Teachers' Perception on The Use of Wordwall Media in Teaching English Basic Vocabulary

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Abstract
This study focuses on describing teachers' perceptions and problems faced in using Wordwall media in teaching English basic vocabulary. This research is descriptive with a qualitative approach. The data in this study are teachers' perceptions and problems faced with the use of Wordwall media in teaching English basic vocabulary. The source of the data is teachers who teach at the junior secondary school level. The data were collected by using questionnaires. The data obtained from the questionnaire were then created a table, analyzed, and interpreted. This study found teachers' positive perceptions towards the use of Wordwall as a medium for learning English basic vocabulary and the problems faced by teachers when using Wordwall. The study concluded that teachers were satisfied with the Wordwall learning media to be used in teaching English basic vocabulary.

Keywords: *Perception, English basic vocabulary, Wordwall*

INTRODUCTION

Teachers must employ effective strategies to enhance student learning and motivation. Research indicates that understanding individual student needs and adapting teaching styles to diverse learning styles and multiple intelligences is crucial (Hassan Eunice Modupe & A. Ositoye, 2010). Strategies such as understanding text, individual and group learning, and Question-Answer Relationships (QAR) can help students comprehend reading materials more effectively (Fitri Nurdianingsih, 2021). Teachers should analyze the motives behind student disengagement and tailor their approaches accordingly (Alfain Hadid Bagaskara et al., 2022). Additionally, teachers need to be passionate about learning and teaching, while also staying technologically savvy to meet emerging global demands (Laraib Nasir Jalbani, 2019). By implementing these strategies, teachers can improve students' learning motivation, academic performance, and overall learning outcomes. The choice of strategies should be adapted to the materials, syllabus, and curriculum to ensure effectiveness in the classroom (Fitri Nurdianingsih, 2021).

Teachers must adapt their strategies when teaching young learners versus adults. Effective instruction requires innovative and engaging methods, including technology integration, to hold students' attention. Games and digital tools have proven effective in enhancing vocabulary learning, with studies showing better performance among students using these methods compared to traditional ones.

Various media, such as flashcards, songs, videos, and realia, can be used to teach vocabulary to young learners. Flashcards are particularly popular due to their interactive nature. However, teachers need to prepare these materials in advance, which can be time-consuming and challenging given limited resources and time constraints in schools.

Indonesia's low ranking in English proficiency highlights the need for improved vocabulary instruction in schools. Active and creative teaching methods, along with engaging learning media like Wordwall on smartphones, can enhance students' vocabulary skills, making them more proficient in English. The Effective tools can create a positive learning environment and motivate students to improve their language abilities. The role of varied and interactive media in education is crucial for fostering a dynamic and effective learning experience.

RESEARCH METHOD

Type and Design of The Study

In this research, qualitative research methods with a descriptive approach were employed. Qualitative research is focused on comprehending phenomena experienced by research subjects, encompassing behaviors, perceptions, motivations, and actions. It adopts a holistic perspective and utilizes descriptions in the form of language and words within a specific natural context, employing diverse natural methods (Moleong as cited in Hamidah et al., 2023).

The qualitative model used in this study was adapted from Creswell, as mentioned in Arsini et al. (2022), which emphasizes the descriptive presentation of qualitative research through data interpretation. The data collected in this study were qualitative, without any numeric representation. According to Creswell, as cited in Arsini et al. (2022), qualitative research delves into social phenomena, perceptions, and problems from the perspective of the individuals involved. In this particular study, the focus is on exploring teachers' perceptions regarding the utilization of Wordwall media in teaching English basic vocabulary.

Time and Location of The Study

This research was conducted online by distributing Google Form questionnaires about the use of Wordwall media to several English teachers to collect the required data and information. The research was conducted in April-May 2024. The participants were invited to complete the questionnaire (Google Form) online at their convenience during this period.

Data Collection Technique

1. A questionnaire is a research tool comprising a series of questions and additional prompts designed to collect information from respondents, as stated by Abawi (2017). The steps required regarding the use of questionnaires in this study are, firstly, defining the research objectives, such as that the questionnaire should make it possible to collect complete and accurate data in a logical flow. and secondly, defining the target respondents and the methods to reach them. The researcher must clearly define the research target. The population for which data and information are collected. The main methods to reach the respondents are: personal contact, mail, or internet questionnaire.

2. Documentation: In this research, the researcher employed a questionnaire as a means of gathering evidence regarding teachers' perceptions of utilizing Wordwall media in teaching fundamental English vocabulary.

