

STUDENTS' PERCEPTION TOWARDS WORDWALL AS AN ONLINE ASSESSMENT PLATFORM IN TEACHING ENGLISH AT MTS ALIF LAAM MIIM SURABAYA

1st Muhammad Naufal Ilyas Saputra and 2nd Ahmad Syafi'I 3rd Haris Dibdyaningsih
1st Al-Abidin Elementary School 2nd3rd STKIP Al-Hikmah

Yogyakarta, Indonesia

Naufal01@gmail.com

Abstract: The aim of this research is to know students' perception towards wordwall as an online assessment platform in teaching English at MTs Alif Laam Miim Surabaya. Perceptions is individuals organize and interpret process their sensory and impressions to get a conclusion about something to their society. This research was conducted at MTs Alif Laam Miim Surabaya and the subject of the research were students from IX B class. This research applied descriptive research. Technique of collecting data used in this research were share a questionnaire and do an interview. The data were analyzed in three steps; (1) collecting data, (2) data reduction, (3) display the final data. Due to the research and discussion, it can be concluded, that perception of students is trend to the positive perception, based on data showing 16 out of 25 students have a positive perception, 8 students are positive, and 1 student is trends to a negative perception. The findings in this study include; (1) Students feel happy and amazed when using Wordwall, (2) Students want to use Wordwall in the future, (3) There is a growing competitive aura among students, (4) Students feel more enthusiastic during Wordwall sessions, (5) Students find Wordwall easy used, (6) Wordwall features are attractive to students, (7) Wordwall has an attractive appearance for students..

INTRODUCTION

Technology-based learning media is growing day by day. The availability of these educational resources can motivate students to take an interest in the process of learning English. Even though, fun learning media is required to maximize learning and fun media also technology cannot be separated.

Fun media can also give student meaningful learning. Issham (2016) said that one of the driving forces behind the utilization of mobile learning in education is the growing use of mobile devices by the current generation of learners. Many scholars define online games in learning as the integration of game thinking and game mechanics (Takahashi 2010; Bakhsh 2016; Chapman & Rich, 2018). With the establishment of online learning, schools are required to maintain the quality of their students so that they are not degraded. In their research, Abdul Aziz Fakhruddin (2021) stated, a language is a communication tool used to meet one's needs. Changes need to be made so that the learning process can run well. One aspect that needs to be considered is the use of teaching media that is displayed to students.

There needs to be an adjustment in choosing learning media. If it is still implemented in schools with face-to-face learning, teachers can easily display their teaching media to support the teaching and learning processes. Moreover, in teaching English required a reading comprehension to promote students' understanding. Reading is a necessary component of the language acquisition process. One program, branded Wordwall, is said to be capable of helping students acquire and

expand their reading. The Wordwall application is a website-based online program that can use as both a teaching tool and an assessment.

In this 21st century world, English will still play vital roles and gained more prestige in education (Suhendi, 2017). Suhendi added that learning English in the twenty-first century also requires developing communication and teamwork abilities. Teachers should also encourage pupils to be lifelong learners and focus on their critical thinking and problem-solving skills in the twenty-first century. Furthermore, the illiterate of the 21st century will not be those who cannot read and write, but those who cannot learn, unlearn, and relearn Toffler (2014).

Students will feel more motivated to learn English, especially in reading, and will have an outstanding learning experience with an intriguing page display with a variety of colors. Additionally, by creating questions with presumed, the Wordwall application makes it incredibly simple for teachers to acquire and customize English reading content. As long as they are linked to the internet network, students are also permitted to use their own devices, such as computers or gadgets.

One of the question models that can be made by the teacher is a question which is limited to a certain time. For example, in reading questions about animals. The teacher can choose a picture of a cow that is already available in the Wordwall application then attach a question, as well as set the time limit for students to answer the question. In addition, there are features such as the original sound of a cow that will appear when students click on the image of a cow and also other sounds when pressing another image. Students' results are also automatically visibly shown, categorized by points for accurate answers, and given bonus points for answering quickly. Students'

passion for responding to Wordwall questions may be stimulated by this topic. The Wordwall app is designed to provide students a memorable and enjoyable English reading lesson with a variation in a class.

Every single thing that made by human has an advantage and a weakness. Wordwall is an attractive and colorful media that makes students always motivated to learn more. The students will not feel bored quickly because even though they are studying, they are like playing the games they used to play. As well as Syafiqah Hasram (2021) statement in her journal, “This game is accompanied by colorful pictures to help retain players’ attention, association of words with images, strengthen the memory of spelling as well as support the understanding of word meaning directly and indirectly. The design of the Wordwall encourages the use of mobile and gamified learning in class as a teaching aid and serves as supplementary material to encourage fun and independent out of-class learning.” The online game integrates thinking and game mechanics to solve pupils’ problems and engage them in interactive learning (Bakhsh, 2016; Chapman & Rich, 2018).

A game-based of its protocol promotes an atmosphere of fun learning. Unfortunately, there is one drawback that we will encounter when using this Wordwall platform. This application can be used in full if we buy and create a licensed account. When we have an official account issued by Wordwall, we will be able to create media with various models available in Wordwall. Meanwhile, when we only create an account for free, such as a Google account, then we can only use a

maximum of five game models to create learning media or assessments. Moreover, although it can be accessed every time and everywhere, the application can't be accessed without an internet connection. But don't be sad, because there is one solution that can be applied so that we can use more than five game models. We can create more than one Google account which we can later use to login to the Wordwall application. If one account has reached the maximum usage limit, then we can switch to our other account. However, given the various scenarios, conditions, and school requirements, not all of them can or should be practiced. Especially while teaching English, which contains a large amount of foreign terminology. In Short, teacher still be able to provide a meaningful learning for our students and give some variations with a game-based learning assessment. The perception that raised on the class that using Wordwall as a learning and assessing media can be concerned to make a better teaching process. Andreani and Ying (2019) found that interactive online game has succeeded in enhancing the language learning experience for low proficiency EFL elementary learners.

LITERATURE REVIEW

Speaking, one of the four essential language skills in English (listening, speaking, reading, writing), is frequently utilized to evaluate an individual's language competence and performance. It involves articulating sounds and expressing words with the aim of conveying ideas, feelings, thoughts, beliefs, or needs. Speaking is widely considered the most crucial skill to master in language learning, with Pakpahan & Gultom (2020) highlighting its importance as a key aspect of language acquisition. Consequently, speaking holds significant value as it enables individuals to engage in conversations, share ideas, and exchange information with others.

