UTILIZING "WORDWALLS' AS AN ASSESSMENT TOOL FOR INDONESIAN JUNIOR HIGH SCHOOL STUDENTS

Lina Anisah
*English Language Education Study Program, Teacher Training and Education Faculty,
Universitas Sembilanbelas November Kolaka, Indonesia*
Email: lina.anisah@gmail.com

Abstract: The purpose of this research was to analyze students' perceptions of the use of interactive media Wordwall as an assessment tool at SMP Negeri 1 Kolaka. The design of this study used a study case design. The subjects in this study were students of class VIII G SMP Negeri 1 Kolaka, totaling 26 students in 2022. The collection technique used questionnaires and interviews. Questionnaires were given to determine students' perceptions and interviews were conducted to find out more in-depth answers so that researchers could describe and study optimally students' perceptions of the Wordwall application as an assessment tool. The results of this research indicate that 87,5% of students are interested in using the Wordwall application as an assessment tool. Easy use, attractive appearance, and varied questions make students want to use the Wordwall application as an assessment tool in the future.
Keywords: *perception; wordwall.*

INTRODUCTION

21st century learning continues to adopt increasingly developing technologies. Now, the use of computers and smartphones has become an important element for human life such as in the business field, office, home, and school (Yarahmadzehi & Goodarzi, 2020). The development of technology in the world of education has a role in the teaching and learning process, wherein the teaching and learning process technological developments are expected to be able to make changes and have a better impact on learning. Smith & Hill (2019) stated that face-to-face and online learning have been applied since the 1990s. In general, the use of technological developments that are often used in education is the use of smartphone technology in making learning media that can facilitate educators in finding material, for example in the form of reading media in the form of e-books. The rapid development of technology as it is today should be used more optimally to improve the quality of learning, especially in smartphone technology. The utilization of smartphone technology is not only a medium for finding materials and media for reading, but can also be used in the assessment process, namely as an assessment tool in learning. However, the use of smartphone technology itself is still not optimally carried out by educators. The school must develop their programs every year so that they develop

students' competencies that are adaptive to every development of science and technology (Akbuber *et al.*, 2019). For example, SMP Negeri 1 Kolaka still uses a manual assessment system in providing English test questions, namely paper-based assessment. This type of assessment is usually done by giving questions on sheets of paper so that students write their answers on paper.

This type of manual assessment has several disadvantages including being tedious, too monotonous, and not varied. From the lack of variation in giving questions so students get bored with the conventional test exam model (Herianto, 2022).

Technology can help students overcome scheduling and location barriers to learning. Student involvement mainly emphasizes the time and effort they put into online learning activities to achieve the desired learning effectiveness (Hong *et al.*, 2021). Licorish *et al.* (2018) and Santosa (2017) stated implementing technology in learning is taken as a consideration to increase students' learning motivation, so that there is interaction during learning. It is supposed that effective school is a school that has the ability to carry out its functions optimally and all students can develop themselves (D. Darwissyah and Indrasari, 2019). Therefore, from some of these problems, the researcher offers an alternative solution by utilizing a smartphone application that

can be done online, namely the Wordwall web-based application. According to Maulani (2019), word wall could be an assortment that square measures age-acceptable, classified or class, and settled on the room wall thus students can easily see and learn.

Sipayung (2019) also stated word walls are collection of words shown somewhere in the classroom that can be vocabulary significant to the students. Cleaver (2018) said a wordwalls is dedicated to displaying high frequency words (these could be sight words or words that are used a lot in your class) that are important for students to know and use. Utilizing this application, of course, can provide convenience to educators in the assessment process and can increase students' learning motivation in learning English. In the assessment system that uses the Wordwall web-based smartphone application, the researcher gave assessment test questions that were made on Wordwall. With a simple and attractive interface, it can make it easier to use and provide a different experience in working on questions so that it can increase students' motivation in learning English and can also measure students' abilities well in every assessment given. Each online-based question has a predetermined time. Therefore, the researcher introduced an assessment tool that utilizes a web-based application on a smartphone, namely Wordwall to see students' perceptions of this application. One of the interactive learning media that can be used is wordwall, as expressed by (Maghfiroh, 2018; Permana & Kasriman, 2022; Pradani, 2022).

Wordwall is a web-based interactive application that can create various types of online quiz models. The advantage of this application is that it can make questions that are accompanied by a form of final score assessment. This website is also equipped with 18 templates to create questions that can be accessed for free so that the quiz model becomes more varied. An attractive template with sound effects can attract the attention of middle school-age students. The main reason for using this application is to see students' perspectives from various perspectives and student points of view. Then, at this time there are not many educators who use this web-based application Wordwall as a media in conducting assessments, especially at SMP Negeri 1 Kolaka.

