts. It makes lessons more interesting, using visuals and interactive games that keep students engaged and make it easier to understand complex ideas. However, some students still



struggle with vocabulary and building sentences, which can make it hard to fully understand the texts. To help with these challenges, extra support could be added, like exercises that focus on learning new words, practicing sentence structures, and understanding context. With these additions, Wordwall could help students learn descriptive texts even more effectively and improve their overall language skills.

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