In the process of learning to speak, the development of communication competence and improvements in pronunciation, intonation, grammar, and vocabulary are essential (Natsir, 2016). Nunan (1991) underscores that the ability to engage in conversations in a second or foreign language is the most critical aspect of language learning, with success measured in terms of this proficiency. Thus, learners of English are encouraged to actively participate in effective oral communication.

The development of productive skills/output is inherently connected to the development of receptive skills/input, as the two mutually support each other. In this context, the quality and quantity of spoken language produced by students depend on their proficiency in listening to others speak in English. According to Harmer (2001), the learner's generation of language, coupled with observing its reception, contributes to the learning process, transforming output into input. The relationship between speaking and listening is intimate, influencing each other in conversational use. Harmer identifies elements in speaking, encompassing language features (connected speech, expressive devices, lexis and grammar, negotiation language) and mental/social processing (language processing, interacting with others, on-the-spot information processing).

These elements often evoke self-consciousness in English foreign language learners, leading to feelings of anxiety when speaking. The anxiety experienced during the process of learning to speak in English is commonly referred to as speaking anxiety.

Learners encounter specific challenges when it comes to speaking. Despite possessing an extensive vocabulary and proficient writing skills, a substantial number of learners still grapple with a

significant issue—the fear of making mistakes. This apprehension becomes particularly pronounced when they are required to perform in front of their peers, generating feelings of nervousness and unease. Consequently, learners who harbor this fear in the context of learning a foreign language may find their studies less enjoyable, impeding their progress in mastering the speaking skill. This phenomenon is commonly identified as speaking anxiety.

Indrianty (2016) considers speaking anxiety a formidable obstacle hindering language learners from attaining a high level of proficiency in speaking a foreign language. Drawing on Horwitz (1991, as cited in Indrianty, 2016), it is emphasized that students' anxiety about speaking a foreign language can significantly impact their performance, potentially affecting the quality of their oral language production and making them appear less fluent than they actually are. This underscores the importance for teachers to consciously foster a shared and supportive environment, encouraging students to take an active role in creating such an atmosphere.

Given the profound impact of anxiety on various facets of foreign language acquisition, it becomes crucial to identify students who may be particularly anxious in the classroom. This recognition prompted the development of the Foreign Language Classroom Anxiety Scale (FLCAS) in 1986 by Elaine Horwitz, Michael Horwitz, and Joann Cope (Horwitz et al., 1986). This scale serves as a tool to assess the level of anxiety students experience specifically in speaking situations.

Erdiana et al. (2020) outlined three distinct levels of anxiety: low or mild, moderate, and high or panic levels. In instances of low or mild anxiety, students may be either motivated or unmotivated to participate in classroom activities. Motivated students with low-level anxiety tend to actively engage in goal-oriented activities and display

heightened focus on their studies. Conversely, unmotivated students with low-level anxiety remain undisturbed by their studies and exhibit a nonchalant attitude in the classroom.

Moving on to moderate-level anxiety, students at this level typically experience a degree of nervousness concerning their studies and exams. They may find it challenging to concentrate independently and often require assistance, particularly from the teacher, to stay focused during lessons.

The highest level of anxiety, referred to as high or panic-level anxiety, is characterized by students exhibiting extreme concern about the lesson, particularly impending tests. These students may intensify their study efforts to alleviate their anxiety. However, some individuals with high-level anxiety may escalate to panic-level anxiety, rendering them unable to cope with the lesson or test even with guidance.

In accordance with Elis (1994, in Indrianty 2016), anxiety can be categorized into three distinct types:

a. Trait anxiety: Described by Greenberg (2006, as cited in Nur Aziza Al Hakim et al., 2019) as a broad spectrum of anxiety not tied to a specific stimulus, trait anxiety, as per Spielberger in Toth (2010, as cited in Nur Aziza Al Hakim et al., 2019), denotes "relatively stable individual differences in anxiety-proneness." This reflects the variances in individuals' tendencies to perceive stressful situations as dangerous or threatening and respond with an elevation in their state anxiety. Trait anxiety is ingrained in a person's personality, making it challenging, if not impossible, to overcome. Individuals with this characteristic are predisposed to nervousness across various situations, posing difficulties in language learning if anxiety becomes a trait (Indrianty, 2016).

b. State anxiety: Regarded as a constraint on and disruption of a person's emotional stability, state anxiety is either momentary or specific to particular stimuli (Greenberg, 2010, as cited in Nur Aziza Al Hakim et al., 2019). This form of anxiety, defined by Spielberger (1983, as cited in Indrianty, 2016), represents discomfort that substantially hinders a person's ability to respond positively to an event or in a specific environment. It is an apprehension felt at a specific point in time, triggered by particular circumstances. State anxiety is transient, emerging in reaction to a specific scenario, such as learners facing challenging conditions or events that induce anxiety.

c. Specific-situation anxiety: Refers to persistent and multifaceted anxieties triggered by a particular setting or event, such as public speaking, exams, or class participation (Ellis, 1994, as cited in Indrianty, 2016). Spielberger (1983, as cited in Indrianty, 2016) characterizes this anxiety type as an individual's tendency to be apprehensive in a specific time and situation. Specific-situation anxiety is a subtype of trait anxiety, manifesting in distinct scenarios. Consequently, linguistic anxiety can be categorized as situational anxiety.

Various reasons can lead to anxiety, as outlined by Horwitz et al. (1986), particularly focusing on performance-related anxieties, which include communication apprehension, test anxiety, and fear of negative evaluation.

1. **Communication apprehension:** This form of shyness is characterized by a sense of unease or fear when interacting with others. Tanver (2007, as cited in Indrianty, 2016) posits that personality traits like shyness, silence, and reticence often contribute to communication apprehension in various ordinary communication scenarios. These traits may even be part of a broader anxiety trait that permeates multiple aspects of an

individual's life. Learners experiencing communication apprehension often feel like they are being observed, anticipating judgment and scrutiny, which can evoke anxiety and hinder their ability to speak.

