EFL STUDENTS' PERCEPTIONS TOWARDS THE UTILIZATION OF WORDWALL.NET IN LEARNING GRAMMAR

Queen Salsabila
Islamic State University Maulana Malik Ibrahim Malang
queensalsabila61@gmail.com

Langgeng Budianto
Islamic State University Maulana Malik Ibrahim Malang
langgeng@bsi.uin-malang.ac.id

ABSTRACT

Grammar is often considered difficult to learn. With the development of technology in education, this difficulty can be overcome using media that integrate with technology. One of the media that can be used for learning grammar is Wordwall.net. Many studies have examined the use of Wordwall.net in the learning process, one of those in the process of learning grammar. As a result, this research explores EFL students' perception of using Wordwall.net as media for learning Grammar by looking at their acceptance based on four variables of the Technology Acceptance Model (TAM), which are perceived Ease of Use (PEOU), Perceive Usefulness (PU), Attitude Towards Using (ATU), and Behavioral Intention to Use (BITU) and what difficulties they faced during the implementation of Wordwall.net in learning Grammar which focuses on eleventh-grade students MAN 1 Gresik as the novelty of this research. This research used a mixed method. With a sequential explanatory research design, the instruments used in this study are questionnaires and interview guidelines. The questionnaires use the Likert scale to measure the data. From the analysis process, students perceive that Wordwall.net is easy to use and useful. In addition, students show a positive attitude towards using Wordwall.net in grammar learning, and students intend to use Wordwall.net in the process of learning Grammar in the next meeting. Difficulties faced by students when using Wordwall.net is the less clear instructions, internet problems, and students' device. Thus, students accept the use of Wordwall.net in grammar learning, and the source of problems that arise are external problems. Furthermore, Wordwall.net can be implemented in the learning grammar process because this game brings a positive impact based on students' perceptions. The game is easy to use, simple, fun, and increases their learning motivation.

Keywords: Learning media, Wordwall.net, Technology acceptance model, Perceptions

ABSTRAK

Grammar sering dianggap sulit untuk dipelajari. Dengan berkembangnya teknologi dalam pendidikan, kesulitan tersebut dapat diatasi dengan menggunakan media yang terintegrasi dengan teknologi. Salah satu media yang dapat digunakan untuk pembelajaran grammar adalah Wordwall.net. Banyak penelitian yang meneliti penggunaan Wordwall.net dalam proses pembelajaran, salah satunya dalam proses pembelajaran tata bahasa. Sebagai hasilnya, penelitian ini mengeksplorasi persepsi siswa EFL tentang penggunaan Wordwall.net sebagai media pembelajaran Grammar dengan melihat penerimaan mereka berdasarkan empat variabel Technology Acceptance Model

(TAM), yaitu Perceived Ease of Use (PEOU), Perceived Usefulness (PU), Attitude Towards Using (ATU), dan Behavioral Intention to Use (BITU) serta kesulitan apa yang mereka hadapi selama implementasi Wordwall.net dalam pembelajaran Grammar yang berfokus pada siswa kelas XI MAN 1 Gresik sebagai kebaruan riset ini. Penelitian ini menggunakan metode campuran. Dengan desain penelitian sequential explanatory research, instrumen yang digunakan dalam penelitian ini adalah kuesioner dan pedoman wawancara. Kuesioner menggunakan skala Likert untuk mengukur data. Dari proses analisis, siswa merasa bahwa Wordwall.net mudah digunakan dan bermanfaat. Selain itu, siswa menunjukkan sikap positif terhadap penggunaan Wordwall.net dalam pembelajaran grammar, dan siswa berniat untuk menggunakan Wordwall.net dalam proses pembelajaran Grammar pada pertemuan selanjutnya. Kesulitan yang dihadapi siswa ketika menggunakan Wordwall.net adalah instruksi yang kurang jelas, masalah internet, dan perangkat siswa. Dengan demikian, siswa menerima penggunaan Wordwall.net dalam pembelajaran tata bahasa, dan sumber masalah yang muncul adalah masalah eksternal. Selain itu, Wordwall.net dapat diimplementasikan dalam proses pembelajaran tata bahasa karena game ini membawa dampak positif berdasarkan persepsi siswa. Permainannya mudah digunakan, sederhana, menyenangkan, dan meningkatkan motivasi belajar mereka.

Kata-Kata Kunci: Media pembelajaran, Wordwall.net, model penerimaan teknologi, persepsi

INTRODUCTION

Technology in this era has become part of our life. The massive growth of technology has influenced many fields in human life. One of those is education. Many technological innovations have occurred in this education field, especially after the impact of Covid-19, which forces the digitalization of teaching and learning. The growth of technology certainly has a positive effect, such as teachers can use technology to develop educational media that can apply to the learning process and create various learning media that are more effective, creative, and interesting. In terms of English language learning, especially in learning grammar, implementing technology in teaching and learning can be a good option for teachers to make the learning process easier and more fun. That can reduce the pressure on students when learning grammar because grammar has become a challenging course in the educational field Al-Mekhlafi & Nagaratnam (2011) state that grammar could cause an uncomfortable atmosphere for students. In addition, according to researcher observation at one of the State Islamic Senior High Schools in Gresik during the internship program, the students argue that learning grammar is complicated. Many students need help remembering the grammar rules and arranging the sentence, and the students also have difficulties differentiating tenses and the remember characteristic of tenses. One option of media that can be implemented in teaching and learning grammar is Wordwall.net. Wordwall.net is a game-based technology in the form of a website. It serves as a fun medium for learning and online student assessment (Wafiqni & Putri, 2021). In addition, when talking about the use of technology, there is a theory stated by Davis (1986) named Technology Acceptance Model (TAM). This theory explores about user perception of technology based on the usefulness and ease of use of information technology as an action in the context of information technology users; thus the reason

someone sees the benefits and ease of use makes the person's actions can accept the use of Information Technology (Irawati et al., 2020).

