



STUDENTS' PERCEPTION ON THE IMPLEMENTATION OF WORDWALL

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ABSTRACT

This study explores the impact of word walls in enhancing student learning motivation, addressing factors both internal and external to students. The purpose of this research is to examine student perceptions of the application of word walls. A qualitative approach was used, involving questionnaires and interviews as data collection instruments. The research respondents consisted of 33 tenth-grade students from SMA Negeri Plus Banyuasin III. The results indicate that word walls play a significant role in boosting student interest in learning, expanding vocabulary, and supporting the acquisition of new knowledge through reading books. Additionally, word walls contribute to the development of students' reading, writing, and speaking skills. Based on these findings, it is concluded that word walls are an effective tool for motivating students to engage in their learning process. It is recommended that educators consider incorporating word walls into their teaching strategies to improve student engagement and language development.

Keywords: Perception, word wall, English.

1. INTRODUCTION

Perception is a psychological process through which individuals interpret and respond to sensory stimuli, leading to either positive or negative reactions (Lusi, 2021; Agung & Surtikanti, 2020; Akram et al., 2022). This process involves the five senses – sight, hearing, taste, touch, and smell—which contribute to forming unique perspectives that shape individual responses. Perception varies among people due to differences in sensory interpretation and cognitive processing, with some individuals viewing experiences or objects positively, while others may perceive them negatively. These perceptions significantly influence behavior, guiding actions and decisions.

In educational contexts, perception plays a crucial role in shaping student attitudes, behaviors, and engagement. According to Diana et al. (2023), student perception refers to how students view

events and interactions in the classroom during the learning process. These views, shared through opinions with teachers and peers, reflect students' feelings and understanding of their educational experiences. Agung et al. (2020) and Pardede (2020) highlight that perception is shaped by data processing influenced by sensory stimuli, and can be affected by both internal and external factors. Internal factors include personal motivation, habits, and attitudes, while external factors involve the surrounding environment and social influences (Ratri et al., 2022; Kaforina et al., 2023; Putri et al., 2023; Herdina & Ningrum, 2023).

In education, tools like Wordwall are increasingly used to shape positive student perceptions of learning. According to Khairunisa (2021) (in Nisa, M. A., 2022, p. 142), Wordwall is an interactive, game-based digital platform that incorporates quizzes, visuals, and sound effects to

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present educational content in creative ways. This approach not only simplifies student assessment for teachers but also makes learning fun and engaging for students. Sherianto (2020) (in Wafiqni, N., 2021, p.70) describes Wordwall as a versatile tool for teaching, learning, and assessment. It provides a user-friendly interface with a variety of pre-designed templates, allowing educators to adopt innovative teaching methods. Additionally, Wordwall's accessibility across multiple devices, including computers, tablets, and smartphones, makes it easy for students to engage with the content independently, promoting autonomy and inclusivity (Lestari, 2021, in Nisa, M.A., 2022, p. 142).

In summary, perception plays a significant role in shaping student engagement and behavior in educational settings. Tools like Wordwall contribute to creating positive perceptions by offering interactive, accessible, and engaging learning experiences, addressing both internal and external factors that influence perception. This enhances the overall educational experience, making learning both enjoyable and effective for students.

2. LITERATURE REVIEW

Perception is a psychological process where individuals interpret sensory stimuli through their five senses, leading to either positive or negative reactions (Erin & Maharani, 2018, in Putri, 2022). It shapes responses and behaviors, as people form impressions based on their experiences (Soko, 2017). Perception can vary among individuals, as different sensory interpretations lead to diverse views on the same stimuli, which in turn influence actions (Zainura, 2019; Aleksius et al., 2022; Muhtar et al., 2021). In educational settings, student perceptions are crucial for shaping learning outcomes and engagement, particularly in evaluating program success (Novita, 2019; Nazara, 2017; Osakue et al., 2011; Daar et al.,

2023). These perceptions are influenced by both internal factors, like motivation and attitudes, and external factors, such as peer interactions and the learning environment (Ratri, 2022). Furthermore, perception is also shaped by personal experiences and expectations (Robbins et al., 2017).

