STUDENTS' PERCEPTIONS TOWARD THE USE OF WORDWALL AS A FORMATIVE ASSESSMENT IN ELT

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ABSTRACT

This study is to investigate students' perceptions about using Wordwall media as a formative assessment tool in learning English at SMP Negeri 37 Semarang. The subject of this study is 32 students of class VII H of SMP Negeri 37 Semarang in 2023. The data collection method uses questionnaires and interviews. Questionnaires were distributed to determine students' understanding and interviews were conducted to obtain in-depth responses so that the researchers could better describe and analyze students' perceptions of the Wordwall application as a learning tool. The results of this study show that almost all students are interested in using Wordwall as a formative assessment tool because it is easy to use, has an attractive design, and a variety of questions that made students want to use it. It can be concluded that the Wordwall can be used as an assessment tool in the future.

Keywords: *Students perception; Wordwall; Formative assessment*

A. Introduction

English is an international language because it is used all over the world (Brown, 2000). English is an important language because many people from different countries use it as an international language to communicate with others, and a way to connect knowledge, science, technology, politics, and education. Students must master four fundamental language skills to communicate effectively in English. English is considered one of the difficult most subjects so it requires fun media in learning. In the current era of education, technology is developing very rapidly, especially in the world of education. After the Covid-19 pandemic forced education to carry out online learning so technology and media helped the process of teaching and learning activities. Since then until now the existence of technology has made it easier for teachers to use the media in it for learning, especially learning English. Teaching English, teachers need strategies, methods and things that are able to develop things that suit the needs of students. In addition, appropriate teaching aids must be used to increase student motivation during the learning process

(Aini, 2013). If a young English teacher does not use the right media in teaching, students can lose interest and reduce their motivation to learn (Permana, 2020). A teacher should find fun teaching materials and interesting learning activities that can make young people learn. motivation even in online learning situations.

Wordwall is a rich web application that provides message boards with a variety of topics and activities, including games as study aids. Wordwall offers many templates or word books with different game activities such as matching, quizzes, crosswords, search games, word search, anagrams, maze chase, etc.

Media plays an important role in running the teaching and learning process. Media is a tool that is prepared and introduced into the classroom by the teacher to support teaching and learning where it can receive instructions and motivate students to learn as an implementation (Fatimah, 2020). Therefore, learning media is projected to assist teachers in presenting lessons more clearly and interestingly for students to follow (Reiser, R. A., 1996). The use of media in teaching and learning has been found to have several advantages. Media can be part of an active learning plan such as a group discussion or study. It can engage students, aid in student knowledge retention, stimulate interest in the subject, and demonstrate the importance of multiple perspectives. Media can also be used to increase the effectiveness of formative assessment in ELT, as demonstrated by using Wordwall as a formative assessment tool (Mazelin et al., 2022). Many learning media are used to support learning such as Wordwall.

. Wordwall is one of application gamification can be used as of a medium for learning. As stated by Umayah (2021), namely: This application provides 18 templates that can be accessed for free and users can change activity templates from one activity to another easily.In addition, games that have been made can be sent directly via whatsapp, google classroom, or others via the link. The way of making it is very easy and playing it is also very easy and fun so that students can learn while playing. Gamification is the process of adding game elements to something in this case education to increase motivation to do it. According

to Kapp, K.N (2012) said that gamification refers to the use of game-based techniques and game concepts to engage students in motivation, action, enhanced learning, and problem solving. Gamification plays a role in the game, including points, badges, challenges, leaderboards, rewards, incentives, etc. and incorporate it into the curriculum to motivate students to a higher and more meaningful level of engagement. Based on this gamification, it can be used as a research and analysis tool (Handoko et al., 2021). One of ways for assessment tool is for formative assessment.

Formative assessment refers to a type of assessment that is used during the learning process to gather information about students' understanding, knowledge, and skills. Unlike summative assessment, which occurs at the end of a unit or course to evaluate students' overall performance, formative assessment is ongoing and aims to provide feedback and support for students' learning and growth. Formative assessment in educational settings serves multiple purposes. It helps teachers identify students' strengths and weaknesses, determine their progress, and make informed instructional decisions to enhance learning. Additionally, formative assessment allows students to monitor their own learning, identify areas for improvement, and actively participate in the learning process. Formative assessment is an essential component of English Language Teaching (ELT) that helps teachers to evaluate students' learning progress and adjust their teaching strategies accordingly. English Language Teaching (ELT) refers to the teaching and learning of English, especially for non-native English speakers (Hall, G., 2020). According to Dafouz, E. & Gray, J. (2022) ELT is a field of study that focuses on developing language skills, including speaking, listening, reading, and writing, to facilitate communication in English-speaking countries and by speakers of English as a second or foreign language worldwide. Llurda (2017) ELT is an important tool for communication in many fields, including business, science, and education.