Related to that theory, several previous studies discuss about perception of the use of Wordwall.net in the teaching and learning process. For example, a research conducted by Paksi & Sari (2023) this research discuss about teachers' perception of using the Wordwall.Net application as an English vocabulary learning media. The research shows that teachers agree that Worwall.net is easy to use and helps them plan, implement, and evaluate learning. Wordwall.net is also attractive and enjoyable for them and their students. In addition, research conducted by Jannah & Syafryadin (2022) their research describes that students' perception of Wordwall.net in their vocabulary learning is positive, students' feeling about Wordwall.net was great, and students enjoyed the competition and teamwork. On the other hand, the effectiveness of Wordwall.net in the language learning process is shown in the research conducted by Az Zahrah & Anwar (2023) that research indicates that Wordwall.net can significantly improve students' vocabulary mastery because Wordwall.net is interactive and simple to use, which increasing students' interest in learning English vocabulary, and can avoid boredom of the students.

Based on the previous studies, the main general lack found by this research is that there is few research that discusses the implementation of Wordwall.net in learning grammar. As a result, this research explores EFL students' perception of using Wordwall.net as media for learning Grammar by looking at their acceptance based on four variables of the Technology Acceptance Model (TAM), which are perceived Ease of Use (PEOU), Perceive Usefulness (PU), Attitude Towards Using (ATU), and Behavioral Intention to Use (BITU) and what difficulties they faced during the implementation of Wordwall.net in learning Grammar.

LITERATURE REVIEW
EFL Student

English as Foreign Language is when English is a language inside a country where English is not dominantly used by society Gebhard (2006) stated that EFL could be defined as an English learner who lives in places where English is not used as a means of the first language used for communication. In such a setting, EFL students have little chance to be exposed to English for communication inside the classroom. In line with that, Jeremy (2007) stated that EFL is the teaching English where the students are studying English in their own country or attend a short course conducted in English. In Indonesia, English is not considered the first language or official language. Consequently, Indonesian students who learn English are considered EFL students. In this case, eleven grade students of State Islamic Senior High Schools in Gresik chosen by the researcher as the EFL students who learn English in school according to government regulations.

The importance of Student's Perception

Perception is how people arrange and interpret their sensory experiences to make sense of their surroundings. Sperling in Afief Fakhruddin (2020) further asserted that perception encapsulates people's knowledge of a given circumstance and how they understand a present

situation regarding their personal experience. Furthermore, perception is an essential element in the learning process because students' perception can be an evaluation of the learning process. Students' perception of the learning process can be the key to determine success or failure in education (Dornyei, 2001). Likewise, Freiberg in Ummah (2022) stated that students' perceptions are a crucial indicator of successful learning. As a result, the teacher should consider students' perceptions to ensure students' academic success. Thus, the perception of students needs to be considered by the teacher to ensure students' success in education.

According to Petegem et al. (2007), students' perceptions could become a benchmark for learning outcomes. Perceptions of the students can the teacher used to determine the appropriateness of the methods, technology, or learning system. Hence, it can be used as a benchmark to continue or improve what is already in place to achieve the best learning outcomes. To conclude, students' perception is essential in the teaching and learning process because it is able to measure the success of learning process and become an essential aspect in teaching and learning evaluation.

Grammar

Grammar deals with sentences and smaller units such as clauses, phrases, and words (Huddleston & Pullum, 2010). Due to that, grammar also can be an indicator of someone's professionalism in written skills. For example, the use of a word like "IDK" or an incorrect subject and verb agreement like "she am" in an Email or letter can make the message less effective because that can make a distraction the meaning. For this reason, we should avoid using inappropriate grammar in writing. In addition, grammar study includes looking at how the word is arranged and patterned. Traditionally, the analysis of sentence level has an exclusive correlation with grammar. Grammar tries to explain why the sentence "we are not at home right now" is acceptable but why "Not we are at right home now" is not acceptable (Thornbury, 2004). Utami Widiati (2009), state that grammar is an essential aspect since grammar is the foundation of advanced language learning. Additionally, Thornbury (2004) defined grammar as the description of the rules for arranging a sentence, including the explanation of meaning conveyed and adds meaning that is not easy to be concluded from the immediate context. Principally, the kinds of meaning realized by the grammar are representative, which enables us to use language to describe the word in terms of when, how, and where that situation occurs. Also, grammar is about standard patterns and systems that combine and select words. A standard system is something that we must considered in communication. Without that standard system, we cannot understand one another. Consequently, people must know grammar to use language appropriately in the social context.

In conclusion, based on all definitions above, the meaning of a message in a language is a word that is put together and becomes a sentence that the arrangement according to the grammatical rules. The grammar rule is expected to help listeners, readers, and viewers get the central meaning of the sentence or utterance produced by the writer or speaker. In short,

the meaning of grammar is a primary signal by which a language can transmit its meaning. Therefore, grammar is necessary for students who expect to master a language.

Technology-based Media Innovation in Learning Grammar

The emergence of Covid-19 changed the educational system from offline to online learning, and this is also significantly impacting how teachers teach and the media that teachers use for teaching. Technology-based media is also rapidly growing in this era. Since the implementation of online learning is closely related to digital technologies, various digital media are used to fulfill the demand for distance learning, including chatting applications, email, videos, learning applications, blogs, virtual conference or meeting platforms, and e-learning management systems (Mandasari & Aminatun, 2022)

The innovation of media for learning grammar growth in line with the growth of technology in English Learning Teaching. During the covid-19 pandemic era, social media has become one of the media for teaching grammar. Research conducted by Teng et al., (2022), shows that Instagram can be media for learning grammar. The result of the implementation had a significant effect on the improvement of students' English learning grammar. In addition, Muftah (2023) reveal that social media may significantly improve English language acquisition. People use social media sites, including Twitter, Facebook, Google+, WhatsApp, etc., and see those as communication and educational tools.

