



## STUDENTS' PERCEPTION ON THE USE OF WORDWALL.NET AS THE MEDIA FOR LEARNING ENGLISH GRAMMAR

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**ABSTRACT.** *The research aimed to know students' perception on the use of Wordwall.net as the media for learning English grammar at Junior High School Darul Arifin Muaro Jambi. This research used descriptive quantitative method with a survey design. This method is considered as the right approach for this type of research. The sample of this research is all students of ninth grade from class 9I, 9J, 9K, 9L, and 9M at Junior High School Darul Arifin Muaro Jambi which 102 students. The instrument used in data collection was questionnaires. The data was collected using a close-ended questionnaire based on a Likert scale and analyzed with SPSS Version 26. The findings indicated that the use of Wordwall.net was clearly positive for the students on the indicators of feeling (86,04%), attitude (80,3%), and engagement (82,62%). The final results of the research showed the students' perceptions on the use of Wordwall.net as the media for learning English grammar are in very good category with percentage 83%.*

**Keywords:** *Gamification, Students' Perception, Wordwall.Net*

**ABSTRAK.** Penelitian ini bertujuan untuk mengetahui persepsi siswa tentang penggunaan Wordwall.net sebagai media pembelajaran tata bahasa Inggris di SMP Darul Arifin Muaro Jambi. Penelitian ini menggunakan metode deskriptif kuantitatif dengan desain survei. Metode ini dianggap sebagai pendekatan yang tepat untuk jenis penelitian ini. Sampel penelitian ini adalah seluruh siswa kelas sembilan dari kelas 9I, 9J, 9K, 9L, dan 9M di SMP Darul Arifin Muaro Jambi yang berjumlah 102 siswa. Instrumen yang digunakan dalam pengumpulan data adalah kuesioner. Data dikumpulkan menggunakan kuesioner tertutup berdasarkan skala Likert dan dianalisis dengan SPSS Versi 26. Temuan penelitian menunjukkan bahwa penggunaan Wordwall.net jelas positif bagi siswa pada indikator perasaan (86,04%), sikap (80,3%), dan keterlibatan (82,62%). Hasil akhir penelitian menunjukkan persepsi siswa tentang penggunaan Wordwall.net sebagai media pembelajaran tata bahasa Inggris berada dalam kategori sangat baik dengan persentase 83%.

**Kata Kunci:** Gamifikasi, Persepsi Siswa, Wordwall.Net

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## INTRODUCTION

In today's fast evolving digital world, technology has become an inseparable part of daily life including education. Its presence in classrooms is no longer a novelty, but a necessity that shapes how students learn and engage with content, especially in language learning. Technologies are being used a lot to teach and learn, both inside and outside of schools. Technology can help people learn languages better (Usmonovich, 2023). Moreover, technology is essential in the English grammar educational procedure as it offers interactive and immersive tools that improve comprehension, memory, and practical application of grammar rules. And also like Qibamawarnie (2021) state that technology is utilized in English lessons to enhance student engagement and motivation. For example, games can provide fun and



engaging way to practice grammar rules in a context that feels less like studying and more like entertainment.

Language games are widely used and highly favored as a teaching strategy for enhancing the acquisition of different skills, the rise in digital learning tools and web applications has transformed language games into a modern and advanced platform, enabling learners to engage actively in their classes (Yacob & Yunus, 2019). Various applications and the internet as a learning resource have been thoroughly utilized and contribute significantly to the field of education. Among the several are hot potatoes, Quizizz, Kahoot, and Wordwall.

Furthermore, an enjoyable and challenging learning innovation, such as Wordwall.net, is the integration of the web into the instructional and learning procedure (Shabrina & Taufiq, 2023). Marhamah & Mulyadi, (2020) state that a Word wall showcase classroom words in a structured format. The term “wall” serves multiple purposes. So, the word wall serves useful instruments for teachers to guide pupils towards compiling words for terms and keywords under investigation about the education topic. It facilitates the utilization of devices in educational activities. In addition, it provides a diverse range of games such as Anagram, Match Up, Quiz, Open the Box, Unjumble and Random Wheel, and more (Komara et al., 2022).