ELT involves the use of a variety of teaching methods and materials, including textbooks, multimedia resources, and language learning software (Wachyudi, 2019) . The field of ELT has undergone

significant changes over the years, with shifts towards communicative language teaching and a task-based approach to language teaching (Galloway, N. & Ruegg, R., 2020). Schmidt-Unterberger, B. (2018) The use of technology in ELT is also becoming increasingly important, with the development of online learning platforms and the use of social media for language learning. With the advancement of technology, various digital tools have been developed to enhance the effectiveness of formative assessment. One such tool is Wordwall, a web-based application that provides interactive activities to engage students in language learning. This article aims to explore the use of Wordwall in ELT and its impact on students' engagement and learning outcomes.

Several studies have investigated the effectiveness of Wordwall in improving students' engagement and learning outcomes in ELT. For instance, a study by Darliani & Agustina, (2019) found that the implementation of the Word Wall strategy in teaching writing descriptive text improved the students' writing skills. Another study by (Jasmine, J & Schiesl, A., 2018) showed that the use of Word Walls and Word Wall activities improved the reading fluency of first-grade students.

In addition, a study by (Siti, N. A et al., 2021) investigated the use of Wordwall to improve students' engagement in an ESL classroom. The results showed that Wordwall increased students' motivation and participation in learning activities. Similarly, a study by (Sari, N. P et al., 2021) found that EFL students perceived Wordwall as an effective tool for learning English grammar.

Overall, these studies suggest that Wordwall can be an effective tool for formative assessment in ELT, enhancing students' engagement and learning outcomes. This article aims to provide a comprehensive review of the literature on the use of Wordwall in ELT and its impact on students' learning.

Previous related studies have been conducted first come from (Arsini et al., 2022) Hospitality School Students' Perception on the Use of Wordwall to Enrich Students' Work-Ready Vocabulary Mastery. The method used is qualitative and data was collected from 10 respondents who were selected to have work

qualifications during the study, and still participate during the process. The data from the survey showed that students are very enthusiastic about learning vocabulary through the Wordwall app. This app offers a variety of creative and interactive games.

The second previous related studies by (Paksi et al., 2023) research on Teacher Perceptions on the Use of the Wordwall.Net Applications an English Vocabulary Learning Media. This research methodology is used to describe research with quantitative methods. The data source is the teachers from SD Negeri Makassar 06, East Jakarta. Data was collected using a questionnaire. The questionnaire data is edited, analyzed and translated. This study revealed the teachers' true understanding of using the Wordwall.net tool as a method for learning English. This study concluded that teachers are satisfied with the Wordwall learning system for teaching English.

In contrast to this research, this research addresses the gap in students' perceptions of Wordwall as a formative assessment tool. The researcher also believes that there is not much related research talking about the use of wordwalls as a medium for assessment. Meanwhile, many studies examine about Wordwall as a medium to enhance one of them student skills such as increasing student vocabulary, student writing skills, and others or trying to find the effect of using Wordwall on student learning outcomes.

Through this research, researchers hope to be able to make a research contribution to teachers to innovate using the Wordwall application not only as a learning medium but as an assessment tool, especially in formative assessment.

Based on the background above, the researcher tries to examine "How are students' perceptions after using Wordwall web-based application as an assessment tool for learning English for seventh grade students at SMP Negeri 37 Semarang?". By doing this research, it is expected that it will be useful for students, especially in the English test to make them more effective, interesting and useful and useful value for measuring and evaluating results

B. Method

The type of research is descriptive qualitative. Qualitative research is a well-established tradition in the study of management, many authors argue for its ability to provide a detailed description and description of the situation for many challenges that are currently facing the management system of the time. Creswell (2018) stated that that qualitative research is based on text and image data, including special methods and data analysis, and draws different types. The subjects are 32 students of class VII H at SMP Negeri 37 Semarang in the academic year 2022/2023. The research was conducted on June 14th 2023, In collecting the data the writer used some instruments they were :

1. Questionnaire

   In this research questionnaire is include 19 questions and 4 validity are strongly agree, agree, disagree, and strongly disagree. The questionnaire Indicators of this research are as follows:

Table 1. Questionnaire indicators

Factor	Indicator	Question number
Internal	Interest	1,2,3,4,5
Eksternal	Usage	6,7,8
	Wordwall Display	9,10,11,12,13
	Question Variations	14, 15,16
	The effectiveness of the wordwall as an assessment tool	17,18,19

2. Interview

Interview is a dialogue conducted by the interviewer to obtain information from the interviewer. In this research, there are 14 questions. Interview had been used to support the questionnaires and constructed to follow the same outlines in the questionnaires. Interviews are used to delve deeper into data and examine ideas. The researcher used semi-structured questions in this study because the The researcher could delve further into the general data and learn more about the responses of the students. Here is the data analysis method for the second instrument, the interview.