Furthermore, in the process of learning and teaching grammar gamification also used as media in learning English grammar. Research conducted by Azman (2019) shows that the implementation of Kahoot! for learning irregular verbs is very impactful in helping the students memorize the material. Additionally, Pham (2023), reveal that Quizizz has become a media that can help students increase their scores on grammar achievement tests. From those explanations, we can conclude that technology-based media for learning grammar always grows daily following the growth of technology.

Wordwall.net

Wordwall.net is a web-based game that teachers can use as a learning media. From Wordwall.net, teachers can create interactive games and printed materials for their students. Wordwall.net was launched in 2016, and in 2021 Wordwall.net got 100k paid subscribers. According to Firdaus in Purwitasari (2022) the Wordwall.net game is fun, instructive, and engaging. This web also displays examples of instructors' innovation to make it easier for new users to generate and utilize the resources and media. In addition, this web allows users to make educational games in the form of fun games, and it is ideal for creating evaluation and learning tools for students.

1. Procedure to use Wordawall.Net

Wordwall.net is a game that is easy to use because it is web-based. Thus, application installation does not need. A teacher who wants to use this game for their teaching and learning process can directly visit the Wordwall.net website; https://wordwall.net. Furthermore, the teacher signs up to make an account. After that, the teacher can create the activity on "Create your first activity now" On that page teacher is provided with various templates. Additionally, after making the quiz teacher can share it with the students directly

or make it an assignment. This game can be shared through links or CR code and embedded by Facebook, Twitter, google classroom, and our page. And the last, to see the result of the students, the teacher can go to "My result page.".

On the other hand, students who want to use this template for the learning process can directly click the link that the teacher has shared or go to the Wordwall.net website and choose the game. After that, the display will appear, and click start. Furthermore, students can play the game by selecting the correct answers. Additionally, after finishing the game, students can see the score and how long the student takes time when playing the game. And students can repeat the game by clicking the start again button. Furthermore, when students click the leaderboard, they will know their rank. In addition, the students also can check the correct answer by clicking the show the answer option.

2. Stregthen and weekness of Wordawall.Net

Like other media for teaching and learning, Wordwall.net have strengths and weakness. According to Ar-Rahmah (2021) she stated that there are some strengths and weaknesses of Wordwall.net. Wordwall.net has many feature variations, easy to access, students' assignment results are directly sent to the teacher, the answer to students' examinations can be downloaded in PDF, and the website's content is printable. However, this website needs a good connection to access. Furthermore, users need to pay a subscription to access the exclusive feature of this website. Hence, this website is not 100% free.

Technology Acceptance Model (TAM)

Technology Acceptance Model (TAM) is a theory initially proposed by Davis, (1989) that adapted from the Theory of Reasoned Action (TRA) model (Purboyo et al., 2020) . This theory is the most used and well-known model to measure the acceptance of various technologies (Estriegana et al., 2019). This theory was successfully applied to several media types, such as social media, digital libraries, virtual learning environments, learning analytics visualization, gamification, etc. (Sprenger & Schwaninger, 2021). In addition, TAM is used to explore an individual's perception of using information systems (Mustofa, 2021). Furthermore, this theory describes the acceptance factor explaining the user's perception (Yofeigo et al., 2022)

TAM has five primary constructs to determine students' perception and acceptance of the use of technology.The construct includes Perceived Ease of Use (PEOU), Perceive Usefulness (PU), Attitude Towards Using (ATU), Behavioral Intention to Use (BITU), and Actual System Use Each TAM construct has its own meaning to measure someone's perception. The first, Perceived Ease of Use (PEOU), refers to the level at which a person believes using a specific system would be effortless. While Perceived Usefulness (PU) refers to the level at which a person believes using a particular system would enhance job performance. In addition, Attitude Toward Using (ATU) is the attitude toward using the system in the form of acceptance or refusal as an impact when someone uses technology in his work. Behavioral

Intention to Use (BITU) is a behavioral tendency to continue using technology, that can be seen from the motivation to keep using technology and influence others to use the technology. And the last, Actual System Use, is the fundamental condition using of the system. In the context of information technology, actual use is measured by the amount of time used to interact with technology and the number of frequencies to use (Muntianah et al., 2012).

In conclusion, this research used TAM theory as the theoretical framework to measure students' acceptability of Wordwall.net in learning grammar. Four constructs are used in this research, which are Perceived Ease of Use (PEOU), Perceive Usefulness (PU), Attitude Towards Using (ATU), and Behavioral Intention to Use (BITU). The last construct is not used for this research due to the construct do not directly related to the two fundamental constructs, Perceived Ease of Use (PEOU) and Perceive Usefulness (PU) which can be used to determine someone's perception toward the use of technology.

METHOD

This research used qualitative and quantitative methods (mixed method) with a sequential explanatory design or combination research model. According to Creswell (2014), research combination with sequential explanatory design combines quantitative and qualitative methods sequentially. In this design, the first step that conducted by the researcher is collects and analyzes the quantitative in form of numeric data, and the second is the qualitative data collected and analyze in order to elaborate or explain the quantitative result. The quantitative method is used to get measurable quantitative data, which can be descriptive, comparative, and associative to provide general understanding of the research problems. In contrast, the qualitative method approves, deepens, and extends the quantitative data obtained in the first step. The subject of this research is 31 students of MAN 1 Gresik in eleven grade.