The reason researcher uses Wordwall as an assessment tool is because this application is effective and makes it easier for teachers to conduct assessments for student learning. In contrast to conventional evaluation tools that use paper-based assessments which can waste paper and take a long time to assess student test results, this application can save paper only by using smartphones to conduct assessments and students do not have to wait a long time to see the score of their test results. The attractive appearance and easy to use add to the attractiveness of the students themselves.

Previous related studies have been conducted regarding student's perception or wordwall as an assessment. First comes from Firdiansyah & Pamungkas (2021) conducted research that discussed the use of educational games as a learning evaluation. In their research, Firdiansyah & Pamungkas (2021) examined student perceptions of the use of Kahoot as a Learning Evaluation Media in the Monetary Economic Theory Course. The object of the research is the 5th semester Social Studies study program students who take the Monetary Economics Theory course involving 83 students. The results of Firdiansyah & Pamungkas' (2021) research stated that the use of Kahoot as a learning evaluation medium received a positive response from students. This is because Kahoot is easy to use, has an attractive appearance, and is transparent in displaying scores. Thus, students are increasingly motivated to study to achieve the highest score.

Arsini (2022) did the research of regarding the perceptions of hotel school students regarding the use of Wordwall to Enrich Student Work Ready Vocabulary Mastery. The method used is qualitative and data is collected from 10 respondents who have been selected with qualifications of activeness during learning, and always participate during the process. The data analysis found that students have high enthusiasm for learning vocabulary through the Wordwall application. This application provides various types of creative and interactive vocabulary games.

In addition, research on the use of Wordwall as an assessment tool has been carried out previously. Savitri and Kusnarto (2021) researched the Use of Wordwall Educational Games as an Online Evaluation of Indonesian Language Learning in Higher Education. In their research, Savitri & Kusnarto (2021) used descriptive qualitative research methods and the data in their research were the results of an evaluation questionnaire through the educational game Wordwall. The source of the research data is the student of the Communication Science Study Program of UPN Veteran, East Java who is

taking Indonesian language courses which shows that the level of understanding of students using WordWall is 96.8%. Through the use of Wordwall, students' interest in learning Indonesian language material has been shown to increase.

Even as the second studies from Sartika (2017) said the use of Wordwall method in order to improve the ability to learn descriptive texts in junior excessive school students. By using the qualitative approach, Sartika (2017) obtained data thru observations, questionnaires, and documents that were used as devices. The effects of her studies determined that the use of Wordwall method was very beneficial for instructors to train descriptive texts to hone students' writing skills. using Wordwall additionally received a advantageous response with the aid of college students, so the use of Wordwall is advocated for in junior excessive faculties.

The next studies got here from Darliani & Agustina (2019), with the aim of research on implementing Wordwall in enhancing the writing abilities of excessive college students in Bandung. They used commentary and interviews to collect qualitative facts. The outcomes in their studies also confirmed a high quality reaction, because students had been taken into consideration capable of write descriptive texts according to the instructions. The research describing Wordwall become also performed through (Ismiyati & Saputri, 2020). The motive of this study become to describe the use of Wordwall as an effective medium in English training, in particular in students' vocabulary. The research they conducted used a scientific overview technique, wherein they reviewed 6 theses, and 4 journals associated with the implementation of Wordwall. The statistics acquired have been then analysed by approach of descriptive evaluation. The effects confirmed that Wordwall can be an effective medium to be able to boom college students' insight into vocabulary, mainly on the junior excessive school level.

In contrast to these researches, this study addresses a gap in students' perception towards Wordwall as an assessment tool. Also, researcher believes that not many related studies talking about this. Meanwhile, a lot of research, talking about Wordwall as media to improve one of students' skills or try to find the effect of using Wordwall on students' learning achievement. Through this research, the researcher hopes to contribute research to teachers to innovate in using the Wordwall application as a learning assessment tool.

Based on the above background, the researchers tried to examine "How is the perception of students after using the Wordwall web-based application as an assessment tool for second-grade students at SMP Negeri 1 Kolaka?". By conducting this research, it is expected to be useful for students in carrying out better assessments, especially in English learning test to make it more effective, and practical and also useful in measuring and assessing results more accurately, effectively, and quickly.