Wordwall.net is currently used in the ninth grade at MTs Darul Arifin Jambi by the English teacher, just call her Miss. DR. So, that is why the researcher chose MTs Darul Arifin Jambi as the site for this research. The ninth grade MTs Darul Arifin Jambi has been using Wordwall.net as an English learning media for three semesters. During this time, teacher has pre observed that students seem enthusiastic about learning. This media has only been used by one generation of students, now in grade 9, since it was introduced in grade 8. With new teacher now handling grades 7 and 8, this research can help determine whether the media should continue to be used or not. The teacher there used this media once or twice a month during the first semesters, but in the two last semester, it was used more frequently, about twice a month. The teacher used a laptop and infocus projector to present the Wordwall.net activities and divided the students into three or four groups during the lessons.

The advantages of employing Wordwall.net in a classroom with a diverse environment have been demonstrated in many research studies. For example, Marhamah & Mulyadi (2020) found that word wall pictures and language intelligence affect how well fourth-grade students at Al-Azhar Syifa Budi in Bekasi, Eastern Jakarta learn English words. This approach helped students become more involved in learning new words and curious (Zaen & Fauzi Miftakh, 2022). And according to the research by (Anisah, 2022), the students also agree if Wordwall.net could be useful for future assessments, including daily quizzes, final exams, and comprehensive examinations. With regard to the grammar lesson, (Segaran & Hashim, 2022) revealed that using Wordwall.net in the “Singular and Plural Nouns” course significantly improved students’ post-test scores. Their mixed-method study aims to examine the efficacy of ESL grammar learning through three distinct applications (Kahoot, Quizizz, and Wordwall.net), as well as the students’ viewpoints on this matter. The media can increase students’ participation in class and excitement both



online and offline. Especially in English grammatical contexts, it could also be used as a stimulus for pupils to encourage learning (Komara et al., 2022).

In light of the ongoing use of Wordwall.net in the ninth grade at MTs Darul Arifin Jambi and the clear positive response it draws from students, it is important to explore its effectiveness more deeply. With only one generation of students having experienced this media and a new teacher now instructing the lower grades, evaluating its impact becomes even more relevant. Therefore, the researcher conducted this research.

## METHODOLOGY

This research used a quantitative research design. Quantitative research focuses on investigating relationships, cause and effect, or existing conditions through numerical data collection and statistical analysis (Ary et al., 2010). This study utilized a survey methodology to gather data from several respondents using a questionnaire as the data collection instrument. The questionnaire was evaluated to ensure its validity and reliability. The researcher was collected the perceptions of EFL students regarding the use of Wordwall.net as a medium for learning English grammar in ninth grade, where they have been using it since the first semester of eighth grade. The population in this research are the students from class IX MTs Darul Arifin Jambi.

The instrument in this study was adapt from (Komara et al., 2022). And it comprised of 15 items divided into three constructs: feeling, attitude, and engagement. Where these 3 aspects are important internal factors that affect perception in line with theory by (Setyaningsih, 2019).

**Table 1.** Questionnaire Specification

| <b>Classification</b>          | <b>Number</b>  |
|--------------------------------|----------------|
| Students' Perceived Feelings   | 1,2,3,4,5      |
| Student's Perceived Attitude   | 6.7.8.9.10     |
| Students' Perceived Engagement | 11,12,13,14,15 |
| <b>Total</b>                   | <b>15</b>      |

The researcher used SPSS, a statistical tool for the social sciences, to analyze the data. Manual data analysis provides the following procedures:

To enable further analysis, each questionnaire response would be transformed into numerical format, adapted from (Komara et al., 2022), utilizing Microsoft Excel:

- a. The response strongly agree has a weight value of 5
- b. The response is in agreement and carries a weight of 4
- c. The answer is neutral has a weight 3 points



- d. The response is inconclusive, with a weight value of 2
- e. The response strongly disagrees has a weight of 1

Utilize SPSS to determine the frequency, mean, median, mode, and standard deviation for each response type, followed by conducting a descriptive percentage analysis employing the following formula:

$$P = \frac{f}{N} 100\%$$

Formula explanation:

P = Percentage

f = Frequency of data

N = Total of respondent

100% = Constant Value

## RESULTS

The questionnaires were distributed by print out to 102 students of MTs Darul Arifin Jambi from class 9I,9J,9K,9L and 9M. The frequency distribution table of the respondents is presented in table 2 below:

**Table 2.** Descriptive of Participants

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 9I    | 21        | 20.6    | 20.6          | 20.6               |
|       | 9J    | 21        | 20.6    | 20.6          | 41.2               |
|       | 9K    | 19        | 18.6    | 18.6          | 59.8               |
|       | 9L    | 20        | 19.6    | 19.6          | 79.4               |
|       | 9M    | 21        | 20.6    | 20.6          | 100.0              |
|       | Total | 102       | 100.0   | 100.0         |                    |

