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Analysis Teacher and Student Perceptions of The Use Wordwall in Vocabulary Learning in The Eighth Grade of SMPN 1 Sitiung

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ABSTRACT
This study aims to analyze the perception of teachers and students towards the use of Wordwall media in leaming English vocabulary. Wordwall is one of the interactive digital learning media designed to make the learning process more interesting and fun. In this study, the author uses a qualitative research method with data collection techniques in the form of interviews with teachers and students of eighth grade of SMPN I Sitiung. The data was analyzed based on three main aspects, namely the effectiveness, benefits, and challenges in using Wordwall. The results of the study showed that teachers and students had a positive perception of the use of Wordwall. Wordwall is considered to be able to increase learning motivation, student involvement, and facilitate vocabulary understanding. However, there are also challenges such as limited internet access and technical constraints. This research also contributes to the development of technology-based learning strategies that are relevant and effective in the context of English learning at the junior high school level.

Keywords: Perception, Wordwall, Vocabulary, Teacher, Students

INTRODUCTION

In today's digital era, the use of technology in learning is an inevitable necessity. One of the challenges faced by teachers is how to integrate technology with effective learning strategies. Wordwall as an interactive learning medium is here to answer this challenge by offering interesting and fun learning activities. However, in practice, there is a difference m perception between teachers and students on the effectiveness of the use of wordwall in learning English vocabulary. Teachers may see Wordwall as a tool that can make learning more interactive and fun, but they may also face challenges in integrating these apps into the curriculum effectively, given the limited time and skills in usmg technology. On the other hand, students may be interested in the concept of educational games offered by Wordwall, but may find it difficult with the techmcal aspects of their use

Theoretically, perception plays an important role in the learning process, because the perception of teachers and students towards a medium can affect motivation, engagement, and learning outcomes. According to (Trianasari et al., 2024) Perception is the process of organizing and interpreting the stimulus received so that it becomes something meaningful and integrated in the individual. Further (Candrawati, 2022) states that perception consists of three main components, namely: cognitive component (knowledge and view of objects), effective components (feelings of liking or disliking objects), and conative components (tendencies to act towards objects).

In the context of learning, these three components are very important to analyze teachers' and students' perceptions of wordwalls to find out the extent of this medla being effective, useful, and what challenges arise m its use. This analysis is the foundation for the use

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of technology-based learning that is more adaptive and effective, especially in improvmg English vocabulary mastery at the junior high school level.

Several recent studies have examined students' perceptions of the use of wordwalls as a medium for learning English vocabulary. One of them is research by (Ariagam 2024) conducted at An-Nur Bululawang High School, Malang. This study shows that wordwalls make a positive contribution to improving students' vocabulary because of their interactive and fun appearance. Students feel more motivated and easier to understand the meaning of new words. In addition, this study also emphasizes that the use of wordwalls can form a constructive learning atmosphere while still supporting collaboration between students. A similar thing was discovered by (Nisa & Susanto, 2022) and (Azhari et al., 2023)), which shows that game-based interactive digital media, such as Wordwall, is effective in increasmg students' motivation, understanding, and interest m learning English vocabulary.

However, most of the previous research focused more on student perceptions unilaterally and was conducted at different levels of education, such as high school. Meanwhile, studies that combme the perceptions of teachers and students at the same time, especially at the junior high school level, are still very limited. In addition, challenges such as limited internet access, lack of teacher traming, and technical barriers to the use of wordwalls have not been explained in detail in previous studies. In fact, these aspects are very important to obtain a complete picture of the effectiveness of digital learning media in the context of junior high schools, especially in areas with limited technological facilities.

Thus, there is a gap between the previous study and this research, both in terms of object (junior high school level), the scope of the subject (teachers and students at the same time), as well as the technical and empirical aspects raised. Theoretically, this research also strengthens the importance of a perception approach that includes Effectiveness, Benefits, and Challenges in using the media. These three elements have not been elaborated in depth in previous studies. Therefore, this research is expected to be able to make a new contribution to the use of technology-based learning, as well as become a reference m overcommg the challenges of implementing digital media such as wordwalls in diverse learning environments.

RESEARCH METHODS

This study uses a qualitative approach with a descriptive study type. This approach was chosen because the researcher wanted to gain a deep understanding of teachers' and students' perceptions of the use of wordwalls in learning English vocabulary. The qualitative approach allows researchers to explore the effectiveness, benefits and challenges of the research subject more openly and in-depth through direct interaction.