WordWall, an interactive, web-based platform, is an effective tool in education to foster positive perceptions. It offers various activities like quizzes and word searches, enhancing student engagement and learning experiences (Ninawati, 2021). The platform's customization options and accessibility make it versatile for different teaching needs (Kurniasih, 2021). Although it may require some technical skills, its strengths—such as fostering creativity and making learning enjoyable—make it valuable in modern classrooms (Mujahidin et al., 2021). Overall, WordWall helps create engaging, interactive, and inclusive learning environments, improving student motivation and academic performance.

3. METHODE

This study used a descriptive qualitative design to explore student perceptions, employing questionnaires and interviews as primary data collection methods. The research was conducted at SMA Negeri Plus Banyuasin III with Class X2, which implemented the WordWall program. The sample included 33 students selected through purposive sampling, focusing on those actively using WordWall. The data collection began with a questionnaire containing 25 closed statements to capture students' perceptions based on their experiences. This was followed by interviews with selected students, chosen based on their questionnaire responses, to gain deeper insights into their perspectives. The interviews were semi-structured, allowing flexibility to explore students' views in more detail. This combined approach of

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structured questionnaires and open-ended interviews provided a comprehensive understanding of students' experiences and the factors influencing their perceptions of the WordWall program.

4. RESULT

Enhanced and Expanded Paragraph

The students in this study expressed positive perceptions about the use of word walls, as evidenced by both questionnaire and interview responses, including teacher interviews for validation. The data analysis revealed consistent student perspectives, all centered around the key idea that word walls play a significant role in improving reading skills. This is largely due to the interactive nature of word wall activities, where students engage in discussions, listen to peers, and take notes on new vocabulary. Word walls also help spark students' interest in specific subjects, increasing their engagement with academic content.

These findings align with sensory indicators, particularly sight and hearing, as described by Doruk et al. (2021), who note that perception involves recognizing stimuli through sensory input like sight and hearing. In this study, the visual and auditory interaction with word walls enhanced students' learning experiences. This is consistent with Santoso et al. (2017), who stress the importance of literacy programs in boosting students' reading interests and abilities. Thus, word walls are essential not only for improving reading skills but also for fostering overall literacy development.

Additionally, word walls receive strong support from schools, teachers, and parents. Schools back the initiative through their PESAT literacy program and provide resources like computers and laptops for students to present their reading outcomes. Teachers and parents also support students by offering guidance. Despite challenges like time constraints, schools have

implemented structured timelines to address these issues. Word walls have been shown to enhance various skills, including reading, writing, and speaking, as indicated in interview findings. These results reflect Sutisna & Vonti's (2020) research, which defines literacy as the ability to access, understand, and apply information through activities such as reading, listening, writing, and speaking. Furthermore, word walls help students gain valuable insights from motivational and self-development books, which are often applicable to real-life situations.

5. CONCLUSION

This study concludes that students have largely positive perceptions of word walls, viewing them as effective tools for enhancing knowledge acquisition and fostering new interests, especially in reading. Word walls not only aid in literacy development but also receive strong support from schools, which provide the necessary resources, and from teachers and parents, who offer encouragement and guidance. Based on these findings, several recommendations are made for schools, students, teachers, and future researchers. Schools are encouraged to implement structured literacy programs within the academic schedule. For students, word walls can help nurture new interests and hobbies related to literacy. Teachers can utilize word walls as an effective teaching tool to boost student engagement and promote active learning. Lastly, future research is recommended to focus on teachers' perceptions and experiences with word walls to gain additional insights and address gaps in existing studies. The students in this study not only had positive perceptions of word walls but also actively engaged with the material by listening to peers and taking notes on new vocabulary. Word walls serve as a valuable tool for increasing students' interest in specific subjects, further contributing to their academic engagement.

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