2. **Test anxiety:** This type of performance anxiety stems from a fear of failure. Sarason (1980, as cited in Horwitz et al., 1986) notes that students with test anxiety often set unrealistic expectations, viewing anything less than perfect test performance as a failure. Test anxiety is particularly prevalent during assessments, evaluations, and especially oral tests. Learners grappling with test anxiety may encounter difficulties throughout their English course as evaluations are a recurring aspect.

3. **Fear of negative evaluation:** This involves apprehension about others' assessments, avoidance of evaluative situations, and the anticipation of negative judgments from others. Watson and Friend (1969, as cited in Horwitz et al., 1986) argue that fear of negative evaluation, akin to test anxiety, has a broader scope as it can manifest in any social, evaluative scenario, such as job interviews or speaking in a foreign language class. Learners may fear negative judgments from teachers and peers, causing a decline in self-esteem in social settings.

Widhayanti (2018) identified several factors contributing to students' speaking anxiety in the classroom, encompassing the following eight elements:

Classroom procedure: Students experienced discomfort when required to speak in English within formal settings or faced individual speaking challenges. This anxiety was evident during individual presentations, public speaking, oral skits, spontaneous reactions, voluntary responses, group discussions, discussions in smaller groups (2-6 members), and discussions in larger groups (more than 6 people).

Students' beliefs: The expectation of flawless correctness, pronunciation, fluency, grammar, and overall proficiency in English heightened students' speaking anxiety.

Teacher's belief: Speaking anxiety among students was linked to the instructor acting as a judge, creating an uncomfortable classroom atmosphere, intimidating students, and displaying rudeness.

Self-perception: Students feared speaking in formal settings and worried about being labeled as "stupid" or receiving a poor grade, contributing to their anxiety.

Social environment: Limited exposure and opportunities to improve, along with factors like a loud audience and unexpected locations or situations, contributed to students' speaking anxiety.

Error in society: The fear of negative responses from both teachers and fellow students was identified as a significant factor in students' speaking anxiety.

Topic understanding: Inability to comprehend the subject matter, particularly when using someone else's research as a basis for presentation, increased speaking anxiety. However, when students chose their presentation topics, anxiety was perceived to be less, as they had a better understanding of self-selected material.

Cultural differences: Interaction with unfamiliar individuals caused anxiety among students, particularly when engaging with strangers they did not know previously. In another study by Fadlan (2020), various

factors contributing to speaking anxiety were highlighted, including fear of making mistakes, answering questions from participants, exam failure, inability to use appropriate vocabulary, fear of being the center of attention, lack of self-confidence, insufficient English proficiency, inadequate preparation and practice, poor pronunciation, inferior feelings, and lack of presentation experience. This finding was supported by Pratama et al. (2018), who emphasized that lack of confidence, preparation, fear of mistakes, and discomfort with being the center of attention contribute to students' anxiety in speaking in class. These research findings collectively indicate that speaking anxiety in students stems from diverse sources, ranging from internal factors such as communication apprehension, lack of self-confidence, and discomfort with attention to external factors like teacher beliefs, limited exposure and practice, a noisy audience, and English oral tests.

In accordance with Kondo and Yang (2004, as cited in Nur Aziza Al Hakim et al., 2019), students employ five strategies to alleviate anxiety before speaking in front of the class. These tactics include preparation, relaxation, positive thinking, seeking peer support, and resignation.

1. **Preparation:** Prior to speaking, students engage in diligent study and note-taking to gain a sense of control over their performance. This strategy enables them to plan their remarks and mitigate anxiety when facing the class.
2. **Relaxation:** Students purposefully relax their bodies before speaking, aiming to minimize nervousness and enhance their performance.
3. **Positive thinking:** This strategy involves redirecting attention from the stress of speaking performance by focusing on positive

and pleasant thoughts. It serves to bring relief to students by shifting their mindset.

4. **Peer-seeking:** Recognizing the significant impact peers can have, students seek help from their classmates to better understand the subject matter, thereby reducing anxiety. Shared experiences among foreign language students foster mutual understanding of feelings, including fear, nervousness, and worry.
5. **Resignation:** Some students, unwilling to take proactive steps to alleviate language anxiety, fall into this category. Resignation involves attempting to minimize the impact of anxiety by avoiding confronting the issue. For example, a student may choose to sleep in class or skip it altogether.

Pratama et al. (2018) conducted a study revealing that students employ strategies such as rehearsal, relaxation, visualization, gestures (to express feelings freely), and note cards (to maintain control and minimize nervousness) when performing in front of audiences. In a similar vein, Pappamihel (2002, as cited in Yasuda & Nabei, 2018) investigated Mexican-born middle school students in ESL programs in the United States, finding coping strategies like avoidance (not speaking in class), using friends as intermediaries (asking friends to respond in English), and pretending no one else was present. These strategies bear similarities to those identified by Kondo and Yang, suggesting that they are commonly employed by students facing speaking anxiety.

Nevertheless, when students confront speaking anxiety, there are various strategies they can refer to. Oxford (1990, as cited in Widhayanti, 2018) identified six learning strategies that students can apply, encompassing memory strategies, cognitive strategies, compensation strategies, metacognitive strategies, affective strategies, and social strategies.

1. **Memory strategies:** These are techniques that aid students in remembering new information for future application. Such methods have a long history of use, involving actions like forming mental strategies, employing imagery and music, thorough reviewing, and taking specific actions.
2. **Cognitive strategies:** Crucial in language learning, cognitive strategies involve direct manipulation or modification and are widely utilized by students. This category includes practices such as practicing, exchanging messages, analyzing and reasoning, and structuring input and output.
3. **Compensation strategies:** These strategies enhance learners' ability to comprehend or produce the target language. They help students master the four language skills to overcome challenges. Actions like intelligent guessing and overcoming difficulties are integral to this method.
4. **Metacognitive strategies:** Students using metacognitive strategies must actively seek opportunities for practice beyond the classroom. This involves centering learning, organizing and planning learning, and evaluating learning.
5. **Affective strategies:** Referring to emotions, motivations, attitudes, and values, affective strategies play a crucial role. Negative emotions may hinder the development of target language abilities, while positive emotions can aid in their development. This strategy includes activities like minimizing anxiety, self-encouragement, and assessing emotional well-being.
6. **Social strategies:** Given that language involves communication with others, social behavior is intrinsic to the learning process.

