

**STUDENTS' PERCEPTION OF USING WORDWALL TOWARD
THEIR MOTIVATION IN LEARNING VOCABULARY AT SMAN 1
BANUHAMPU**

THESIS

*Submitted as Partial Fulfillment of the Requirements to Obtain Bachelor of
Education (B.Ed) in English Language Education*



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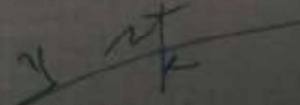


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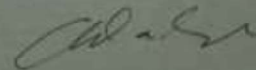
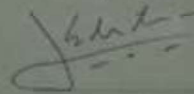
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ABSTRACT

Hafifah, Hanifa, (2024). Students' Perception of Using Wordwall toward Their Motivation in Learning Vocabulary at SMAN 1 Banuhampu. Thesis. Padang: English Language and Literature Department. Faculty of Languages and Arts. Universitas Negeri Padang.

Vocabulary knowledge has always been considered important in the process of learning and teaching English as a second language (ESL) or foreign language (EFL) and also plays an important role in all language skills such as speaking, listening, writing, and reading. However, vocabulary is considered as the biggest root problem for students. One of the causes is students' lack of motivation and awareness of the importance of vocabulary mastery in learning English. This study aimed to find out what students' perceptions of the use of wordwall.net toward their motivation in vocabulary learning. This study used descriptive research design with quantitative descriptive approach. The population was senior high school levels in the 2023/2024 academic year. The data were collected by using questionnaire based on ARCS theoretical motivation model. The finding was showed that most of the students had very high motivation in using wordwall.net in English vocabulary learning concerning attention, relevance, confidence and satisfaction aspects. In addition, the finding was revealed they feel enthusiastic and motivated by the use of wordwall.net which offers a variety of word games equipped with various features including audio, images, ranking scores, moving animations.

Keywords: *Students' perception, wordwall.net, motivation, vocabulary learning.*

ABSTRAK

Hafifah, Hanifa, (2024). Students' Perception of Using Wordwall toward Their Motivation in Learning Vocabulary at SMAN 1 Banuhampu. Thesis. Padang: English Language and Literature Department. Faculty of Languages and Arts. Universitas Negeri Padang.

Pengetahuan kosakata selalu dianggap penting dalam proses belajar dan mengajar bahasa Inggris sebagai bahasa kedua (ESL) atau bahasa asing (EFL) dan juga memainkan peran penting dalam semua keterampilan bahasa seperti berbicara, mendengarkan, menulis, dan membaca. Namun, kosakata dianggap sebagai akar masalah terbesar bagi siswa. Salah satu penyebabnya adalah kurangnya motivasi dan kesadaran siswa akan pentingnya penguasaan kosakata dalam belajar bahasa Inggris. Penelitian ini bertujuan untuk mengetahui persepsi siswa tentang penggunaan wordwall.net terhadap motivasi mereka dalam pembelajaran kosakata. Penelitian ini menggunakan desain penelitian deskriptif dengan pendekatan deskriptif kuantitatif. Populasi penelitian ini adalah siswa sekolah menengah atas pada tahun ajaran 2023/2024. Data dikumpulkan dengan menggunakan kuesioner berdasarkan model motivasi teoritis ARCS. Hasil penelitian menunjukkan bahwa sebagian besar siswa memiliki motivasi yang sangat tinggi dalam menggunakan wordwall.net dalam pembelajaran kosakata bahasa Inggris terkait aspek perhatian, relevansi, kepercayaan diri, dan kepuasan. Selain itu, ditemukan juga bahwa mereka merasa antusias dan termotivasi dengan penggunaan wordwall.net yang menawarkan berbagai permainan kata yang dilengkapi dengan berbagai fitur seperti audio, gambar, skor peringkat, animasi bergerak.

Keywords: *Students' perception, wordwall.net, motivation, vocabulary learning.*

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CHAPTER 1

INTRODUCTION

A. Background of the Problem

Vocabulary has an important role in communicating spoken or written. According to Moeller (2009), vocabulary is the key to communication skills in both spoken and written form. Additionally, vocabulary knowledge is considered the core of creating communication competence (Schmitt, 2000). In other words, lacking mastery of vocabulary, people will have difficulty to communicate with others, difficult to understand other people's messages, and difficult to explain their own ideas. According to Zhang et al., (2016), vocabulary is also considered the foundation of any language. So, vocabulary mastery is essential in language abilities for both learning second and foreign languages.