Understanding the mean, median, and mode of the questionnaire responses is crucial, as they are key components in the data analysis process. These statistical measures offer a concise overview of the collected data and assist in identifying patterns or trends. By examining these central values, the researcher can gain deeper insights into the overall results and strengthen their conclusions. For further details, please refer to the table below:

**Table 3.** Descriptive of Participants

|    | N       | Mean | Median | Mode | Std. Deviation | Variance | Range |   |
|----|---------|------|--------|------|----------------|----------|-------|---|
|    | Missing |      |        |      |                |          |       |   |
|    | Valid   |      |        |      |                |          |       |   |
| S1 | 102     | 0    | 4.51   | 5.00 | 5              | .558     | .312  | 2 |
| S2 | 102     | 0    | 4.26   | 4.00 | 4              | .674     | .454  | 2 |
| S3 | 102     | 0    | 4.15   | 4.00 | 4              | .788     | .622  | 3 |
| S4 | 102     | 0    | 4.25   | 4.00 | 4              | .724     | .523  | 3 |
| S5 | 102     | 0    | 4.34   | 5.00 | 5              | .802     | .643  | 3 |
| S6 | 102     | 0    | 4.01   | 4.00 | 4              | .838     | .703  | 4 |
| S7 | 102     | 0    | 4.13   | 4.00 | 5              | .829     | .687  | 3 |
| S8 | 102     | 0    | 3.94   | 4.00 | 4              | .818     | .670  | 4 |



|     |     |   |      |      |   |      |      |   |
|-----|-----|---|------|------|---|------|------|---|
| S9  | 102 | 0 | 3.95 | 4.00 | 4 | .801 | .641 | 3 |
| S10 | 102 | 0 | 4.05 | 4.00 | 4 | .860 | .740 | 3 |
| S11 | 102 | 0 | 4.03 | 4.00 | 4 | .884 | .781 | 4 |
| S12 | 102 | 0 | 4.20 | 4.00 | 4 | .845 | .714 | 4 |
| S13 | 102 | 0 | 3.98 | 4.00 | 4 | .808 | .653 | 4 |
| S14 | 102 | 0 | 4.15 | 4.00 | 4 | .763 | .582 | 4 |
| S15 | 102 | 0 | 4.30 | 4.00 | 5 | .793 | .629 | 4 |

From the table above, conclusions can be made for each indicator, and the discussion of the table is as follows.

***Students’ Perceived Feelings***

The first indicator focuses on students' perceived feelings about using Wordwall.net as the media for learning English grammar and it is including statement 1-5.

**Table 4.** Result of Analysis Statement 1

|       |       | Frequency | Percent | Valid<br>Percent | Cumulative<br>Percent |
|-------|-------|-----------|---------|------------------|-----------------------|
| Valid | N     | 3         | 2.9     | 2.9              | 2.9                   |
|       | A     | 44        | 43.1    | 43.1             | 46.1                  |
|       | SA    | 55        | 53.9    | 53.9             | 100.0                 |
|       | Total | 102       | 100.0   | 100.0            |                       |

**Table 5.** Result of Analysis Statement 2

|       |       | Frequency | Percent | Valid<br>Percent | Cumulative<br>Percent |
|-------|-------|-----------|---------|------------------|-----------------------|
| Valid | N     | 13        | 12.7    | 12.7             | 12.7                  |
|       | A     | 49        | 48.0    | 48.0             | 60.8                  |
|       | SA    | 40        | 39.2    | 39.2             | 100.0                 |
|       | Total | 102       | 100.0   | 100.0            |                       |

**Table 6.** Result of Analysis Statement 3

|       |       | Frequency | Percent | Valid<br>Percent | Cumulative<br>Percent |
|-------|-------|-----------|---------|------------------|-----------------------|
| Valid | D     | 4         | 3.9     | 3.9              | 3.9                   |
|       | N     | 13        | 12.7    | 12.7             | 16.7                  |
|       | A     | 49        | 48.0    | 48.0             | 64.7                  |
|       | SA    | 36        | 35.3    | 35.3             | 100.0                 |
|       | Total | 102       | 100.0   | 100.0            |                       |