Social strategies encompass three key activities: asking questions, collaborating with others, and empathizing with others.

In the aftermath of online learning, the teacher adopted a blended learning approach, combining elements of both online and face-to-face instruction. Maharani & Roslaini (2021) define online learning as a system where teachers deliver content, and students engage via the internet using various technological devices or applications. Initially, the aim of online language learning was to provide language learners with increased exposure to the target language in a personalized environment, allowing them to learn at their own pace and convenience (Yaniafari & Rihardini, 2021).

Historically, online learning aimed to support students in enhancing their autonomy as independent learners, enabling engagement between students and teachers regardless of their physical location. Internet platforms were instrumental in fostering independent and inquiry-based learning (Maharani & Roslaini, 2021). The internet offered resources that facilitated student learning without direct teacher involvement, promoting greater autonomy. However, in the current pandemic scenario, online learning and the internet have become essential components of daily life for students, serving as tools for interaction in classroom activities. The impact of online learning on students' speaking anxiety can vary, contingent upon individual student factors.

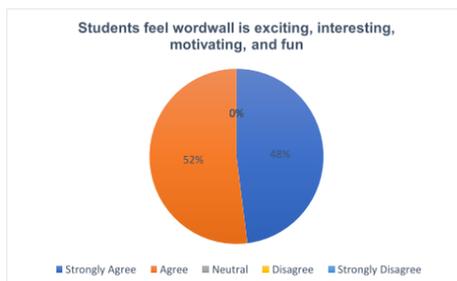
Rizqiya et al. (2021, as cited in Maharani & Roslaini, 2021) posit that online learning may lead to heightened tension and anxiety among students during the learning process. This could be attributed to the challenges students face in interacting with both the teacher and their peers. Kaisar & Chowdhury (2020) also discovered that language learners in virtual classrooms experience anxiety, particularly when

fearing falling behind or being unable to fully engage with communication models. Conversely, some researchers found that in virtual language classes, students' anxiety about making mistakes is lower than in face-to-face classes, and the virtual setting is less stressful for language use (Yaniafari & Rihardini, 2021).

According to Yaniafari & Rihardini (2021), online learning has created a less intimidating and stressful environment for communication and engagement. They argue that this less daunting atmosphere in virtual classrooms fosters a more comfortable and enjoyable space for learners' communication abilities, especially beneficial for introverted learners who struggle with speaking in face-to-face classes. Additionally, Bowers and Kumar (2015, as cited in Nur et al., 2021) assert that online courses offer students various benefits, including convenience, flexibility, and easier access to education. In summary, online learning not only provides students with the advantages of convenience, flexibility, and accessibility but also establishes a less intimidating and stressful environment, enabling students to communicate more comfortably.

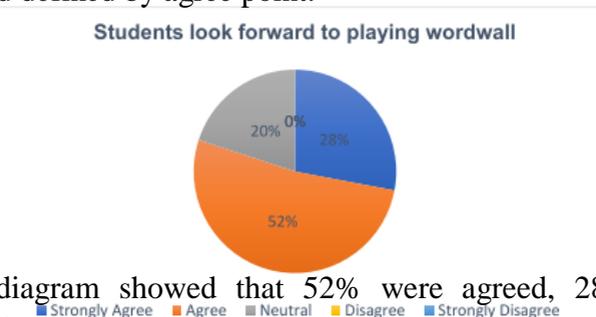
Result and Discussion

Based on the statements of the respondents, it can be inferred that all of students agreed that Wordwall was exciting, interesting, motivating, and fun. The calculation about the questionnaire that have been filled by the respondents displayed in this diagram.



That diagram revealed that 48% is strongly agreed, 52% agreed, were the neutral, disagree, and strongly disagree 0%. The diagram showed that Wordwall is exciting, interesting, motivating, and fun. Due to the data above, there are some respondents who strongly agreed and had a positive perception towards Wordwall which is exciting, interesting, motivating, and fun.

Based on the information of the respondents, it could be inferred that most of the students agreed that they were look forward to playing Wordwall. Based on the percentage that had been calculated, most of the student who become respondent give a positive perception to Wordwall and defined by agree point.

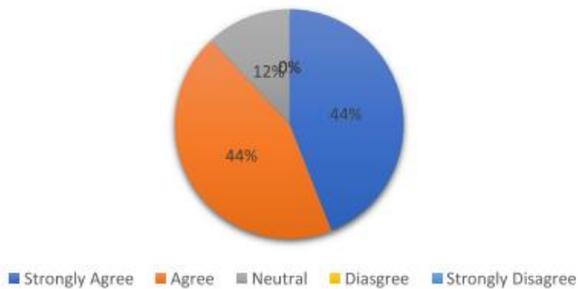


The diagram showed that 52% were agreed, 28% strongly agreed, 20% is neutral, and the rest were 0%. It can be concluded that students eager to using Wordwall in the future, and had a positive perspective that students look forward to playing Wordwall. Here is a statement from the interview that mentioned by a respondent related to Students look forward to playing Wordwall.

Based on the statements of the respondents, it can be inferred that all of students stated that they feel positive while playing Wordwall during class. Some students who become the respondent showed that they are happy and feel positive during Wordwall session in English

Class. The percentage of agree and strongly agree were equal with 44%. The rest point calculation about the questionnaire that have been filled by the respondents displayed in this diagram.

Students feel positive when playing wordwall



The diagram showed that 56% were agreed, 24% strongly agreed, 20% is neutral, and for disagree, and strongly disagree point were 0%. It can be concluded from the percentage that student feels triggered to compete with their friend during Wordwall session in the English class. However, there are some information obtained from the interview session which has similarity with each other. The level of perception itself divided into 4 level; Negative perceptions, trend to negative perception, trend to positive perception, and also positive perception. The respondents can be considered giving a negative when they reached 15-30 in the questionnaire. After that, those who obtained 31-45 points can be considered as trend to negative, 46-60 is trend to positive, and the higher level which started from 61-75 can be considered to showing a positive perception. The final of each respondent result will be calculated and classified into 4 levels above based on the

score. Reflect to the result, a trend to positive perception is stated as the conclusion of the use of Wordwall as an online assessment platform in teaching English. Once, Yining, Chen & Leon B (2003), raised a statement that the students' perception is very important for assessing the success of teaching. By developing the students' perception, teacher will get the information about what do the student feel, what do the student need, and how teacher can provide a good assessment form. Positive perception is a great gift that prepares self-confidence and power to catching the world, enduring difficulties, and focusing on things than oneself (Burns, 2017).