Data Analysis Technique

1. Data Display

The outcomes of the analysis will be presented systematically for each pattern, category, focus, and theme to enhance comprehension and address the research problem. Employing data displays aids researchers in visualizing the complete picture or specific aspects of the research findings. In qualitative research, data presentation takes various forms, including concise descriptions, charts, interrelations among categories, flowcharts, and other formats.

2. Conclusion Drawing or Verification

Concluding and verifying findings represent the final steps in the analysis process for qualitative researchers. In this study, the researcher derived conclusions and verification from

both observations and questionnaires. The results were based on the analysis of students' work and their statements about perceptions, and the researcher concluded after presenting and analyzing the data.

FINDINGS AND DISCUSSION

The data was taken from the results of research conducted in May 2024 when English teachers who taught in junior high schools. The data was obtained from the results of the questionnaire, this questionnaire aimed to answer teachers' perceptions of the use of Wordwall media and the problems faced by teachers when using Wordwall media in teaching English basic vocabulary. There were 10 teachers who answered each question on google forms.

Findings
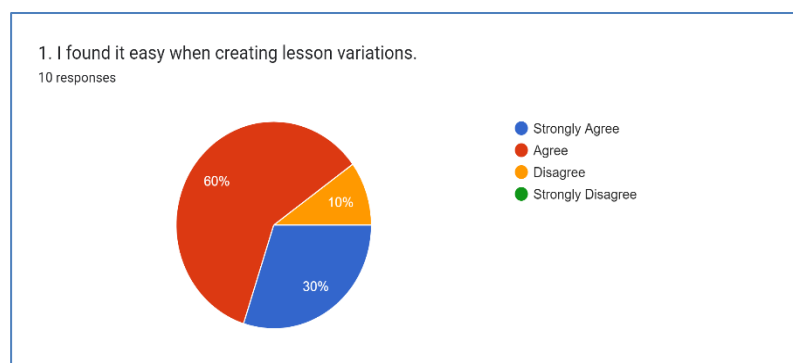
Figure 1. Teachers' Response of Questionnaire 1

The diagram above illustrates that some teachers agree that it was easy to create lesson variations using wordwall media. This can be proven by the teachers' responses to the questionnaire, where 60% of teachers chose **"agree"**, 30% of teachers chose **"strongly agree"**, and 10% of teachers answered **"disagree"**. Thus, it can be concluded that using Wordwall media, teachers can easily create a variety of lessons for the class.

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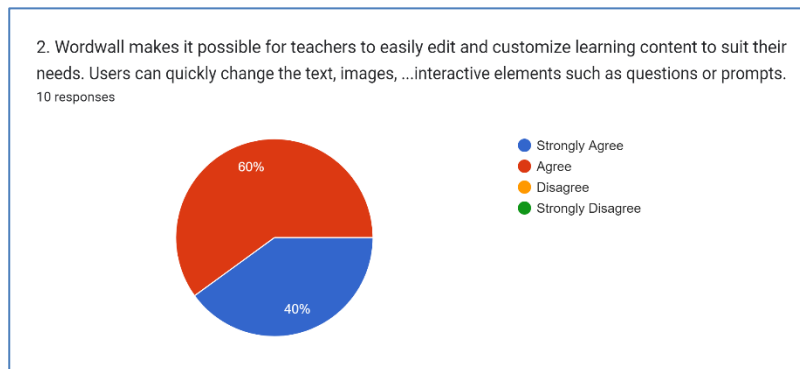
Figure 2. Teachers' Response of Questionnaire 2

The second questionnaire item, the diagram illustrates that teachers can easily edit and customize the learning content according to their needs. This can be seen from the teachers' answers, where 60% **"agree"** and 40% **"strongly agree"**.
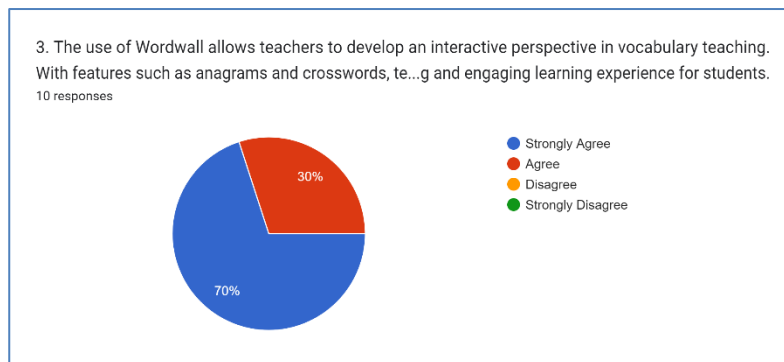
Figure 3. Teachers' Response of Questionnaire 3

The third questionnaire item, the diagram above illustrates that it is possible for teachers to develop an interactive perspective in vocabulary teaching. With various features, such as anagrams and crosswords. This can be proven by the fact that 70% of teachers chose **"strongly agree"** and 30% of teachers chose **"agree"**

Discussion

The researcher presents data based on a questionnaire in the form of Gform, which was conducted on May 22–31, 2024. The process of filling out the questionnaire involves teachers who teach in junior high school. The researcher focuses on the teacher's perception of the use of Wordwall media in teaching basic English vocabulary. The material taken by the researcher was about nouns, such as rulers, books, and wall clocks. When implementing the game, the researcher used anagram and crossword activities.