The subjects in this study are English teachers and eighth grade students at SMPN I Sitiung. The selection of subjects is camed out purposively, namely by considering subjects who have direct involvement in the use of wordwall media in vocabulary learning. Teachers are chosen because they have a role in desigmng and implementing learning media, while students are chosen because they are the direct recipients of the learning process. The number of participants in this study included one teacher and five students from the same class.

The data collection technique is camed out through semi-structured interviews, which allow researchers to dig into Information in depth but remain directed according to the focus of the research. Interviews were conducted directly to teachers and students, With a guide to pre-arranged questions based on aspects of effectiveness, benefits and challenges in the use of wordwalls. The mam Instruments used are interview guidelines developed based on perception theory, as well as Key Aspects of the Use of Digital Media in Learning.

After the data is obtained, the analysis process is camed out through the qualitative data analysis technique of the Miles and Huberman model which includes three main stages, namely data reduction, data presentation, and conclusion drawn/verification. The data obtained from the interwew results are reduced to filter relevant information, then presented in narrative and thematic form according to the analysis category, such as teacher perception and student

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perception. Finally, the researcher draws conclusions based on the pattern of findings that emerge to answer the research question.

RESULTS AND DISCUSSION

The results of the interviews showed that students responded positively to the use of wordwall in vocabulary learning. Most students state that wordwall helps them remember new vocabulary more easily, as presentmg material through interactive games makes learning more enjoyable. In addition, wordwalls are considered to be able to increase student participation in class activities, encourage them to be more active, and help develop critical thinking skills. Students also feel more challenged and motivated because this media presents learning in a competitive quiz or game format.

On the other hand, the benefits ofwordwall are considered to provide a more interesting and less boring learning experience. Students feel happy because this media can be accessed through their respective mobile phones and used independently outside of class hours. This reflects the technology-based self-learning approach as stated by (Isnanto et al., 2024), which emphasizes that the use of digital media can foster students' learning independence and provide the freedom to learn anytime and anywhere. The teacher also revealed that the use of wordwall is very helpful in conveying vocabulary material efficiently and interactively. This media supports a more varied learning process and allows teachers to measure student understanding directly through the evaluation features available in the application.

However, the researchers also found several challenges that need to be considered. One ofthe main obstacles is the limited stable Internet access, both at school and at students' homes. In addition, not all students have personal devices such as mobile phones or laptops to access wordwalls. From the technical side, some students have difficulty understanding certain game features in the app. Teachers also admit that it takes time and special traimng to master the optimal use of this media. This is in line With the findings (Susianita & Riani, 2024), that technology-based pedagogic competence is the main demand for teachers in the digital era, and training is a crucial aspect in supporting the integration of digital media in learning.

Based on the above statement, the results of the study show that the perception of teachers and students towards the use of wordwalls is positive, both in terms of effectiveness and benefits in learning English vocabulary. However, the success of using wordwalls is highly dependent on the readiness of infrastructure, the digital capabilities of teachers and students, and support from schools. These findings show that wordwalls can be an Innovative learning medium if implemented With careful planning and technical support.

CONCLUSION

Based on the results of the research on the analysis of teacher and student perceptions of the use of wordwall in learning English vocabulary in the eighth grade of SMPN I Sitiung, it can be concluded that the perception shown m general is positive. Wordwall is considered to be able to increase learning motivation, student involvement in learning, and make it easier to understand English vocabulary. Teachers appreciated the interactivity offered by wordwall, while students showed high enthusiasm when palticipating in learning using this medium. However, this study also found several challenges in the implementation of wordwall, including limited internet access, techmcal obstacles such as inadequate devices and students' difficulties in understanding the features of the game. This obstacle is an important concern so that the implementation of digital media can be more optimal.

As a recommendation for further research, the researcher suggested that similar studies be conducted With a wider scope, both in terms of the number of participants and the location of the school, so that the results obtained are more representative and can be generalized. Further research can also use quantitative approaches or mixed methods so that the results are not only descriptively deep, but also statistically measurable.

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However, this study has limitations on the scope of location and number of participants, which only involves one school and a descriptive qualitative approach. Therefore, these findings provide an in-depth picture but cannot yet be generated to the entire population. However, this limitation does not diminish the value of the findings, but rather serves as a starting point for further research that can expand the context and approach. Overall, the results of this study reinforce the importance of the use of digital media such as wordwall in English learning m the digital era, and show that the integration of technology in education can be well accepted and have a positive impact on the learning process.

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