The data analysis revealed various factors as to why the student had a positive view of Wordwall as an online evaluation platform for teaching English. First, those who responded concurred that Wordwall was exciting, interesting, motivating, and fun. Wordwall has a different appearance on the display which is interactive and simple to follow. It made the student encouraged to going further and gave them the impression that Wordwall was simple to use as well as Syafiqah Hasram (2021) statement in her journal, "This game is accompanied by colorful pictures to help retain players' attention, association of words with images, strengthen the memory of spelling as well as support the understanding of word meaning directly and indirectly. The design of the WOW encourages the use of mobile and gamified learning in class as a teaching aid and serves as supplementary material to encourage fun and independent out-of-class learning." On the other hand, the students enjoyed themselves while being evaluated through Wordwall. They apparently expressed excitement about competing against their classmates. Basically, the platform associated to technology was simple for kids to use. This concurs with Adam and Hamm's (2013) assertion that students will work more productively if they are comfortable using technology and a solid understanding of the subject matter.

As a consequence, in order to complete online assessments in Wordwall, students need to have a fundamental understanding of web technology. Issham (2016) said that one of the driving forces behind the utilization of mobile learning in education is the growing use of mobile devices by the current generation of learners. In contrast, some studies discovered the acceptance of online games is evident among learners in Malaysia regardless of age and capabilities. It is also widely received by teachers who utilize online games due to their benefits in teaching and learning (Hasin & Nasir, 2021).

Students were intrigued to Wordwall because it uses a game-based assessment system, which piqued their interest. Students get the impression that they are playing games instead of taking tests. It has previously been established by Candrljic (2014) in their study, which also reveals that students prefer taking exams online than taking them on paper. Many scholars define online games in learning as the integration of game thinking and game mechanics (Takahashi 2010; Bakhsh 2016; Chapman & Rich, 2018). Additionally, online exams change the way students feel about learning and consume less paper. On the other hand, the test on paper was too boring.

Fagan (2019) states that enjoyment and performance expectations contribute to the difference in perceptions among pupils, thus far, there are still limited studies conducted in investigating the relationship between these factors with pupils' perceptions of online games in vocabulary learning. The third reason why students give a positive perception is Wordwall was easy to use and operate. Students find that they were easy to access the platform using their devices. They just need to open their browser and insert the platform keyword. After

that, there is a display which shows a chat box where the student can input the code of the “game”. The teacher must be prepared for the assessment first, so the code can be shared when it’s needed. As long as the students’ device connected to the internet, they still can finish it on time with the limited duration arranged by the teacher. Moreover, the appearance of Wordwall and doesn’t need so many actions to be done while finishing the task made student relieved. Syafiqah Hasram (2021) stated that Wordwall is the most suitable game platform for vocabulary practice.

However, besides the positive perception students’ perception towards Wordwall as an online assessment platform in teaching English, some students declared the negative perception towards Wordwall as an online assessment platform in teaching English. One of the negative perceptions about Wordwall based on the data found was about the existence of time reduction while finishing the test. In every two or three questions, there will be some boxes contain the bonus and zonk. The boxes will be scrambled and student doesn’t know where the bonus or zonk is if their eyes are not moving fast following the boxes. Zonk itself was time reduction and point reduction. For the bonus, there will be served some points bonuses. Besides that, the “show answer” made some students feel unpleasant to Wordwall. The reason is that feature just only showed the answer of the student and the correction was not included. Students felt they want to know what the correct answer is if they answered the incorrect question. Andreani and Ying (2019) found that interactive online game has succeeded in enhancing the language learning experience for low proficiency EFL elementary learners.

CONCLUSION

Based on the result which has been discussed in the previous chapter about students' perception towards Wordwall as an online assessment platform in teaching English at MTs Alif Laam Miim Surabaya, the findings show that there are three different perceptions. The positive, trends to positive, and trends to negative perception. The conclusions are the answer of the problem of the research which stated in chapter one. Those are: 1. What is the students' perception towards implementation of Wordwall as an online assessment in teaching English. Wordwall as an Online Assessment in Teaching English in MTs Alif Laam Miim

The data collection of the implementation of Wordwall as an online assessment in teaching English at MTs Alif Laam Miim Surabaya conducted in 2 meetings, which were divided into two sessions to let student filled up the questionnaire and to interview the selected respondents. Due to the result of the questionnaire which shared to respondents, there are some conclusions obtained and can be spotted. First, all of the student supported that Wordwall was exciting, interesting, motivating, and fun. The result can be seen at the point 4.1.2 at the previous chapter discussing about the students' feeling towards Wordwall. The finding showed 52% students agreed and 48% were strongly agreed that Wordwall was exciting, interesting, motivating, and fun. The students' point of view is the system and the sound effect of Wordwall bring them exciting, motivating, and fun while doing the session.

Second, students were looked forward to play and study using Wordwall. Based on the percentage that had been calculated in the previous chapter at point 4.1.3, most of the student who become

respondent give a positive reaction to Wordwall and defined agree. There were 52% students had a same point of view that they are looked forward to use Wordwall in the next lesson. To support the conclusion that students are looked forward to use Wordwall, there were 28% students who strongly agreed wanted to use Wordwall.

Third, after the students wanted to use Wordwall in their next lesson, there were a reason that can explain and support the recent findings. There were equal percentage between students who agreed and strongly agreed with 44%. Some students who become the respondent showed that they are happy and feel positive during Wordwall session in English Class. The last but not least, there was a big background which can be inferred as the conclusion of students' perception towards Wordwall. In the previous chapter at point 4.1.4 showed that all of students agreed that they can collaborate with their friend and feel a competitiveness among their friend during Wordwall session. Student feels like generated to do their best when seeing each other struggling to finish the task on Wordwall session. The percentage of students who agreed that there are a good collaboration and competitiveness raised in the Wordwall session. The diagram at that point showed that 56% were agreed, 24% strongly agreed, 20% is neutral, and for disagree, and strongly disagree point were 0%. It can be concluded from the percentage that student feels triggered to compete with their friend during Wordwall session in the English class.