Two instruments were used to conduct this research. The first instrument was a close-ended question, and the second was the interview. Close-ended question used to conduct the quantitative data to measure students' perceptions towards using Wordwall.net in learning English grammar, the interview question was constructed on 14 questions implying the Perceived Ease of Use (PEOU), Perceived Usefulness (PU), Attitude Towards Using (ATU), and Behavioral Intention to Use (BITU) and exploring students' difficulties. Furthermore, the interview consists of 14 questions regarding students' perspectives and difficulties when using Wordwall.net to learn English grammar, The interview results were then transcribed to discover deeper thoughts regarding Wordwall.net, complementing the questionnaire result.

In the proses of analysis the data, quantitative and qualitative method analyzed separately. For the quantitative analysis used three phases of data analysis, which are identify response rate and bias, analyzed descriptively the data to pointed the main finding, and the last showing the descriptive result to write the report (Creswell, 2013). In describing the data, the researcher used SPSS 26.0 to show the descriptive statistic of the data. The students' scores about their perception and satisfaction were calculated by recording the item under each scale and summing them. For the qualitative data, the data is analyzed by processing the data, coding the data records, utilizing the coding outcomes to create a more common data

representation such as descriptions, describing results with narratives and illustrations, interpreting the significance of the findings, and the last validating the finding accuracy (Creswell, 2014).

RESULT

The Students Perception Toward the Utilization of Wordwall.net in Learning English Grammar

Four statements were provided in the questionnaire to gain qualitative data about students' perceptions towards the Ease of Use (PEOU) of Wordwall.net in learning grammar. The result is shown in Table 1 Perceived Ease of Use of Wordwall.net. below.

Table 1 Perceive Ease of Use of Wordwall.net

Aspects	SD (1)	D (2)	Total (1+2)	N (3)	A (4)	SA (5)	Total (4+5)	M ± SD
It is easy for me to learn how to use Wordwall.net.	0%	0%	0%	35,5%	41,9%	22,6%	64,5%	3,87 ± 0,763
I can use Wordwall.net easily to learn grammar.	0%	3,2%	3,2%	25,8%	38,7%	32,3%	71%	4,00 ± 0,856
The game provided by Wordwall.net is easy to understand.	0%	0%	0%	29,0%	38,7%	32,3%	71%	4,03 ± 0,795
Wordwall.net can easily use on smartphones or PC.	0%	0%	0%	19,4%	41,9%	38,7%	80,6%	4,19 ± 0,749

Based on Table 4.1 above, the part of Students' Perceived Ease of Use (PEOU) of Wordwall.net 64,5% (20 students) of respondents show positive results, 41,9% (13 students) agree that it is easy to learn how to use Wordwall.net for new users, 22,6% (7 students) chose strongly agree, and 0% or none of the students stated negative results for that statement. Furthermore, 35,5% (11 students) remain neutral, in addition the mean is 3,87 with 0,763 value of standard deviation. Moreover, 38,7% (12 students) of respondents agree, and 32,2% (10 students) strongly agree that Wordwall.net could be used easily to learn grammar, meaning that 71% (22 students) showed a positive result. Conversely, 3,2% (1 student) showed a negative perceptive by choosing the disagree option, and 25,8% (8 students) stood neutral. Additionally, the mean of this result is 04,00 with 0,856 standard deviation value, it can be concluded that students mostly have positive perception for this question.

In addition, 71% (22 students) stated that the game provided by Wordwall.net is easy to understand, 38,7% (12 students) agree with the opinion, and 32,3% (10 students) strongly agree. While 29,0% (9 students) stand neutral, and 0% or none of the students show negative results, the positive result also shown from the mean value which is 4,03 by 0,795 value of standard deviation. Furthermore, 80,6% (25 students) experienced that Wordwall.net can easily use on smartphones or PC, which showed that 41,9% (13 students) chose to agree, and (12 students) decided strongly agree. Furthermore, none, or 0%, said otherwise, and 19,4% (6 students) said neutral. In addition, the mean value is 4,19 with 0,749 standard deviation values.

Moreover, from the interview most students said that Wordwall.net easy to operate during the learning process. They do not feel crucial difficulty. Furthermore, most of the students also stated that easy to operate the game using a smartphone. In addition, students also reveal the reason why phone size effect the easiness of Wordwall.net. Furthermore, most students say that Wordwall.net ease them in fulfilling their needs because the game is easy to use.

Then, the Perceive Usefulness part, Perceive Usefulness is the level at which a person thinks that utilizing a particular system will improve his or her ability to succeed at work. The result of questioner in this part is shown in Table 2 below.

Table 2 Perceived Usefulness of Wordwall.net

Aspects	SD (1)	D (2)	Total (1+2)	N (3)	A (4)	SA (5)	Total (4+5)	M ± SD
Using Wordwall.net make me easier to learn grammar.	0%	0%	0%	35,5%	25,8%	38,7%	64,5%	4,03 ± 0,875
Wordwall.net is effective for learning grammar.	0%	3,2%	3,2%	41,9%	29,0%	25,8%	54.8%	3,77 ± 0,884
After using Wordwall.net grammar material becomes easier to understand.	0%	6,5%	6,5%	29,0%	41,9%	22,6%	64,5%	3.81 ± 0,873
I believe that Wordwall.net can usefully help me to learn grammar	0%	0%	0%	32,3%	45,2%	22,6%	67,8%	3,90 ± 0,746
I was helped to learn grammar by using Wordwall.net in class.	0%	0%	0%	32,3%	45,2%	22,6%	67,8%	3,90 ± 0,746

It is shown in Table 4.2, 64,5% (20 students) showed a positive perception. They stated that using Wordwall.net make them easier to learn grammar, with the detail 25,8% (8 students) chose agree and 38,7% (12 students) chose strongly agree. While 35,5% (11 students) said neutral, and the rest 0% or none of the students did not agree with the opinion. In addition, the mean of this statement is 4,03 with 0,875 standard deviation value those indicated positive result. Moreover, 54,8% (17 students) believed that Wordwall.net effective for learning grammar, shown by 25,8% (8 students) chose to agree and 29,0% (9 students) chose strongly agree. Otherwise, 3,2% (1 student) have a different perspective, and 41,9% (13 students) cannot determine their opinion and chose neutral. In conclusion, the mean of this statement is 3,77 with a 0,884 standard deviation value as a mean that students have a positive perception of this statement.