The method under consideration is as follows: (1) data reduction, (2) data display, and (3) draw inferences.

interviews (semi-structured), and structured interviews. Open interviews

have an open answer, while structured interviews have determined answers. In this research, semi-structured questions were chosen to explore deeper information and student

responses. Data analysis techniques include data reduction, data presentation, and drawing conclusions. A questionnaire was used to determine students' perceptions of using the Wordwall application as an assessment tool at SMP Negeri 37 Semarang. The results were analyzed using the formula in the explanation.

C. Result and Discussion

Questionnaire outcome

The results of data processing from the Google Forms App data processing application were obtained by distributing online questionnaires to 32 students. The online questionnaire contained 19 closed-ended questions. We can learn the following:

Table 3. Result questionnaire Perception influenced by internal factors

No	Question	Percentage			
		SA	A	D	SD
1.	I am excited about taking exams/tests	21,9	50	25	3,1
2.	I am interested in the type of Assessment given by the teacher	21,9	53,1	21,9	3,1
3.	I am very enthusiastic about taking daily tests/tests.	15,6	43,8	40,6	
4.	I am always ready to take the daily test/test	12,5	43,8	34,4	9,4
5.	I do the questions seriously	40,6	50	6,3	3,1

Based on table 3, it can be seen that some of the average student responses agree with statements about their moods and interests. From the table it can be concluded that students agree that they are interested in the research tools provided by the teacher. Enthusiasm, enthusiasm, preparation and high importance that motivates their interest in higher level exams. This is followed by the results obtained from comments regarding their preference for using wordwalls as an assessment tool.

Table 4. Result questionnaire Perception influenced by internal factors

No	Question	Percentage			
		SA	A	D	SD
6.	I am interested in using Wordwall application	46,9	46,9	3,1	3,1
7.	I found no difficulty when using the Wordwall application as an assessment tool	37,5	53,1	9,4	
8.	I found no difficulty	40,6	53,1	6,3	

	when using the Wordwall application as an assessment tool				
9.	The Wordwall application interface is attractive	50	46,9	3,1	
10.	The Animation display in the Wordwall application is very attractive	56,3	43,8		
11.	The appearance of the font in the Wordwall application is attractive and easy to read	56,3	40,6	3,1	
12.	The color display in the Wordwall application is very attractive	46,9	43,8	6,3	3,1
13.	The images displayed on the application are interesting to see	50	43,8	3,1	3,1
14.	The questions in the Wordwall application are varied	46,9	43,8	9,4	
15.	The variations of questions in the Wordwall application are interesting	46,9	50		3,1
16.	The questions that display are easy to do	34,4	59,4	3,1	3,1
17.	This Wordwall application is interesting to use as an assessment tool	50	43,8	6,3	
18.	The Wordwall application is interesting to use for English quiz	56,3	37,5	3,1	3,1
19	The Wordwall application	37,5	56,3	3,1	3,1

	is interesting to use for English quiz				

SA : Strongly Agree

A : Agree

D : Disagree

SD: Strongly Disagree

This can be seen from the respondents' answers to four questions related to the use of wordwalls as a research tool. In terms of usability, the average respondent agrees and agrees. On average, the informants agreed with the statement about the use of the Wordwall tool which expressed their interest in the ease of use of the Wordwall tool as a research tool.

Introducing the Wordwall application. Respondents on average strongly agree and agree with the indicators regarding the effectiveness of the Wordwall application. The visual elements displayed in this Wordwall application such as interface design, animation, color, font style and images attracted the attention of many informants. The difference is in the questions. The following comments on the Wordwall application are about various questions in the Wordwall application, and three comments are presented on the questionnaire, namely the variety of questions, the interest of the various questions asked, and the ease of use. and every change. questions asked. The average respondent chose strongly agree and agree.

Effectiveness of Wordwall as an Assessment Tool This presentation demonstrates the use of Wordwall as an assessment tool, with statements detailing the use of the Wordwall tool during daily tests, quizzes and semester tests. The average informant chose to strongly agree with the use of this tool as a research tool. According to the results of the questionnaire, students were interested in the tools used for research. If this application is used in daily tests and quizzes the average student is good.