Considering to the findings which has stated on the previous sub chapter, most of the respondents gained a positive perception. It can be checked on their questionnaire sheet that has scored and processed using Likert Scale Technique. Maximum score of the questionnaire is 75 and 15 for the minimum. From the total 25 respondents, there were various perception obtained. 8 of 25 students showed the positive perception, 16 of 25 students showed the trends to positive perception,

and 1 of 25 students showed the trend to negative perception. The result has been confirmed by conducting an interview with some of the students who become the respondents.

REFERENCE

- Anderson, A. and Anderson, K. 1997. *Text Types in English 2*. South Yara: MacMillan Education.
- Aulia, D. M., & Nugrahini, Y. 2019. "Study on Students' Difficulties in Using Vocabulary in Writing." *Journal of English Language Teaching Learning and Literature* 2((2)):42–50.
- Azhar, Mahmood Ahmad, Shumaila Kiran, and Tenzila Khan. 2016. "Teaching Writing Skill Based on Process Genre Approach in Community Learning Context." *Proceedings of SOCIONT 2016 3rd International Conference on Education, Social Science and Humanities* (May):412–17.
- Badger, Richard, and Goodith White. 2000. "A Process Genre Approach to Teaching Writing." *ELT Journal* 54(2):153–60. doi: 10.1093/elt/54.2.153.
- Baker, Jack, Allen Brizee, and Elizabeth Angeli. 2013. "Expository Essay." Retrieved April 7, 2022 (<https://owl.english.purdue.edu/owl/resource/685/02/>).
- Baker, William D., Fraida Dubin, and Elite Olshain. 1989. "Course Design: Developing Programs and Materials for Language Learning." *Hispania* 72(1):158. doi: 10.2307/342695.
- Bartley, S. J., & Golek, J. H. 2004. "Evaluating the Cost Effectiveness of Online and Face-to Face Instruction." *Educational Technology & Society* 7(4):167–175.
- Brown, H. D. 2007. *Teaching by Principles: An Interactive Approach to Language Pedagogy*. Second Edi. New York: Longman.
- Brown, H. Douglas. 2001. *Teaching by Principle An Interactive Approach to Language Pedagogy*. 2nd Editio. New York: Longman.

- Buzan, Tony. 2005. *Buku Pintar Mind Map*. Jakarta: Gramedia Putaka Utama.
- Byrne, Donn. 1993. *Teaching Writing Skill*. London: Longman.
- Carliner, S. 1999. *Overview of Online Learning*. Amherst: MA: Human Resource Development Press.
- Coffin, Caroline. 2004. "Arguing about How the World Is or How the World Should Be: The Role of Argument in IELTS Tests." *Journal of English for Academic Purposes* 3(3):229–46. doi: 10.1016/j.jeap.2003.11.002.
- Cohen, A. D. 1994. *Assesing Language Ability in the Classroom*. Second Edi. Boston: Heinle and Heinle Publishers.
- Daniels, Peter T., and David Crystal. 1992. "The Cambridge Encyclopedia of Language." *Language* 68(2):422. doi: 10.2307/416962.
- Darmadi. 2017. *Pengembangan Model Dan Metode Pembelajaran Dalam Dinamika Belajar Siswa*. Yogyakarta: Deepublish.
- Dietsch, Betty Mattix. 2006. *Reasoning & Writing Well: A Rhetoric, Research Guide, Reader, and Handbook*. fourth edi. USA: McGraw-Hill Higher Educaion.
- Dini, Sri Fajar, Sulistyarini, and Anasi Putri Tipa. 2019. "Pengaruh Penggunaan Model Project Citizen Terhadap Kemampuan Berpikir Kritis Siswa Dalam." *Pengaruh Penggunaan* 77
- Model Project Citizen Terhadap Kemampuan Berpikir Kritis Siswa 1–9.
- Dirgeyasa, I. Wy. 2016. "Genre-Based Approach: What and How to Teach and to Learn Writing." *English Language Teaching* 9(9):45. doi: 10.5539/elt.v9n9p45.
- Elashri, E. A. & Ibrahim, I. 2013. "The Effect of the Genre-Based Approach to Teaching Writing on the EFL Al-Azhar Secondary Students' Writing Skills and Their Attitudes towards Writing." ERIC.
- Emilia, E. 2015. "A Critical Genre-Based Approach to Teaching Academic Writing in a Tertiary EFL Context in Indonesia." The University of Melbourne.
- Fahim, M. & Mirzaii, M. 2014. "Improving EFL Argumentative Writing: A Dialogic Critical Thinking Approach." *International Journal of Research Studies Language Learning* 3:3–20.

- Feez, S. & Joyce, H. 1998. *Writing Skills Narrative and Fiction Text Type*. Sydney: Alken Press.
- Field, Andy. 2009. *Discovering Statistics Using SPSS ISM* (London, England) *Introducing Statistical Methods Series*. Vol. 2nd.
- Fitri, Febrina, and Yenni Rozimela. 2020. "An Analysis of Students' Reading Comprehension of Analytical Exposition Text in SMA Negeri 2 Batusangkar." *Journal of English Language Teaching* 9(2):405. doi: 10.24036/jelt.v9i2.108613.
- Fitz & Davidson. 2012. *How to Measure Human Resources Management*. Jakarta: Kencana.
- Foo, C. V. T. 2007. "The Effects off the Process Genre –Based Approach to Writing Instruction on the Expository Essay of ESL Students in Malaysian Secondary School."
- Fraenkel, Jack R., Wallen, Norman E. 2009. *How to Design and Evaluate Research in Education*. New York: McGraw-Hill Companies.
- Fulcher, Glenn. Davidson, Fred. 2007. *Language Testing and Assessment*. Vol. 30. Oxon: Routledge.
- Gerot, L and Wignell, P. 1994. *Making Sense of Functional Grammar: An Introductory Workbook*. Australia: GerdStabler.
- Graham, Steve, Alisha Bollinger, Carol Booth Olson, Catherine D'Aoust, Charles MacArthur,
- Deborah McCutchen, and Natalie Olinghouse. 2012. "Teaching Elementary School Students to Be Effective Writers: A Practice Guide." *What Works Clearinghouse* 1–103.
- Hamdi, A.S. & Baharuddin, E. 2014. *Metode Penelitian Kuantitatif Aplikasi Dalam Pendidikan*. Yogyakarta: CV BUDI UTAMA119.
- Harmer, Jeremy. 2001. *The Practice of Language Teaching*. London: Cambridge University Press.
- Hasan, M. Iqbal. 2002. *Pokok-Pokok Materi Metodologi Penelitian Dan Aplikasinya*. Jakarta: Ghalia Indonesia.
- Heaton, J. B. 1988. *Writing English Language Tests Longman Handbook for Language Teachers*. New Editio. London: Longman Group UK Ltd.