Several researchers such as Nation (2001); Moeller (2009); Alqahtani (2015); Zhang et al (2016), and Safa (2022), state that vocabulary knowledge is always considered important in the process of learning and teaching English as a second language (ESL) or foreign languages (EFL) and also plays an important role in all language skills such as speaking, listening, writing, and reading. People who learn a lot of vocabulary tend to be able to fully understand texts, write letters to friends, realize what is being said in English songs, understand TV conversations without completely needing

subtitles, and may even be able to converse with a wide range of vocabulary with native speakers. Therefore, if students want to be successful in English language skills, students must have mastery of a large vocabulary.

Although mastering vocabulary is very important in learning English, it is not easy for students. According to Alqahtani (2015), vocabulary is considered to be the root of the biggest problem for students. One of the reasons why vocabulary is considered difficult for students is the lack of student motivation and awareness of the importance of mastering vocabulary in learning English. This is closely related to student motivation in the learning process. According to Kee & Ting (2009), the issue of vocabulary learning motivation is related to teaching strategies that are still implemented using traditional methods. Learning strategies such as only asking students to memorize a lot of words are also the problem. It causes of reduced students' interest in learning vocabulary. According to Afzal (2019), researchers found that the learning and teaching process is still guided by traditional teaching methods where students are required to be able to memorize a lot of foreign vocabulary along with paired translations. In fact, some people don't like learning by memorizing.

Memorizing vocabulary in a short time will not be effective for language learners. According to Latifah & Saputri (2020), students still have difficulty improving their vocabulary mastery due to they have difficulty memorizing vocabulary so their vocabulary becomes limited. This can be interpreted that

the learning method is still teacher-centered. According to Mohammad (2018), teacher-centered learning strategies are no longer suitable for use in the current generation who only depend on memorization. Similarly, the curriculum in Indonesia has changed from the 2013 curriculum to the Merdeka curriculum. In the Merdeka curriculum, the learning process is no longer teacher-centered, but it must implement a student-centered approach where students must be actively involved in the learning process. In addition, in Merdeka curriculum, English language learning at the senior high school level focuses on several language skills such as listening, speaking, reading, viewing, writing and presenting. Vocabulary is not a specific skill taught in school, but vocabulary is found in every skill in English lessons.

According to Mustafa (2019), the list of vocabulary that students must know in the Indonesian school curriculum is at level graduate of junior school students are expected to have a vocabulary of 2.000 and at the high school graduate level they are expected to have a vocabulary of 3.000. However, in fact, Indonesian students still do not meet the expectations of the Indonesian curriculum in vocabulary learning (Mustafa, 2019). Therefore, effective vocabulary learning needs to be done to improve students' understanding of vocabulary by preparing media that are appropriate to the modern era. So, one of the effective vocabulary learning or teaching media can be utilizing technology as a learning medium in the classroom.

In addition, the use of technology is not yet optimal in the learning process, for example the use of media is still limited to reading books so learning seems uninteresting. Technological improvements and the application of the internet have the potential to modify learning strategies at all levels of learning so that the conventional learning process can adapt to the use of technology and the Internet. The integration of technology and the internet in the learning process allows for the creation of a fresh and engaging environment for young generation students. It is supported by Chapman (2018), students will be more interested, if learning uses gamification as technology in process learning due to students are users who are fluent in technology. According to Nasir (2018) & Nasir (2020), the increasing interest of students in the learning process in Malaysia was due to the use of online platforms. Therefore, developing learning media must be carried out using effective and interactive technology.

Several similar problems faced by students in learning English were identified based on observations done at SMAN 1 Banuhampu in the odd semester of July-December 2023. The most obvious was the problem of students' lack of vocabulary. Some problems include, students not understanding English textbooks due to limited vocabulary, students having difficulty understanding teacher's explanations in English, and students were not even able to write a complete paragraph in English so the writing is done using a mixture of Indonesian and English. The limited vocabulary that students have can hinder students' success in mastering their language skills.

Students who have vocabulary deficiencies usually do not realize the importance of learning vocabulary. They need more motivation to boost their vocabulary independently. This was proven by the fact that students do not understand a lot of English vocabulary in learning English in class. Therefore, students' motivation to learn vocabulary was also an issue that must be resolved by teachers.