Additionally, 64,5% (20 students) stated that using Wordwall.net makes grammar material easier to understand, 41,9% (13 students) chose to agree, 22,6% (7 students) chose strongly agree, 6,5% (2 students) did not feel the same by chose disagree option, and 29,0% (9 students) said neutral. The mean of this statement is 3,81 with 0,873 standard deviation value. In addition, 67,8% (21 students) with the detail 45,2% (14 students) chose agree and 22,6% (17 students) chose strongly agree, believed that Wordwall.net usefully help them to learn grammar, none or 0% gave a negative opinion, and the rest 32,3% (10 students) represented

neutral. In conclusion, the mean is 3,90 and the standard deviation value is 0,746. 67,8% (21 students); 45,2% (14 students) chose agree and 22,6% (7 students) chose strongly agree, also believed that Wordwall.net helped them learn grammar, none or 0% said otherwise, and 32,3% (10 students) stated neutrally. Furthermore, the mean value is 3,90 with 0,746 standard deviation value. This result revealed that Wordwall.net helps to learn grammar because Wordwall.net makes the learning process easier and more effective, and grammar material becomes easier to understand, and practical for learning grammar.

From interview result, all of the students agree that Wordwall.net is helpful for them in learning grammar. Furthermore, most of the students said that Wordwall.net is effective in learning grammar. In addition, all the students stated that using Wordwall.net make it easier to understand grammar material. Furthermore, one of students said that Wordwall.net could make the enthusiastic. The curiosity come to the students because the game templates that used by the teacher are various.

The next part is attitude towards using. In TAM attitude towards using is conceptualized as an attitude toward the use of the system in the form of acceptance or rejection as an impact when someone uses technology in their work. The result shown in Table 3 below.

<p align="center">Table 3 Students' Attitude Toward Using of Wordwall.net</p>

Aspects	SD (1)	D (2)	Total (1+2)	N (3)	A (4)	SA (5)	Total (4+5)	M ± SD
I accept the implementation of Wordwall.net in learning grammar.	0%	0%	0%	35,5%	41,9%	22,6%	64,5%	3,87 ± 0,763
I feel happy to use Wordwall.net to learn grammar.	0%	0%	0%	32,3%	51,6%	16,1%	67,7%	3,84 ± 0,688
I feel pleasant using Wordwall.net to learn grammar.	0%	0%	0%	22,6%	45,2%	32,3%	77,5%	4,10 ± 0,746
I enjoy using Wordwall.net to learn grammar.	0%	3,2%	3,2%	25,8%	41,9%	29,0%	70,9%	3,97 ± 0,836
I think that using Wordwall.net to learn grammar is not boring.	0%	0%	0%	25,8%	38,7%	35,5%	74,2%	4,10 ± 0,790

Regarding students' acceptance towards the implementation of Wordwall.net in learning grammar shown in Table 4.3, 64,5% (20 students) showed positive results, 41,9% (13 students) chose agree and 22,6% (7 Students) chose strongly agree, no one or 0% of the students declined the implementation of Wordwall.net in learning grammar, and the rest, 32,2% (11 students) just accepted it without giving an opinion. Furthermore, the mean result is 3,87 with 0,763 standard deviation value. In addition, 67,7% (21 students); 51,2% (16 students) chose agree and 16,1% (15 students) chose strongly agree felt happy when using Wordwall.net to learn grammar, 0% or none of them felt unhappy, and 32,3% (7 students) felt neutral. In addition, the mean result is 3,84 with 0,688 standard deviation value. Future more, 77,5% (24 students) with the detail 45,2% (14 students) chose agree and 32,2% (10 students) chose strongly agree said they felt pleasant when using Wordwall.net to learn grammar, and 22,6%

(7 students) did not indicate their feeling. And 0% or none of them have negative feelings. The mean result of this question is 4,10 with 0,746 standard deviation values.

Then, in the aspect of enjoyment, 70,9% (22 students) stated that they enjoy using Wordwall.net to learn grammar. With the detailed result, 41,9% (13 students) agreed, and 29,0% (9 students) strongly agreed. On the other hand, 3,2% (1 student) stated that Wordwall.net is boring, and 25,8% (8 students) stand neutral. In addition, the mean value result is 3,97 with 0,836 standard deviation result. In other words, 74,2% (23 students), with the detail 38,7% (12 students) chose to agree and 35,5% (11 students) chose strongly agree believe that using Wordwall.net to learn grammar is not dull, 0% or none stated otherwise, and 25,8% (8 students) chose neutral. To sum up, the mean value of this question is 4,10 with 0,790 standard deviation value.

Several interviews have been carried out and analyzed utilizing open-coded transcription for qualitative analysis. The findings reveal that students accepted the implementation of Wordwall.net for learning grammar because this media bring benefits and easiness to their learning process. All the students received the implementation of Wordwall.net since the game was fun. In addition, the leaderboard menu on the game made the students know their capabilities. Furthermore, another reason the students accepted this game is that they can play multiple times with the start again option. Thus they can deeply understand the grammar material. From those findings, it can be concluded that the qualitative findings strengthen and give additional information on quantitative results.

