



Exploring Students' Engagement in Learning English Vocabulary through Wordwall Media for Secondary Level

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ABSTRACT

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The use of Wordwall is essential for learning English vocabulary as an interactive and effective medium. Wordwall media can help students increase their engagement in learning vocabulary. The purpose of this research is to investigate students' perceptions of how engaged students are in learning English vocabulary using Wordwall. This research uses a qualitative approach with a case study design. This research was carried out in one of the junior high schools located in Bima NTB, especially in grade eight. Then, three students were selected purposively to participate in the research to represent the population based on recommendations from English teachers with the criteria of being low to active in learning English. The data was collected through documentation and interviews. In the documentation, students are asked to do several activities in Wordwall regarding learning material for around 20 minutes. Then, students are asked to write about 10 new vocabularies based on the Wordwall they learned. Furthermore, interviews in the form of semi-structured interviews are related to three main aspects of student engagement such as cognitive, behavioral, and emotional engagement. The findings in this research are that using Wordwall can help the students enrich their vocabulary (cognitive), students provide positive reactions during learning (emotional), and students actively participate during the learning process by using Wordwall (behavior).

INTRODUCTION

In learning a language, especially learning a foreign language such as English, the most essential part that must be learned first is vocabulary. The language will be difficult to understand and meaningless without sufficient vocabulary. According to Ani and Sinaga (2021), adequate vocabulary allows students to understand and express their opinions or ideas better. So, it is important for students who are learning a language to learn vocabulary. According to Nurdini et al. (2017), a person without grammar will have little difficulty in communicating, but without vocabulary, there will be no communication. Based on this statement, learning vocabulary is the most important thing to learn, not grammar. Often, learning English in class, especially vocabulary, is considered uninteresting. One of the causes is the repetition of the same learning

strategies. It can result in students participating less and not focusing on learning. Thus, teachers play an important role in implementing innovative learning strategies and attracting students' interest in learning English vocabulary.

Nowadays, learning English vocabulary is done through more than just books, flashcards, or dictionaries. However, vocabulary learning can be more varied and interesting by utilizing available technology such as Wordwall media. Wordwall is an interactive and interesting learning media that can help students learn English vocabulary in a fun way. Based on several previous research findings, the use of Wordwall can help students improve vocabulary skills and raise students' enthusiasm for learning (Noftariani, 2022). Apart from that, Wordwall can also be an alternative media for students who feel bored learning vocabulary through dictionaries or textbooks (Mazelin et al., 2022). There are advantages to implementing Wordwall as a vocabulary learning medium, such as creating a more interesting and interactive vocabulary learning atmosphere. Then, have attractive visuals and various activities that make it easier for students to remember the vocabulary. In addition, Wordwall makes it easier for students to remember and understand vocabulary better than using traditional learning methods (Marhamah & Mulyadi, 2020). So, Wordwall is suitable for increasing student engagement in vocabulary learning. Engagement here is more than just students participating in learning activities and listening to the material presented by the teacher. Still, students need to be actively involved in vocabulary learning activities, such as doing activities on the Wordwall, asking questions, and discussing with other friends.

According to Fredricks and McColskey (2012), there are three types of student involvement in the classroom, namely cognitive involvement, which includes how students make efforts to learn. Then, there is behavioral engagement, which includes the actions students take during learning. Lastly is emotional engagement, which includes how students act during learning activities. These three types of engagement are important for students to progress in their learning. By implementing Wordwall in English vocabulary learning activities, it is hoped that students will be actively engaged in vocabulary learning. Therefore, researchers need to research how students are involved in learning English vocabulary using online media such as Wordwall. The word is used as a medium for learning English vocabulary. It aims to create more effective, enjoyable and attract students' interest in learning vocabulary. The Wordwall activity taught to students contains a collection of vocabulary words that match the learning theme.