One way to overcome the problem of limited student vocabulary and student motivation in learning vocabulary, the school used vocabulary memorization techniques. The technique of memorizing vocabulary was one of the techniques used to overcome students' limited vocabulary. Students were required to memorize a lot of English vocabulary within a set period. At each meeting, students were asked for the vocabulary they have memorized. However, some students claimed memorizing many vocabulary words was difficult. Students complained about having difficulty memorizing a lot of vocabulary.

Based on observation, students have difficulty memorizing vocabulary because of several factors. One of them considered memorizing vocabulary as a burden. In addition, students conveyed that memorizing vocabulary in the text book was an uninteresting and bored technique so they were tired to memorize and don't even memorize the vocabulary. Additionally, some students also stated that they only memorized the vocabulary for a short time

so that the vocabulary would persist in short term memory. This makes the technique of memorizing vocabulary ineffective for them.

Therefore, other current strategies are needed to overcome this problem. The use of online media is one solution to this problem. One of them is the online media wordwall.net. The use of wordwall.net in vocabulary learning aims to help encourage students' motivation in learning vocabulary. Wordwall.net is a game-based media that can be used for vocabulary learning. Wordwall.net was first introduced at SMAN 1 Banuhampu in eleven grade students in the first semester in 2023. Previously, these students did not know and use wordwall.net as a learning medium. Students experienced changes in vocabulary learning during the first semester by using wordwall.net, whereas previously students usually learned to master vocabulary by relying on other techniques such as memorization and learning using textbooks. Wordwall.net has been used at SMA 1 Banuhampu as a learning medium for vocabulary learning in seven times. In addition, the use of wordwall.net in learning vocabulary is used during spare time in English subject. Features that have been implemented for students include match up games, quizzes, unjumble, categorize, complete the sentence, anagram and word search.

The use of wordwall.net causes various student reactions. By examining the various reactions and responses of students in using wordwall.net as a medium for learning vocabulary, this research aimed to investigate various

student perceptions in using wordwall.net towards their motivation in learning vocabulary. In addition, student perceptions are very important to know whether the use of materials, methods, techniques or media used is effective in learning. This perception can become an evaluation activity for teachers to determine media that was suitable for their students' characters. In other words, this research was useful for providing insight to teachers about various student perceptions in using wordwall.net regarding their motivation in vocabulary learning so that teachers can use wordwall.net as a medium for learning vocabulary in the classroom.

Furthermore, students' perceptions of utilizing wordwall.net can reveal their motivation to learn language. Students' motivation in learning English is critical to their ability to gain language abilities. Students that are highly motivated to learn English will concentrate more on learning activities, actively participate in the learning process, and focus on completing assignments. Motivated students learn more quickly than students who are not motivated to learn (Spolsky, 1990). Therefore, teachers must be aware of the importance of student motivation in the learning process, which has a significant impact on the quality of learning because achieving effective learning would be difficult if students do not want to study (Alizadeh, 2016).

There were several previous studies discussing the topic of the using wordwall.net. Wahyuni et al., (2022) conducted research aimed to determine students' perceptions about using wordwall.net media in learning English

grammar. The research used a quantitative method with a questionnaire as the instrument. The population consisted of private high school EFL students in Jakarta. The research showed that using wordwall.net had a positive impact on EFL students in various aspects such as attitudes (67.3%), feelings (89.6%), and involvement (77.4%). Second, Octaviany. et al (2023), this study aimed to investigate student perceptions and student challenges in using wordwall.net as an English learning media. This research used the analysis method. The instrument used was interviews with a population of students in junior high school. This research investigated the indicator, student activity, and network barriers to using wordwall.net.

The next, Salsabila (2023), this research aimed to find various student perceptions regarding the implementation wordwall.net as a medium for learning English grammar and challenges students to use wordwall.net in the process of learning grammar. This research used mixed methods with a sequential explanatory research design. The instruments used were questionnaires and interviews. The population of this research was students XI at MAN 1 Gresik. Next, Nawal & Marifah (2022), this research aimed to increase students' vocabulary mastery and motivation in learning English. This research used the action research method. The population of this study was the junior high school in Loeitadnonputtana. This research used the websites wordwall.net, Kahoot, and Quizizz for mobile game-based learning. This research provided that wordwall.net, Kahoot, and Quizizz as mobile

game-based learning can make students enjoy learning vocabulary and feel motivated and interested in learning and mastering vocabulary.