The last part, students' Intention to Use Wordwall.net. As we all know, the degree to which people use an application is heavily determined by their level of satisfaction. What they get and feel when they first used a platform significantly impacts their future decisions to use it or their behavioral intention to use. The result of students' intention is shown in Table 4 below.

Table 4 Students' Intention to Use Wordwall.net

Aspects	SD (1)	D (2)	Total (1+2)	N (3)	A (4)	SA (5)	Total (4+5)	M ± SD
I hope that Wordwall.net will always use for learning grammar in the following grammar material.	0%	3,2%	3,2%	32,3%	38,7%	25,8%	64.5%	3,87 ± 0,846
I will ask my teacher to use Wordwall.net to learn grammar for the next meeting.	0%	6,5%	6,5%	45,2%	32,3%	16,1%	48,4%	3,58 ± 0,848
I am motivated to continue using Wordwall.net to learn grammar.	0%	0%	0%	45,2%	32,3%	22,6%	54,9%	3,77 ± 0,805
I ask my teacher to always use Wordwall.net for learning grammar.	6,5%	0%	6,5%	51,6%	29,0%	12,9%	41,9%	3,42

Based on Table 4 this research finds that 64,5% (20 students) hope that Wordwall.net will always be used for learning grammar in the following grammar material with the detail 38,7% (12 students) chose to agree and 25,8% (8 students) chose strongly agree. Contrastingly, 3,2% (1 student) of them contrast with that desire and 32,2% (10 students) represent neutral. The mean value of this question is 3,87 with 0,846 standard deviation value. In addition, 48,4% (15

students) with the detail, 32,3% (10 students) chose to agree, and 16,1% (5 students) chose strongly agree are willing to ask their teacher to use Wordwall.net to learn grammar for the next meeting. And 6,5% (2 students) chose different answer, and 45,2% (14 students) choose neutral. In conclusion, the mean value is 3,58 with 0,848 standard deviation value, which mean that students have positive result.

Furthermore, 54,9% (17 students) were motivated to continue using Wordwall.net to learn grammar, with the detail 32,3% (10 students) chose to agree and 22,6% (7 students) chose strongly agree. 0% or none of them feel not motivated, and 45,2% (14 students) represent neutral. In addition, the mean value of this question is 3,77 with 0,805 standard deviation value. Moreover, 41,9% (13 students) with 29,0% (9 students) chose to agree, 12,9% (4 students) chose strongly agree, asked their teacher always to use Wordwall.net for learning grammar, 6,5% (2 students) did not do the same way, and 51,6% (16 students) stand to be neutral. To sum up, the mean result is 3,42 with 0,958 standard deviation value.

From the interview, the findings reveal students' Intention to Use of Wordwall.net in learning grammar. The interview relieved that all of the students have planned to ask their teacher to use Wordwall.net in future grammar. Furthermore, students stated that they want to continue using this media because they can learn and playing at the same time, and did not make them bored during the learning process. Moreover, in form of the frequency of use most students want to ask the teacher to use Wordwall.net twice a month. Additionally, most students argue they still have no plan to use Wordwall.net for their needs outside of the class. So, it can be said that in this part, the qualitative data confirmed and expanded the quantitative finding.

DISCUSSION

Students' positive responses toward using Wordwall.net in learning English are shown in this research. That can be seen from the total score from the questionnaire result in the quantitative method phase. The total score was 2171, which was interpreted as agree. Furthermore, the mean result of all question scores is above the neutral score; thus, students have a positive perspective toward the utilization of Wordwall.net in learning grammar. This result is related to the study conducted by Jannah and Syafryadin (2022), which showed that students responded positively to using Wordwall.net in their vocabulary learning. Moreover, according to this research, students stated that Wordwall.net is easy for the new user; the game is easy to understand and can easily be used on smartphones. That result is related to the research conducted by Bueno et al., (2022), which shows that the respondents could use Wordwall.net without help from a technical expert. Furthermore, students stated that this game is simple in providing a question, such as one page only showing one question. Thus students do not confuse when answering the question. In addition, because of the ease of use of Wordwall.net, students can fulfill their need to learn grammar due to the implementation of Wordwall.net made the learning process easier. In the aspect of usefulness, students believed that Wordwall.net is helpful and effective for learning grammar. It is related to a study Çil (2021) stated that Wordwall.net is an effective web tool for learning vocabulary.

Moreover, students stated that this game is effective because it is fun and can help them learn new vocabulary. This result is related to the research Darliani and Agustina (2019) , which revealed that Wordwall.net assisted students in writing in a good manner in the form of grammar and vocabulary. Thus, this game can assist independent learning for students.

Furthermore, students feel happy and pleasant when using Wordwall.net to learn grammar. They enjoy using Wordwall.net and believe that implementing this game is exciting. This result aligns with research conducted by Jannah & Syafryadin (2022), which shows that most students stated that Wordwall.net was exciting, fun, and motivating even though Wordwall.net was not caused an energetic atmosphere. Research by Bueno et al. (2022) also in line with this research, showed that students were satisfied with using Wordwall.net because it helped them achieve the lesson's objective. Moreover, this game provides various games that can make students enthusiastic in the learning process. Research by Rahmawati and Rahmawati and Wijayanti (2022), confirmed that Wordwall.net increased students' motivation and created a joyful atmosphere during the learning process due to music audio and full-color templates. In the acceptance aspect of Wordwall.net students have positive acceptance towards the use of Wordwall.net in learning process. Students accepted using Wordwall.net because this media brings benefits and easiness to their grammar learning process. The leaderboard feature increased their motivation to study because students knew their capabilities and encouraged them to learn more. It in line with research by Segaran and Hashim (2022) who explained that online quiz tools encouraged students to study English grammar, motivating them to get the higher score. Furthermore, independent learning occurred during the implementation of Wordwall.net in learning grammar because the students can play the game multiple time.