Interview outcomes The following data collection method employs interviews with probing question types to learn more about the questionnaire that has been provided. The researcher chose four informants at random from one class. The results of the interviews from the four question indicators are:

Table 5. Interview results

No	Indicator	Description	Example
1.	Usage	students are interested in Wordwall Applications and the like using the Application. Easy to use and found no difficulties when using the wordwall application. There are no barriers to using the app for students, making students easier for them to use.	No, I didn't find any difficulties when using the wordwall app as an assessment tool because I have used it proficient Yes, I am interested in using Wordwall because it is very easy to access and use

2.	Display	students said the interface presented was very interesting for studentsseen. The animations are cool and like a quiz game which adds to the fun they are interesting. The colors on the application display are also very colorful and bright. Display with a clear, large, and easy-to-read font style for students. Likewise, the students' responses to the pictures presented were clear and very helpful for them in filling out the questions.	Yes, the animationis very attractive and interesting that makes me enjoying the application. Yes, the font is not too small but also not too big. It is easy to read
3.	Question Variation	Students stated that the questions were very different from what was normally given, the varied questions kept them from becoming bored and were simple to complete.	Yes, the questions is variating based on our knowledge Yes, the variations of the wordwall app's are interesting
4.	Wordwall as an assessment	Students stated that they were interested in using the Wordwall application as a tool for grading daily quizzes and tests. It transforms the previous assessment tool into a fun assessment tool that can inspire them to learn, giving them something new.	Yes, It is. Using wordwall as an assessment tool is interesting to use in future. Yes, this is. wordwall app is interesting to use as an assessment tool.

Based on the interview of the question of the result of using the display. They like to use this application because of the presentation of animations and displayed images, according to the conclusion of the above-mentioned interview about the usability of the Wordwall application in general. These studies focused on the challenges informants faced when using the Wordwall tool, especially when answering questions. In fact, some informants find the application difficult to use because it is based on quiz games. When you use this wordwall app, other ideas don't seem hard at all. The third question concerns the ease of use of this program. On average, informants responded that the tool was easy to use because it was designed to be easy for them to use. Another idea is that because this application has

instructions and instructions in English, some students may be confused when using it. As a result, informants need constant care and guidance when using this tool.

Based on the indicators shown in the interview questions. A lot of positive feedback was received based on the results of the interviews and the second presentation about the appearance of the wordwall application. The presentation of the interface in the wordwall application has received positive comments. The informants, on average, answered that they were interested in the reason why the appearance spoiled their eyes and the interface presentation that inspired their interest. In addition, the informant responded positively to the animated presentation presented. Programs offered are tailored to their age and school level. The colors shown in this application are also very acceptable. On average, the informants responded that the colors shown stimulated their interest, and that the colors shown could even stimulate their learning. In addition, the informant responded to the presentation of the font that is included in the application. On average, informants responded to the presentation of attractive letters. The font is simple and non-sticky so it's easy to read. Including the images shown in this application, the average person is very informative help with displayed images while filling out questions.

Based on the interview of the question the result of the presentation is different from the question. From the results of the interview mentioned above and the different questions in the wordwall application, it is clear that all the respondents answered the question in different ways. They are more motivated and excited to work on the questions because of the variety of questions that are provided. They also liked the Wordwall quiz. However, there are some issues with informants who fill out these questions, such as a difficult informant when you run the application to fill in the questions and the need for guidance when you - Fill in the questions these Wordwall as a assessment tool, If this tool is used. as an assessment tool, such as daily tests or questionnaires, agree with the average informant. Individual factors influence perception by providing external stimuli that individuals receive from the outside to create acceptance that determines perception. The text of

the Wordwall application as a research tool is based on the responses of the respondents to the given stimuli. Based on the survey, students have chosen the Wordwall app as a creative assessment tool, such as daily tests and quizzes.

D. Conclusion

Through this research it can be explained how students understand the use of Wordwall as a formative research tool for grade 7 students of SMP Negeri 37 Semarang. This can be seen from the students' responses to the positive words in the interview, and on average they answered well in the wordwall application. They fully agreed that they were interested in using the app as a future assessment tool such as for daily tests and quizzes. This is evidenced by interviewing several students. The indicators in this questionnaire are defined as questions to get more open responses from respondents. The average reviewer says that this application is easy to use, fun, looks good and has a variety of questions. So students like to use this application as another research tool using smartphones. It can be suggested to use a word wall as a tool to improve student learning, so that students feel comfortable and calm during exams and the need for teacher skills and professionalism in applying word walls to increase thinking and creativity. in question. design. The effective use of the words wall and performance will assist in evaluating the implementation of learning materials.

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