**Table 7.** Result of Analysis Statement 4

|       |       | Frequency | Percent | Valid<br>Percent | Cumulative<br>Percent |
|-------|-------|-----------|---------|------------------|-----------------------|
| Valid | D     | 1         | 1.0     | 1.0              | 1.0                   |
|       | N     | 14        | 13.7    | 13.7             | 14.7                  |
|       | A     | 46        | 45.1    | 45.1             | 59.8                  |
|       | SA    | 41        | 40.2    | 40.2             | 100.0                 |
|       | Total | 102       | 100.0   | 100.0            |                       |

**Table 8.** Result of Analysis Statement 5

|       |       | Frequency | Percent | Valid<br>Percent | Cumulative<br>Percent |
|-------|-------|-----------|---------|------------------|-----------------------|
| Valid | D     | 3         | 2.9     | 2.9              | 2.9                   |
|       | N     | 12        | 11.8    | 11.8             | 14.7                  |
|       | A     | 34        | 33.3    | 33.3             | 48.0                  |
|       | SA    | 53        | 52.0    | 52.0             | 100.0                 |
|       | Total | 102       | 100.0   | 100.0            |                       |

***Students' Perceived Attitude***

The second indicator focuses on students' perceived attitude on using Wordwall.net as the media for learning English grammar and it is including statement 6-10.

**Table 9.** Result of Analysis Statement 6

|       |       | Frequency | Percent | Valid<br>Percent | Cumulative<br>Percent |
|-------|-------|-----------|---------|------------------|-----------------------|
| Valid | SD    | 1         | 1.0     | 1.0              | 1.0                   |
|       | D     | 2         | 2.0     | 2.0              | 2.9                   |
|       | N     | 23        | 22.5    | 22.5             | 25.5                  |
|       | A     | 45        | 44.1    | 44.1             | 69.6                  |
|       | SA    | 31        | 30.4    | 30.4             | 100.0                 |
|       | Total | 102       | 100.0   | 100.0            |                       |

**Table 10.** Result of Analysis Statement 7

|       |       | Frequency | Percent | Valid<br>Percent | Cumulative<br>Percent |
|-------|-------|-----------|---------|------------------|-----------------------|
| Valid | D     | 2         | 2.0     | 2.0              | 2.0                   |
|       | N     | 23        | 22.5    | 22.5             | 24.5                  |
|       | A     | 37        | 36.3    | 36.3             | 60.8                  |
|       | SA    | 40        | 39.2    | 39.2             | 100.0                 |
|       | Total | 102       | 100.0   | 100.0            |                       |



**Table 11.** Result of Analysis Statement 8

|       |       | Frequency | Percent | Valid<br>Percent | Cumulative<br>Percent |
|-------|-------|-----------|---------|------------------|-----------------------|
| Valid | SD    | 1         | 1.0     | 1.0              | 1.0                   |
|       | D     | 1         | 1.0     | 1.0              | 2.0                   |
|       | N     | 28        | 27.5    | 27.5             | 29.4                  |
|       | A     | 45        | 44.1    | 44.1             | 73.5                  |
|       | SA    | 27        | 26.5    | 26.5             | 100.0                 |
|       | Total | 102       | 100.0   | 100.0            |                       |

**Table 12.** Result of Analysis Statement 9

|       |       | Frequency | Percent | Valid<br>Percent | Cumulative<br>Percent |
|-------|-------|-----------|---------|------------------|-----------------------|
| Valid | D     | 3         | 2.9     | 2.9              | 2.9                   |
|       | N     | 26        | 25.5    | 25.5             | 28.4                  |
|       | A     | 46        | 45.1    | 45.1             | 73.5                  |
|       | SA    | 27        | 26.5    | 26.5             | 100.0                 |
|       | Total | 102       | 100.0   | 100.0            |                       |

**Table 13.** Result of Analysis Statement 10

|       |       | Frequency | Percent | Valid<br>Percent | Cumulative<br>Percent |
|-------|-------|-----------|---------|------------------|-----------------------|
| Valid | D     | 4         | 3.9     | 3.9              | 3.9                   |
|       | N     | 23        | 22.5    | 22.5             | 26.5                  |
|       | A     | 39        | 38.2    | 38.2             | 64.7                  |
|       | SA    | 36        | 35.3    | 35.3             | 100.0                 |
|       | Total | 102       | 100.0   | 100.0            |                       |

***Students' Perceived Engagement***

The second indicator focuses on students' perceived engagement on using Wordwall.net as the media for learning English grammar and it is including statement 11-15.