This research showed that students want to use Wordwall.net in the next grammar lesson and want to ask other teachers to use this application. Thus, they can enjoy the learning process because they can play and learn simultaneously. Despite, students still needed to plan to use Wordwall.net outside site the learning process in the class. It is pretty different from the research conducted by Jannah & Syafryadin (2022) in that research showed that students look forward to playing Wordwall.net in their daily vocabulary learning because they want to win the next session, so with daily use of Wordwall.net they try to master the vocabulary to compete with their classroom friends.In the use of Wordwall.net in learning grammar, focus on the aspect of Ease of Use of Wordwall.net some of the difficulties found in the result of qualitative data, those difficulties are some of the students stated that the instruction of the game needs to be clarified that due to the teacher instruction did not clearly state and also in some smartphone the size of the font is small. Therefore, someone with no experience will not be confused when using the game. Furthermore, because this game uses an internet connection, sometimes the game lags because of the internet connection problem. It is in line with research on the same topic as this: technology-based media (Quizizz) by Putri & Aisiah (2021), this research shows one problem in using Quizizz is the internet connection. In addition, Meirani Harsasi (2018), stated that various issues are often encountered in the platform that involves the use of technology in the form of internet connections and devices,

such as lagging, unstable connections, and other device technical issues. To sum up, Wordwall.net can be implemented in the learning grammar process because this game brings a positive impact based on students' perceptions. The game is easy to use, simple, fun, and increases their learning motivation. In addition, this game also can encourage students to do independent learning. Furthermore, this research only focuses on eleven-grade students at one of the State Islamic High Schools in Gresik. Thus, a larger sample and various subjects are needed to gain more comprehensive results since students' perceptions of media use in learning can be evaluated in the learning process.

CONCLUSION

According to the research finding, students mostly have positive perceptions towards the use of Wordwall.net in learning grammar. The study discovered in the perception of ease of use Wordwall.net is easy to use for the new user; the game is easy to understand and can easily be used on smartphones. Furthermore, when looking at the usefulness of the game, Wordwall.net is useful and effective, making students easier to learn grammar. Moreover, In the attitude toward using, students feel happy and pleasant when using Wordwall.net to learn grammar by looking at students' acceptance. They enjoyed using Wordwall.net and believe that the implementation of this game is not boring. The last part, behavioral intention to use, this research shows that students intended to use Wordwall.net in the next grammar lesson meeting by asking their teacher to use that game again. On the other hand, this study also reveals students' difficulties when using Wordwall.net to learn grammar. Some students said that the game's instruction is not clear due to the unclear instruction and fonts size, so it will be difficult to understand for a new user, and the second difficulty is the bad internet connection that can affect the game's performance, such as lagging and difficult to swipe the screen. The type of phone also impacts students' performance when used this game.

REFERENCES

Afief Fakhruddin, E. N. (2020). Students' Perception on Quizziz as Game Based Learning in Learning Grammar In Written Discourse. *Wiralodra English Journal (WEJ)*, *4*(2), 28–37. https://doi.org/https://doi.org/10.31943/wej.v4i2.101

Al-Mekhlafi, A. M., & Nagaratnam, R. P. (2011). Difficulties in teaching and learning grammar in an EFL context. *International Journal of Instruction*, *4*(2), 14–17. http://www.eric.ed.gov/ERICWebPortal/contentdelivery/servlet/ERICServlet?accno=ED 522689

Az Zahrah, R. amalia, & Anwar, K. (2023). The Effect Using Wordwall Game Applications To Improve Student's Vocabulary In Chumchon Ban Phanokkhao School. *DIDAKTIKA : Jurnal Pemikiran Pendidikan*, *29*(1), 18. https://doi.org/10.30587/didaktika.v29i1.5246

Azman, M. M. Y. A. (2019). Memory Stay Or Stray?: Irregular Verbs Learning Using Kahoot! *Arab World English Journal (AWEJ)*, *5*, 206–219. https://doi.org/https://dx.doi.org/10.24093/awej/call5.15

Bueno, M., Perez, F., Valerio, R., Mareth, E., & Areola, Q. (2022). a Usability Study on Google Site and Wordwall.Net: Online Instructional Tools for Learning Basic Integration Amid Pandemic. *Journal of Global Business and Social Entrepreneurship (GBSE)*, *7*(23), 24621714. www.gbse.com.my

Çil, E. (2021). The effect of using wordwall.net in increasing vocabulary knowledge of 5th grade EFL students. *Language Education & Technology (LET Journal)*, *1*(1), 21–28. http://langedutech.com

Darliani, Y., & Agustina, C. F. (2019). The Implementation of Word Wall Strategy in Teaching Writing Descriptive Text. *JELA (Journal of English Language Teaching, Literature and Applied Linguistics)*, *1*(2), 61–67. https://doi.org/10.37742/jela.v1i2.12

Davis, F. D. (1989). Perceived Usefulness, Perceived Ease of Use, and User Acceptance of Information Technology. *MIS Quarterly*, *13*(3), 319. https://doi.org/10.2307/249008

Estriegana, R., Medina-Merodio, J.-A., & Barchino, R. (2019). Student acceptance of virtual laboratory and practical work: An extension of the technology acceptance model. *Computers & Education*, *135*, 1–14. https://doi.org/10.1016/j.compedu.2019.02.010

Gebhard, J. G. (2006). *Teaching English as a foreign or second language: A teacher self-development and methodology guide*. University of Michigan Press.