METHOD

This research will be carried out at one of the secondary schools located in Bima, West Nusa Tenggara. The method used in this research is a qualitative approach with a case study type design to explain and interpret the phenomena that occur in the school (Sugiyono, 2013). The data will be collected through documentation and semi-structured interviews. The determination of participation is carried out purposively to represent the population. Three participants represent the population that will be interviewed. Next, the

data will be analyzed using thematic analysis. It aims to identify themes or patterns using data that has been collected by the researcher (Braun & Clarke, 2006).

RESULT AND DISCUSSION

There are three findings related to student engagement when learning vocabulary using Wordwall. First, students' cognitive engagement is related to the students' focusing during learning, concentrating more, and absorbing learning material. Second, students' emotional engagement is related to the students being always enthusiastic, happy, and enjoying while learning takes place. Last is student behavioral engagement, which is related to doing assigned tasks on time, obeying teacher orders, and being willing to learn.

Table 1. Students' Demography Information

Participants	Gender	Age	Linguistics Background	Education Background	English learning experience
Student 1	Female	14	Bimanese Indonesian	Junior high school student	4 years
Student 2	Male	14	Bimanese Indonesian	Junior high school student	4 years
Student 3	Female	14	Bimanese Indonesian	Junior high school student	4 years

However, before analyzing the results of interviews with participants, students were allowed to review the interview transcripts. The goal is to build trust between researchers and participants. Member checking helps ensure trustworthiness and avoid misunderstandings in data interpretation (Harvey & Mcbean, 2015). The participants agreed to volunteer and share their experiences learning vocabulary through Wordwall.

Cognitive involvement of students learning vocabulary using Wordwall

The students did activities on the Wordwall with the theme "Clothes", and then they were interviewed regarding their learning. The following are the results of interviews with participants.

Researcher: Is learning vocabulary using Wordwall easier, and does it increase your vocabulary mastery?

Participant 1: Yes, Mrs, it's easier to remember vocabulary and the material is fun and easy to understand with pictures.

Participant 2: Yes, it increases, Mrs; there are several new vocabulary words that I got from Wordwall

Participant 3: Increasing, Mrs,

Researcher: Do you remember any vocabulary you learned in Wordwall? Please mention it.

Participant 1: Skirt, socks, shoes, sweater, shirt, tie

Participant 2: Sweater, skirt, trousers, shoes, jacket

Participant 3: jacket, t-shirt, shoes, sweater, hat

Based on the interview transcript, students are actively engaged in learning vocabulary. Wordwall makes them focus on learning vocabulary so they can remember and mention the vocabulary they learn.

Students' emotional engagement in learning vocabulary using Wordwall

Students' emotional engagement shows that there is a positive response from students regarding vocabulary learning using Wordwall. It can be seen based on the interview result with participants below:

Researcher: Is learning vocabulary using Wordwall interesting? And which part do you feel is interesting?

Participant 1: Very interesting, Mrs., for example, the part about matching the picture with the right word. I was excited to match the image.

Participant 2: Learning becomes more interesting and useful; Mrs. I enjoy doing quizzes and finding the match on Wordwall.

Participant 3: Very interesting, Mrs. I enjoy learning vocabulary on Wordwall. I like the guessing picture, Mrs.

Based on the transcript of the interview with the participants, they had a positive reaction, stating that Wordwall was an interesting medium. Wordwall has various displays that attract students' interest in learning and make it easier for students to understand learning.

Students' behavior engagement in learning vocabulary using Wordwall

Student's behavioral engagement in learning vocabulary using Wordwall is related to simple things such as completing assignments, obeying rules, and participating during learning. It can be seen based on the interview result with participants below:

Researcher: How was your learning experience in class using Wordwall? What do you do if you need help understanding the learning material?

Participant 1: I am always involved when learning to use Wordwall. If there is material that I need help understanding, I discuss it with friends and ask the teacher, Mrs.

Participant 2: I have always submitted assignments on time since using Wordwall. Also, I will discuss with friends when there is material that I need help understanding.

Participant 3: So far, it has made it much easier for me to understand the learning material than without using Wordwall, but when I found the difficulties, I asked the teacher and friends.