**Table 14.** Result of Analysis Statement 11

|       |    | Frequency | Percent | Valid<br>Percent | Cumulative<br>Percent |
|-------|----|-----------|---------|------------------|-----------------------|
| Valid | SD | 1         | 1.0     | 1.0              | 1.0                   |
|       | D  | 4         | 3.9     | 3.9              | 4.9                   |
|       | N  | 20        | 19.6    | 19.6             | 24.5                  |
|       | A  | 43        | 42.2    | 42.2             | 66.7                  |
|       | SA | 34        | 33.3    | 33.3             | 100.0                 |



|       |     |       |       |
|-------|-----|-------|-------|
| Total | 102 | 100.0 | 100.0 |
|-------|-----|-------|-------|

**Table 15.** Result of Analysis Statement 12

|       |       | Frequency | Percent | Valid<br>Percent | Cumulative<br>Percent |
|-------|-------|-----------|---------|------------------|-----------------------|
| Valid | SD    | 1         | 1.0     | 1.0              | 1.0                   |
|       | D     | 4         | 3.9     | 3.9              | 4.9                   |
|       | N     | 10        | 9.8     | 9.8              | 14.7                  |
|       | A     | 46        | 45.1    | 45.1             | 59.8                  |
|       | SA    | 41        | 40.2    | 40.2             | 100.0                 |
|       | Total | 102       | 100.0   | 100.0            |                       |

**Table 16.** Result of Analysis Statement 13

|       |       | Frequency | Percent | Valid<br>Percent | Cumulative<br>Percent |
|-------|-------|-----------|---------|------------------|-----------------------|
| Valid | SD    | 1         | 1.0     | 1.0              | 1.0                   |
|       | D     | 1         | 1.0     | 1.0              | 2.0                   |
|       | N     | 25        | 24.5    | 24.5             | 26.5                  |
|       | A     | 47        | 46.1    | 46.1             | 72.5                  |
|       | SA    | 28        | 27.5    | 27.5             | 100.0                 |
|       | Total | 102       | 100.0   | 100.0            |                       |

**Table 17.** Result of Analysis Statement 14

|       |       | Frequency | Percent | Valid<br>Percent | Cumulative<br>Percent |
|-------|-------|-----------|---------|------------------|-----------------------|
| Valid | SD    | 1         | 1.0     | 1.0              | 1.0                   |
|       | D     | 2         | 2.0     | 2.0              | 2.9                   |
|       | N     | 11        | 10.8    | 10.8             | 13.7                  |
|       | A     | 55        | 53.9    | 53.9             | 67.6                  |
|       | SA    | 33        | 32.4    | 32.4             | 100.0                 |
|       | Total | 102       | 100.0   | 100.0            |                       |

**Table 18.** Result of Analysis Statement 15

|       |    | Frequency | Percent | Valid<br>Percent | Cumulative<br>Percent |
|-------|----|-----------|---------|------------------|-----------------------|
| Valid | SD | 1         | 1.0     | 1.0              | 1.0                   |
|       | D  | 1         | 1.0     | 1.0              | 2.0                   |
|       | N  | 12        | 11.8    | 11.8             | 13.7                  |
|       | A  | 40        | 39.2    | 39.2             | 52.9                  |
|       | SA | 48        | 47.1    | 47.1             | 100.0                 |



Total 102 100.0 100.0

Table 19. Final Results of Analysis Questionnaire

| No Items      | Total Score Item | Score Maximum | Percent (%)   |
|---------------|------------------|---------------|---------------|
| 1             | 460              | 510           | 90,2          |
| 2             | 435              | 510           | 85,3          |
| 3             | 423              | 510           | 82,9          |
| 4             | 433              | 510           | 84,9          |
| 5             | 443              | 510           | 86,9          |
| 6             | 409              | 510           | 80,2          |
| 7             | 421              | 510           | 82,5          |
| 8             | 402              | 510           | 78,8          |
| 9             | 403              | 510           | 79            |
| 10            | 413              | 510           | 81            |
| 11            | 411              | 510           | 80,6          |
| 12            | 428              | 510           | 83,9          |
| 13            | 406              | 510           | 79,6          |
| 14            | 423              | 510           | 82,9          |
| 15            | 439              | 510           | 86,1          |
| <b>Result</b> | <b>6349</b>      | <b>510</b>    | <b>1244,9</b> |

$$\text{Average Percentage} = \frac{\text{Total Percent}}{\text{Total Item}} = \frac{1244,9}{15} = 83\% \text{ (Very Good)}$$

Based on the questionnaire result, the students' perceptions on the use of Wordwall.net as the media for learning English grammar showed a positive perception. The total item questionnaire consisted of 15 questions with an average percentage of 83% with the category Very Good. This suggests that students find Wordwall.net to be a beneficial and effective resource for improving their understanding of English grammar.