Huddleston, R., & Pullum, G. K. (2010). *A Student's Introduction to English*. Cambridge university press.

Irawati, T., Rimawati, E., & Pramesti, N. A. (2020). Penggunaan Metode Technology Acceptance Model (TAM) Dalam Analisis Sistem Informasi Alista (Application Of Logistic And Supply Telkom Akses). *Is The Best Accounting Information Systems and Information Technology Business Enterprise This Is Link for OJS Us*, *4*(2), 106–120. https://doi.org/10.34010/aisthebest.v4i02.2257

Jannah, M., & Syafryadin, S. (2022). EFL students' perspectives on the use of Wordwall.net as vocabulary learning media. *ELT Forum: Journal of English Language Teaching*, *11*(2), 115–124. https://doi.org/10.15294/elt.v11i2.57120

Jeremy. (2007). The Practice of English Language Teaching. In *Pearson Longman*. https://doi.org/10.29057/icea.v3i6.137

Mandasari, B., & Aminatun, D. (2022). Investigating Teachers' Belief and Practices Toward Digital Media of English Learning During Covid-19 Pandemic. *English Review: Journal of English Education*, *10*(Vol 10, No 2 (2022)), 475–484. https://journal.uniku.ac.id/index.php/ERJEE/article/view/6248/3095

Meirani Harsasi, A. S. (2018). Determinants of Student Satisfaction in Online Tutorial: A Study of A Distance Education Institution. *Turkish Online Journal of Distance Education*, *19*(1), 89–99. https://doi.org/10.17718/tojde.382732

Muftah, M. (2023). Impact of social media on learning English language during the COVID-19 pandemic. *PSU Research Review*. https://doi.org/10.1108/PRR-10-2021-0060

Muntianah, S. T., Astuti, E. S., & Azizah, D. F. (2012). Pengaruh Minat Perilaku Terhadap Actual Use Teknologi Informasi dengan Pendekatan Technology Acceptance Model (TAM). *Profit Universitas Brawijaya Malang*, *6*(1), 88–113.

Mustofa, A. Y. (2021). *Students' Perception Toward the Use of Vmeet UIN Malang as an Effective Learning Tool in EFL Classroom*. Maulana Malik Ibrahim State University.

Paksi, G. R., & Sari, R. K. (2023). *Teacher Perceptions on the Use of the Wordwall . Net Application as an English Vocabulary Learning Media A . Introduction*. 4(1), 120–132.

Petegem, K., Aelterman, A., Rosseel, Y., & Creemers, B. (2007). Student perception as moderator for student wellbeing. *Social Indicators Research*, *83*(3), 447–463. https://doi.org/10.1007/s11205-006-9055-5

Pham, A. T. (2023). The impact of gamified learning using Quizizz on ESL learners' grammar achievement. *Contemporary Educational Technology*, *15*(2), ep410. https://doi.org/10.30935/cedtech/12923

Purwitasari. (2022). *The Effectiveness of Wordwall Application in Improving Students' Vocabulary Mastery at MTSN 4 Magetan*. IAIN Ponorogo.

Rahmawati, A. P., & Wijayanti, P. R. (2022). Implementing Joyful Learning Strategy Using Wordwall in Order to Improve Reading Comprehension Skills. *Proceedings Series on Physical & Formal Sciences*, *3*, 32–35. https://doi.org/10.30595/pspfs.v3i.261

Segaran, V. C., & Hashim, H. (2022). 'More Online Quizzes, Please!' The Effectiveness of Online Quiz Tools in Enhancing the Learning of Grammar among ESL Learners. *International Journal of Academic Research in Business and Social Sciences*, *12*(1). https://doi.org/10.6007/IJARBSS/v12-i1/12064

Sprenger, D. A., & Schwaninger, A. (2021). Technology acceptance of four digital learning technologies (classroom response system, classroom chat, e-lectures, and mobile virtual reality) after three months' usage. *International Journal of Educational Technology in Higher Education*, *18*(1), 8. https://doi.org/10.1186/s41239-021-00243-4

Teng, C., Heydarnejad, T., Hasan, M. K., Omar, A., & Sarabani, L. (2022). Mobile assisted language learning in learning English through social networking tools: An account of Instagram feed-based tasks on learning grammar and attitude among English as a foreign language learners. *Frontiers in Psychology*, *13*(September), 1–13. https://doi.org/10.3389/fpsyg.2022.1012004

Thornbury, S. (2004). *Natural Grammar: The Key Words of English and How They Work*. Oxford University Press.

Ummah, L. K. (2022). *EFL Students' Perception of Grammarly Premium's Feedback and How They Deal with The Inaccuracy*. UIN Malang.

Utami Widiati, B. Y. C. (2009). The Teaching of English Grammar in The Indonesian Context: The State of the Art. *Celt (Culture, English Language Teaching and Literature)*, *6*(2), 77–101.

Wafiqni, N., & Putri, F. M. (2021). Efektivitas Penggunaan Aplikasi Wordwall dalam Pembelajaran Daring (Online) Matematika pada Materi Bilangan Cacah Kelas 1 di MIN 2 Kota Tangerang Selatan. *Elementar : Jurnal Pendidikan Dasar*, *1*(1), 68–83. https://doi.org/10.15408/elementar.v1i1.20375

Yofeigo, A. E., Tiara, T., & Kantun, S. (2022). Persepsi Siswa Terhadap Penggunaan Google Clasroom dalam Pembelajaran Akutansi dengan Pendekatan Technology Acceptance Model (TAM). *Manajemen Pendidikan*, *17*(1), 12–21. https://doi.org/10.23917/jmp.v17i1.14951