Based on interview transcripts and documentation of student assignments, it can be concluded that students actively participate in learning activities using Wordwall. Students always discuss with teachers or friends if they do not understand the material.

DISCUSSION

Wordwall assists students in learning vocabulary (cognitive engagement)

The research findings show that there are several perspectives regarding the effective use of Wordwall for vocabulary learning. All participants had the same perspective, they considered that Wordwall played an important role in collecting and adding their English vocabulary. It is supported by the results of previous research by Rahman et al. (2023), who stated that learning to use Wordwall enhances students' English vocabulary. Also, students acquire more diverse vocabulary from Wordwall. Apart from that, Wordwall can help represent learning material. When the researchers asked about the vocabulary they had learned, they were able to mention the vocabulary they had learned, as well as the meaning of the vocabulary they already learned. This assumption is supported by findings from Arafah and Ahmad (2020) that Wordwall is not only for learning new vocabulary but also helps them remember the vocabulary they learn. Using appropriate learning media can provide optimal results for students' understanding of the material they are studying (Komara, 2022)

Students' positive reaction to learning through Wordwall (Emotional Engagement)

The findings show that students' emotional engagement shows a positive reaction to learning vocabulary using Wordwall. The participants had the same opinion regarding positive reactions to learning vocabulary using Wordwall, stating that Wordwall was a useful and interesting medium to use in learning vocabulary. Various learning activities make students interested in using Wordwall, such as quizzes, find the match, flashcards, and matchups, so that students enjoy learning more than without Wordwall. Students' interest plays an important role in achieving success in learning. Students with a high interest in learning will achieve quite good learning achievements. In line with the findings by Hidayaty et al. (2022), using Wordwall as a vocabulary learning medium can increase student interest and learning outcomes. It is supported by previous findings by Mazelin et al. (2022), Wordwall media effectively increases students' motivation and interest in learning English.

Students' active participation in learning vocabulary through Wordwall (Behavioral engagement)

Research findings related to students' behavioral engagement are that students show enthusiasm during the learning process by using Wordwall. Apart from that, student behavior while learning using Wordwall shows a positive attitude, participating in learning activities, and showing involvement in learning are the three main components of behavioral engagement (Fredricks & McColskey, 2012). It is shown by all participants stating positive things while learning English vocabulary using Wordwall. They stated that Wordwall allowed them to participate actively in learning English vocabulary. It is supported by previous findings by Noftariani (2022) that Wordwall always actively involves students in learning activities. Apart from that, the material on Wordwall is easier to understand than without using Wordwall. It is supported by previous findings by Rahmawati and Wijayanti (2022) that Wordwall presents interactive learning that is easy for teachers and students to use. Apart from that, participants also held discussions

with peers and teachers when there was material they did not understand. It is in line with findings by Mazelin et al. (2022), which stated that Wordwall can increase participation and collaboration between teachers and students during the learning process.

CONCLUSION

Based on students' perspectives, Wordwall media can help them increase student engagement in learning English vocabulary. The integration of Wordwall in the classroom allows students to experience interesting vocabulary learning activities, access various materials, and collaborate with friends and teachers. Wordwall can improve three key components of student engagement. Wordwall can increase cognitive engagement, which can help students learn English vocabulary. Wordwall makes it easier for them to understand the material and collect English vocabulary. Regarding emotional engagement, participants felt that Wordwall media was very fun and attracted interest in learning because there were various learning designs, such as flashcards, finding a match, guessing the picture, and taking a quiz. Additionally, Wordwall makes it easy for them to learn vocabulary, and they do not experience any difficulty while using the website. Finally, regarding behavioral engagement, participants showed positive behavior by always actively participating in learning using Wordwall. They become active in learning, submit assignments on time, and discuss with friends and teachers when they do not understand the learning material. Therefore, the use of Wordwall can be quite an effective solution to increase student engagement in vocabulary learning. Wordwall can make the atmosphere for learning English vocabulary more interesting, effective, and easy to understand.

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