The following tables present the percentage values for each indicator. A detailed interpretation of these results would be provided in the discussion.

Table 20. Result of Indicator: Students' Perceived Feeling

| Students' Perceived Feeling | Percentage |
|-----------------------------|------------|
|-----------------------------|------------|



|                |              |
|----------------|--------------|
| Statement 1    | 90,2         |
| Statement 2    | 85,3         |
| Statement 3    | 82,9         |
| Statement 4    | 84,9         |
| Statement 5    | 86,9         |
| Total          | 430,2        |
| <b>Average</b> | <b>86,04</b> |

**Table 21.** Result of Indicator: Students' Perceived Attitude

| Students' Perceived Attitude | Percentage  |
|------------------------------|-------------|
| Statement 6                  | 80,2        |
| Statement 7                  | 82,5        |
| Statement 8                  | 78,8        |
| Statement 9                  | 79          |
| Statement 10                 | 81          |
| Total                        | 401,5       |
| <b>Average</b>               | <b>80,3</b> |

**Table 22.** Result of Indicator: Students' Perceived Engagement

| Students' Perceived Attitude | Percentage   |
|------------------------------|--------------|
| Statement 11                 | 80,6         |
| Statement 12                 | 83,9         |
| Statement 13                 | 79,6         |
| Statement 14                 | 82,9         |
| Statement 15                 | 86,1         |
| total                        | 413,1        |
| <b>Average</b>               | <b>82,62</b> |

Overall, the results show positive student perceptions across all three indicators. Students' perceived feeling had the highest average at 86.04%, followed by perceived engagement at 82.62%, and perceived attitude at 80.3%. These data indicate largely positive responses in all categories.

## Discussion

After finding out from the data presented in the findings above, the researcher took the next step of analyzing the data that had been collected. The researcher conducted the analysis based on (Setyaningsih, 2019) which focused on the feelings, attitudes, and engagement by students. In this session, we discussed three indicators that were the focus of this research.



### ***Students' Perceived Feeling***

The result of the study indicate that the students found learning English grammar with Wordwall.net to be a positive experience, it can be seen from table 4.1 the average of indicator students' perceived feeling acquired 86,04%. A good teacher can create such a positive feeling in learning environment that make students prefer their teaching style to others (Deslauriers et al., 2019). Lots of students mentioned that they felt a sense of success and happiness when they finished using Wordwall.net as the media for learning English grammar, specifically degree of comparison subject.

It is proven by the result of questionnaire from statement 1-5 which are included in indicator students' perceived feeling. The data from statement 1 showed that 54% students strongly agreed, 43% students agreed, and 3% answered neutral. Statement 2 explained 48% students agreed, 39% students strongly agreed, and 13% students chose option neutral. Statement 3 explained 48% students agreed, 35% student strongly agreed, 13% students chose option neutral, and 4% students chose disagreed. Statement 4 described 45% students agreed, 40% students strongly agreed, 14% students answered neutral, and 1% student disagreed. Statement 5 indicate that 52% students strongly agreed, 33% students agreed, 12% students responded neutral, and 3% students disagreed.

In summary, the use of Wordwall.net as an English learning media has generated positive feelings among the students, leading to increased enthusiasm for learning and improving their grammar skills. These findings are in line with previous research conducted by Rosydiyah et al., (2022), based on the findings, the researcher concluded that the use of Wordwall online games has a significant positive impact on enhancing students' grammar proficiency. This is further supported by Hashim (2019), who highlights that the integration of gamified learning strategies can significantly enhance the effectiveness of grammar instruction and promote greater student engagement in the learning process.

### ***Students' Perceived Attitude***

According to table 4.20 the average of indicator students' perceived attitude obtained 80,3%. The results of questionnaire show that students have an approving attitude toward using Wordwall.net for learning English grammar. The participants perceived Wordwall.net as a platform that is easy to use and helps make the learning process more fun and interactive (Chandra Segaran & Hashim, 2022).