Wordwall instructions are easy for teachers to understand. Most teachers agree that when they use on Wordwall, the instructions are easy to understand. And the use of Wordwall in teaching basic English vocabulary English vocabulary greatly increases the level of student engagement in the classroom. Thus, the use of Wordwall can increase the level of student engagement in the classroom in learning basic English vocabulary.

The teacher is satisfied, and according to the teacher's perception, students are even more motivated after using Wordwall.net. application. This is in line with the findings of Rahmawati and Wijayanti (2022). They found that using the Wordwall.net application in class made students happy and more enthusiastic about participating in learning. They further said that teachers also find it helpful in many ways, for example, when evaluating student activities and progress. Teachers don't need to worry about going to students one by one because this application also provides a record. Feature, so that it can be seen easily by the teacher.

There are many definitions of vocabulary suggested by several experts. Zaharani (2021), vocabulary is both the total quantity of words in a language and a list of terms along with them definitions. According to Thornbury, "Grammar is indispensable, and vocabulary forms the foundation for effective language proficiency," expressed by Urbayati (2016). "Vocabulary is a crucial element that significantly influences learners' abilities in speaking, listening, reading, and writing, " according to Orchads and Renandya in Urbayati (2016).

The utilization of technology in education brings us to the utilization of multimedia. Multimedia involves presenting information through a combination of words and images (Mayer, 2007: 2). When it comes to the learning process, delivering content through multimedia allows learners to engage with the information. This implies that multimedia provides an interactive platform for learners to grasp the material through different elements like text, images, video, audio, and animation. For example, interactive media such as Wordwall.

Most teachers' responses agreed that the limited accessibility of technology is the main problem in using Wordwall, as not all students have access to devices or connections. Wordwall, because not all students have access to devices or a stable internet connection. It can be concluded that teachers can organize the schedule of using Wordwall at times when the internet connection tends to be more stable and not much used by others. Divide students into small groups to reduce the load on the network and devices.

Teachers need more training on how to use Wordwall effectively in teaching, especially in terms of designing engaging activities and effectively in teaching, especially when it comes

to designing activities that are engaging and support the learning of basic English vocabulary in diverse and effective ways. It can be concluded from the results that teachers need training to fully understand how to use Wordwall, so the solution is for teachers to attend workshops organized by Wordwall or professional training institutions. Many of these workshops are also available online. And utilize video tutorials on platforms like YouTube that explain how to use Wordwall's features effectively. By implementing these solutions, teachers can be equipped with the necessary skills and knowledge to use Wordwall effectively, thus being able to design engaging activities that support the learning of basic English vocabulary in diverse and effective ways.

The limitation of only 5 media creation is quite unfortunate. We have to upgrade our account to premium first. However, the time and cost of creating Wordwalls were identified as potential drawbacks (Pertiwi, 2022).

CONCLUSION AND SUGGESTION

Conclusion

The researcher found the perceptions and problems faced by teachers with the use of Wordwall media in teaching English basic vocabulary at the junior high school level, which has been carried out well in accordance with the expectations, as expected.

The research concluded that teachers find Wordwall effective for teaching English basic vocabulary, noting increased student engagement and ease of providing feedback. Teachers reported that students enjoy using Wordwall and find it fun rather than monotonous. However, technical issues like slow internet and limited technology access can be significant obstacles. Concerns include student data privacy, difficulty tailoring activities, limited content choices, and the need for more training. To address these, teachers should test Wordwall on devices beforehand and prepare backup solutions. Overall, teachers perceive Wordwall positively for teaching English vocabulary.

Suggestion

1. The teachers

Teacher Training: Provide training and workshops for teachers to maximize the use of Wordwall in teaching English vocabulary. The training will help teachers understand the

various features and creative ways of integrating Wordwall into the curriculum.

Teacher Collaboration: Encourage collaboration between teachers to share experiences and best strategies for using Wordwall. Discussion and the exchange of ideas can enrich teaching methods and improve student learning outcomes.

2. The other researchers

Propose further research to measure the long-term impact of using Wordwall on English vocabulary learning as well as explore the potential use of similar tools in teaching other languages.

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