The last, Jannah et al., (2022), this research aimed to explore students' perceptions regarding the use of web wordwall.net as a vocabulary learning medium. This research employed a questionnaire with 288 junior high school students in Bengkulu. In addition, the researcher used indicators for the questionnaire, namely students' perceived feelings, students' perceived effects, and students' perceived engagement. The results of this study found that the majority of students' perceptions considered using the wordwall.net as fun, interesting, and motivating to learn vocabulary.

In conclusion, the gap of this research was focused on students' perceptions on the use of wordwall.net media towards motivation in learning English vocabulary. This research described and measured the level of motivation in the learning process by using wordwall.net in learning vocabulary at Senior high school level. In addition, this research was carried out using the basic theory of motivation in accordance with the characteristics of students in the learning process. The theory of motivation utilized the ARCS model. The ARCS motivation model helped investigate students' perceptions of the use of wordwall.net media towards their motivation in learning vocabulary. Hopefully, this research can describe some information and evidence regarding students' perception of the using of wordwall.net media in the learning process on students' motivation in learning vocabulary.

B. Identification of the Problem

Based on the background above, researcher identified several problems. First, currently, students still have limited English vocabulary. They still struggle to understand the meaning of basic phrases in questions, textbooks, or conversations. Furthermore, students appear to have little awareness and motivation in learning vocabulary because students tend to be less interested in using conventional methods, namely memorization techniques in learning vocabulary. So the use of technological media such as wordwall.net was one solution that can be used. Additionally, the use of wordwall.net causes many responses from students in learning vocabulary. Therefore, researcher wanted to investigate various students' perceptions of using wordwall.net on their motivation in learning vocabulary.

C. Limitation of the Problem

This research was focused on students' perception of use wordwall.net on their motivation in vocabulary learning. This research conducted on class XI students of SMAN 1 Banuhampu.

D. Research Questions

1. What are students' perceptions about the use of wordwall.net on their motivation in vocabulary learning?

E. Purpose of the Research

This research aimed to investigate various students' perceptions about the use of wordwall.net on their motivation in learning vocabulary, especially at SMAN 1 Banuhampu.

F. Significance of the Research

This research aimed to investigate students' perceptions about using of wordwall.net on their motivation to learn vocabulary. Some of the contributions of this research were in theoretical and practical form.

1. Theoretically

This research explained the perception of students of using media in language education, especially the use of wordwall.net as on students' motivation in learning English vocabulary.

2. Practically

a) For Students

The results of this research provide good results for students in using wordwall.net towards their motivation in making English learning more interesting and enjoyable. So the quality of learning outcomes can be quality.

b) For Teachers

The results of this research can be an inspiration for teachers to use game media such as wordwall.net in the English learning process and help teachers to provide the latest and most effective media so that the quality of the learning process can improve much better by using media that is appropriate to the era. This research can help teachers find out students' perceptions on using wordwall.net so that they can be used as evaluation material for teachers to be able to use technological media such as wordwall.net for vocabulary learning.

c) For the Next Researchers

The results of this research can describe further information on the students' perception of use media wordwall.net on their motivation in English vocabulary leaning so that it can make it a useful reference for those with the same topic but different variables.

G. Definition of the Key Terms

The definition of the key terms of this research is outlined as follows:

1. Students' Perceptions

Student perception is the process of receiving, understanding, responding, interpreting material, techniques, systems, methods, information and teaching media that have been provided by the teacher.

2. Media Wordwall.net

Wordwall.net is a media in learning and teaching in the form of a website that provides various types of games such as grouping words, word search, random words, anagrams, pairing pairs, quizzes, matching, and others. In addition, wordwall.net can not only be used online but also offline by downloading and printing on paper. Teachers can use this media as an exercise in the learning process and student assessment scores are also directly attached here.

3. Vocabulary

Vocabulary refers to the number of words a person understands, meaning the vocabulary is still stored in the learner's memory. In addition, vocabulary mastery can mean that students or users must also know how the vocabulary is used and how the words sound.

4. Motivation

Motivation is a passion that encourages someone to do something deliberately which usually has a goal and purpose. Motivation also involves feelings of values, interests, beliefs, perceptions and related actions so that motivation is a form of reasons for someone to take an action based on these feelings.