Furthermore, statement number 6-10 are included in the indicator of attitude. Based on the questionnaire result in questionnaire statement 6 describe 44% students agreed, 30% students strongly agreed, 26% students chose option neutral, 2% disagreed, and 1% strongly disagreed, Statement 7 showed 40% students strongly agreed, 36% students agreed, 26 % answered neutral, 2% students disagreed. Statement 8 explained 44% students agreed, 27% students strongly agreed, 28% responded neutral, 1% each of strongly disagreed and disagreed. Statement 9 indicate 45% agreed, 27% strongly agreed, 26% chose neutral, 3% disagreed. And statement 10 explained 38% students agreed, 35% students strongly agreed, 26% responded neutral, and 4% disagreed.

The result of the study show Wordwall.net is interactive and engaging features that can make grammar lessons more enjoyable and help students learn more effectively. They are highly motivated to compete and do their best in grammar activities. The findings align with prior research conducted by Anisah (2022), who found that the participants indicated a high level of agreement with the idea of adopting this application as an assessment tool in the future, emphasizing its potential usefulness for conducting daily tests, quizzes, as well as comprehensive semester examinations. This finding is also consistent with the previous study by Marhamah & Mulyadi (2020), who reported that students' interest is strongly impacted by the design of word wall images, particularly their colourful appearance, card format, and visibility on classroom walls.

### ***Students' Perceived Engagement***

Students' academic engagement is determined by a number of elements, including personal learner behaviours, the teacher, instructional approach, classmates, and other aspects of the learning environment (Amerstorfer & Freiin von Münster-Kistner, 2021). Based on table 4.3 the average of indicator students' perceived engagement acquired 82,62%, it shows that Wordwall.net improves student participation in learning English grammar.

Additionally, the result percentage of statements 11-15 which are indicate students' perceived engagement. Statement 11 showed 42% students agreed, 33% students strongly agreed, 20 % answered neutral, 4% disagreed, and 1% strongly disagreed. Statement 12 described 45% students agreed, 40% students strongly agreed, 10% chose option neutral, 4% students disagreed, and 1% strongly disagreed. Statement 13 explained 46% students agreed, 18% students strongly agreed, 25% responded neutral, each 1% disagreed and



strongly disagreed. Statement 14 showed 54% students agreed, 32% students strongly disagreed, 11% chose neutral, 2% students disagreed, and 1% disagreed. And last, statement 15 indicate that 47% students strongly agreed, 39% agreed, 12% answered neutral, each 1% strongly disagreed.

Utilizing a word wall in the classroom is an effective strategy to enhance the teaching and learning experience, making it more engaging and enjoyable for both teachers and students. This finding is in line with earlier work conducted by Chandra Segaran & Hashim (2022), who indicate that online quiz tools are highly effective in motivating students to learn English, especially grammar by providing an engaging and dynamic learning environment that aligns with 21st-century teaching strategies and the integration of technology. Moreover, this is confirmed by Fakhruddin (2021), who reported that Wordwall.net had an impact on students' academic performance, and this study offers new insights into their level of engagement.

In conclusion, the results of this study showed that students felt happiness, enthusiasm and more involved in grammar lessons in English using Wordwall.net. These findings describe that the students gave a positive response with a total percentage of 83%, which is considered “very good.” This means that most students have a strong and positive view of using Wordwall.net for learning English grammar. This finding aligns with previous research by Komara et al., (2022), who found a majority of the 129 respondents held a convincingly positive view of using Wordwall.net for English grammar learning, as indicated by the significant number of students who selected "Strongly Agree" (31.01%) and "Agree" (47.08%), resulting in an average score of 78.01.

## **CONCLUSION**

The findings of this study indicated the use of Wordwall.net as English grammar learning media had a clearly positive for the students on the indicators of feeling (86,04%), attitude (80,3%), and engagement (82,62%). The final results showed that the most of students had a very positive perception, they obtained 83% categorized as very good concerning on the use of Wordwall.net as the media for learning English grammar. The positive perception comes from the benefits provided by Wordwall.net as a learning media. Students experience positive emotions, finding Wordwall.net exciting, interesting, motivating, and enjoyable for



learning English grammar. They also expressed that they do not want to miss any grammar sessions involving Wordwall.net. Additionally, the platform enhances student engagement, as they actively and quickly respond to every question during Wordwall.net sessions, particularly when learning comparison materials.

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