- Hosen, R. 2017. “Text Types in the Frame of Genre Approach.” *Nuansa: Jurnal Studi Islam Dan ...* X(1):34–42.
- Hyland, Ken. 2003. *Second Language Writing*. Cambridge: Cambridge University Press. 78
- Hyland, Ken. 2008. “Genre and Academic Writing in the Disciplines.” *Language Teaching* 41(4):543–62. doi: 10.1017/S0261444808005235.
- Irmawati, D. K. 2011. “Using Facebook Through Process-Genre Based Approach to Improve the Ability of Grade 8 Class C Students of Junior High School 19 Malang in Writing Descriptive Texts.” State University of Malang.
- Isaac, Stephen, and Willim B. Michael. 1997. *Andbook in Research and Evaluations*. San Diego, California: Ediths Publisher.
- Johnson, R. Burke., Christensen, Larry. 2014. *Educational Research*. Vol. 4. fifth. London: SAGE Publications Ltd.
- Kane, Thomas S. 2000. “Essential Guide to Writing.” *A Concise Course in the Art of Writing* 1–446.
- Kathleen, F. Weaver, C. Morales Vanessa, L. Dunn Sarah, Godde Kanya, and F. Weaver
- Pablo. 2018. *An Introduction to Statistical Analysis in Research : With Applications in the Biological and Life Sciences*.
- Kementerian Pendidikan dan Kebudayaan Indonesia. 2013. “Kompetensi Inti Dan Kompetensi Dasar Bahasa Inggris Umum Sma/Ma/Smk/Mak.” (1):1–9.
- Khan, B. H. 2001. “A Framework for E-Learning.” *E-Learning Magazine* 1–2.
- Khoironi, Rizki Ramadhan, and Feby Anggita S. 2019. “The Analysis Of Genre Based Approach In Teaching Reading For Senior High School Students.” P. 127 in *National Conference on Teaching Innovation*, edited by H. Dibdyaningsih, R. Ramadhan, and F. Hadi. Surabaya: ina Guru.
- Kim, Yanghee. Kim, Jiyoung. 2005. “Teaching Korean University Writing Class: Balancing the Process and the Genre Approach.” *Asian EFL Journal* 7(2):68–70.
- Kozyrev., Regina L. Smalley; Mary K. Ruetten; Joann Rishel. 2012. *Refining Composition Skills: Academic Writing and Grammar*. Boston: Heinle, Cengage Learning.

- Kristin Lems, Leah D. Miller, and Tenena M. Soro. 2010. *Building Literacy with English Language Learners*. Second Edi. New York: The Guilford Press.
- Kusumah, Wijaya. Dwitagama, Dedi. 2011. *Mengenal Penelitian Tindakan Kelas*. Jakarta: PT Indeks.
- Lenz, K. 2005. "An Introduction to Reading Comprehension." Retrieved April 1, 2022 (http://www.specialconnections.ku.edu/?q=instruction/reading_comprehens%0Aion).
- M, Zaim. 2016. *Evaluasi Pembelajaran Bahasa Inggris*. Jakarta: Kencana.
- Masidjo, Ign. 1995. *Penilaian Pencapaian Hasil Belajar Siswa Di Sekolah*. Yogyakarta: Penerbit Kanisius.
- McCarrier, A., Pinnell, G. S., & Fountas. 2000. *Interactive Writing: How Language & Literacy Come Together, K-2 (F&P Professional Books and Multimedia)*. Portsmouth: NJ: Heinemann.
- McMillan, J. H., & Schumacher, S. 2010. *Research in Education: Evidence-Based Inquiry, MyEducationLab Series*. Pearson.
- Merris, Dina, and Maya Sari. 2019. "An Overview of Genre Based Approach in EFL Writing Class." *JournE* 1(1):31–40. 79
- Ming, L. 2006. "The Process Writing Approach (Teaching Writing to Non-English Majors in China with a Balanced Approach." *ASIAN EFL Journal* 3.
- Muharto & Ambarita, A. 2016. *Metode Penelitian Sistem Informasi: Mengatasi Kesulitan Mahasiswa Dalam Menyusun Proposal Penelitian*. Yogyakarta: Deepublish.
- Nugraha, Ramdan. Rudianto Putra, Juang. 2018. "ANALYSING THE EFL UNDERGRADUATE STUDENTS' PLAGIARISM IN WRITING ACADEMIC PAPERS." 4(2):40–51. doi: <http://dx.doi.org/10.29300/ling.v4i2.1664>.
- Nunan, David. 1991. *Language Teaching Methodology*. Australia: Prentice Hall International English Language Teaching.
- Offirstson, T. 2014. *Aktivitas Pembelajaran Matematika Melalui Inkuiri Berbantuan Software Cinderella*. Sleman: Deepublish.

- Park, Chris. 2003. "In Other (People's) Words: Plagiarism by University Students-Literature and Lessons." *Assessment and Evaluation in Higher Education* 28(5):471–88. doi: 10.1080/02602930301677.
- Purwaningsih, Erni. 2006. "Pemelajaran Mendengarkan Dongeng Berbasis Media Audio Dengan Teori Kecerdasan Majemuk Pada Kelas VII SMP Negeri 39 Surabaya." Surabaya: UNESA.
- Purwanto. 2011. *Evaluasi Hasil Belajar*. Yogyakarta: Pustaka Pelajar Istarani.
- Rakhmat, Jalaluddin. 1990. *Metode Penelitian Komunikasi*. Bandung: Remaja Rosda Karya.
- Rao, Parupalli Srinivas. 2019. "The Significance Of Writing Skills In Eil Environment."
- ACADEMICIA: An International Multidisciplinary Research Journal 9(3):5–17. doi: 10.5958/2249-7137.2019.00035.1.
- Richard, J. C. 2006. *Communicative Language Teaching Today*. New York: Cambridge.
- Richards, Jack C., and Willy A. Renandya. 2002. "Methodology in Edited By." USA: Cambridge University Press.
- Richards, Jack C., and Richard Schmidt. 2018. *Language Teaching and Applied Linguistics*. Vol. 5.
- Riduwan, W. 2008. *Skala Pengukuran Variabel-Variabel Penelitian*. Bandung: Alfabeta.
- Rizkiyah, Fifin Naili. 2017. "Improving Students Ability in Writing Hortatory Exposition Texts by Using Process-Genre Based Approach with YouTube Videos as the Media." *EnJourMe (English Journal of Merdeka): Culture, Language, and Teaching of English* 2(1). doi: 10.26905/enjourme.v2i1.645.
- Robley Hood. 2011. *No Title Writing to Think: Critical Thinking*. USA: Writing to Think: Critical Thinking.
- Rozimela, Y. 2014. "The Students' Genre Awareness and Their Reading Comprehension of Different Text Types." *S. International Journal of Asian Social Science* 4 (4):460–69.
- Ruggiero, V., R. 2000. *The Art of Writing*. California: Alfred Publishing, Co. Inc.

- Santoso, S. 2015a. *Menguasai SPSS 22 From Basic To Expert Skills*. Jakarta: PT Elex Media Komputindo.
- Santoso, S. 2015b. *SPSS20 Pengolahan Data Statistik Di Era Informasi*. Jakarta: PT. Alex 80 Media Komputindo, Kelompok Gramedia.
- Sari, Dina Merris Maya, and Yudy Prasetyo. 2021. "Project-Based-Learning on Critical Reading Course to Enhance Critical Thinking Skills." *Studies in English Language and Education* 8(2):442–56. doi: 10.24815/siele.v8i2.18407.
- Shahabuddin, Syed. 2009. "Plagiarism in Academia: Trends and Implications." *International Journal of Teaching and Learning in Higher Education* 21(4):353–59. doi: 10.1080/08989621.2003.9714386.
- Simanihুরু, Mora Yulina, Dumaris E. Silalahi, Partohap Saut, and Raja Sihombing. 2021. "English Language Education Study Program Universitas Pahlawan Tuanku Tambusai Students' Writing Difficulties in Online Learning during Covid-19 Pandemic." *Journal of English Language and Education* 6(1June):20–26.
- Simmons, D. E. 2002. *Theforumreport: E-Learningadoption Rates and Barriers*. In A. Ross. New York: McGraw-Hill.
- Siregar, S. 2018. *Statistika Deskriptif Untuk Penelitian*. 6th ed. Jakarta: PT. Raja Grafindo Persada.
- Siswanto, V. .. 2015. *Belajar Sendiri SPSS 22*. Yogyakarta: ANDI.
- Sudjana, N. 2017. *Penilaian Hasil Proses Belajar Mengajar*. 21st ed. Bandung: PT Remaja Rosdakarya.
- Sugiyono. 2016. *Metode Penelitian Pendidikan: (Pendekatan Kuantitatif, Kualitatif Dan R & D)*. Bandung: Alfabeta.
- Suardi, D. 2012. "Faktor-Faktor Yang Mempengaruhi Hasil Belajar Siswa Kompetensi Dasar Ayat Jurnal Penyesuaian Mata Pelajaran Akuntansi Kelas Xi Ips Di Sma Negeri 1 Bae Kudus." in *Economic Education Analysis Journal*. Vol. 1. Semarang.
- Syafi'i, Ahmad. 2017. "The Implementation of Process Genre Based Approach (PGBA) Using Cartoon Movie (CARMOV) to Improve Students' Skill in Writing Narrative Text." *International Seminar on Language, Education, and Culture* (October):8–15.

- Thenmozi, A and Phonmozi, D. 2017. "Difficulties Faced By the Rural Students in Learning English at High School Level." *IOSR Journal Of Humanities And Social Science (IOSR-JHSS)* 22((6)):31–34.
- Thomafi, M. L. 2007. *Authorized Biography of Ma'shum Ahmad*. Yogyakarta: Pustaka Pesantren.
- Trotman, Wayne. 2006. "The TKT Teaching Knowledge Test Course." *ELT Journal* 60(1):93–95. doi: 10.1093/elt/cci090.
- Wahana, Komputer. 2009. *Solusi Mudah Dan Cepat Menguasai SPSS 17.0 Untuk Pengolahan Data Statistik*. Jakarta: PT.Elex MediaKomputindo.
- Wahyuni. 2013. "Improving Students' Reading Comprehension in Analytical Exposition Through Small Group Discussions (A Classroom Action Research in Class IPS at Second Grade Students of SMA Budi Utomo Sukarja in Academic Year 2012/2013)." Universitas Muhammadiyah Purwokerto.
- Wang, Wen-Cheng. Lee, Chung-Chieh., Chu, Ying-Chien. 2010. "A Brief Review on Developing Creative Thinking in Young Children by Mind Mapping." *Ternational Business Research* 3(3):234.
- Wati, Eka I., Mohammad. Ilyas, and Endang Dwi. Sulistyowati. 2017. "Pengembangan Media Mobile Learning Dalam Pembelajaran Menulis Deskripsi Pada Siswa Kelas X Smk." *Ilmu Budaya* 1(4):291–304.
- Widdowson, H. G. 2001. *Teaching a Language as Communication*. 12th ed. Oxford: Oxford University Press.
- Wiersma, W., & Jurs, S. G. 2008. *Research Methods in Education an Introduction*. 9th Editio. US: Pearson Education, Inc.
- Yusnilita, Nopa. 2020. "The Impact of Online Learning: Student's Views." *ETERNAL (English Teaching Journal)* 11(1):57–61. doi: 10.26877/eternal.v11i1.6069.
- Zebua, Sokhiziduhu, and Yenni Rozimela. 2020. "The Implementation of Genre-Based Approach in Teaching Writing Analytical Exposition Text at SMAN 8 Padang." *411(Icoelt 2019):104–7*. doi: 10.2991/assehr.k.200306.018.
- Zemach, D & Rumisek, L. 2003. *Academic Writing from Paragraph to Essay*.Pdf. Oxford: MCMillan Education., 1(11), 1–16.