METHOD

This research was qualitative since it describes the students' perceptions. Qualitative research is an established tradition within management studies, and many authors have argued for its potential to provide richly detailed insights and contextual explanations for many of the challenges currently faced in modern management practice. It was reinforced by Cresswell (2018) stated that qualitative research relies on text and image data, have unique steps in data analysis, and draw on diverse designs. This was relevant to Creswell (2018) stated that one of the reasons why someone does qualitative research is because of the nature of the research question. In qualitative research, the research questions often begin with 'how' or 'what'. Thus, the initiation forces its way into the topic that describes what is going on. The design used in this research is a case study using a mixed method approach which is combines qualitative and quantitative approaches with a specific design to answer the research objectives. By using this research design, it can show a description of the phenomenon of student responses to the use of Wordwall as an assessment tool for learning English subjects class VIII G students of SMP Negeri 1 Kolaka. This research was conducted in the second semester of 2021/2022. Just like other research methods, case study research is also divided into several types. They differ from each other both in terms of hypotheses (temporary answers) and from the thesis to be proven (Salmaa, 2021). These types of case studies can then be applied in various fields. Research using the case study method is to examine scientific phenomena that occur in a place so that it requires an in-depth analysis of the symptoms that exist in nature so that it is interesting to study. In addition, the data and facts obtained must also be supported by valid supporting data and according to needs through the process of providing questionnaires,

interviews, observations, or documentation.

Based on this, this research was conducted to reveal students' perceptions of the use of Wordwall as an assessment tool in English subjects supported by data, namely the actual conditions that occur in the field using a case study with a mixed method approach. In addition, information must also be obtained by researchers in the field according to their needs.

Research must have a clear objective and be ready to be investigated as a follow-up to solving the problem formulation that has been proposed. The four informants who will be interviewed are chosen randomly in the class. The instrument is a key component in research. According to Sugiyono (2017), a research instrument is a tool used to measure the observed natural and social phenomena. The main instruments in this research were questionnaires and interviews. The questionnaire guidelines in the form of questions posed through data collection applications and interviews were delivered orally to students. The questionnaire in this research contained two dimensions, namely internal and external factors. Interviews were conducted to obtain more detailed information regarding the questions asked.

Table 1. *Questionnaire guidelines*

No	Factor	Indicator	Question item number
1	Internal	Interest	1 2,3,4,5
2		Usage	6,7,8
3		Wordwall Display	9,10,11,12,13
4	External	Question Variations	14,15,16
5		The effectiveness of the wordwall as an assessment tool	17,18,19,20

The Likert scale is a scale used to measure perceptions, attitudes, or opinions. This scale is used to complete a questionnaire that requires respondents to indicate a level of agreement with a series of questions. In this research, researchers used 4 scales to measure student perceptions, namely strongly agree, agree, disagree, and strongly disagree.

Table 2. *Interview guidelines*

No.	Indicator	List of Question
1	Usage	1. Are you interested in using Wordwall application? 2. Did you find any difficulties when using the Wordwall application as an assessment tool? 3. Is the use of the wordwall application easy to use?
2	Wordwall Display	4. Is the wordwall application interface attractive? 5. Is the Animation display in the Wordwall application very attractive? 6. Is the color display in the Wordwall application very attractive? 7. Is the appearance of the font in the Wordwall application attractive and easy to read? 8. Are the images displayed on the application interesting to see?
3	Question Variations	9. Are the questions in the Wordwall application varied? 10. Are the variations of questions in the wordwall application interesting? 11. Are the questions that display easy to do?
4	The effectiveness of the wordwall as an assessment tool	12. Is this wordwall application interesting to use as an assessment tool? 13. Is using Wordwall as an assessment tool interesting to use in future tests? 14. Is the wordwall application interesting to use for English quizzes? 15. Is this wordwall application interesting to use for semester exams?

There are three types of interviews: open interviews (unstructured interviews), probing interviews (semi-structured interviews) and structured interviews. An open interview is an interview whose open answer is not determined by the researcher. Structured interviews are interview whose answers have been determined by the researcher, while semi-structured

interviews are to dig deeper into information and explore thoughts. In this research, the researcher chose semi structured questions because the researcher could dig deeper into the broad information and could find out more about student responses. For the second instrument which is interview, here is the technique of data analysis. The process in question is as follows: (1) data reduction, (2) data presentation, (3) draw conclusions.

In this research, researchers used a questionnaire to determine students' perceptions of the use of the wordwall application as an assessment tool at SMP Negeri 1 Kolaka. After the students answered the questionnaire, then the researcher collected data from the questionnaire, the researcher calculated and analyzed the answers to each statement in the form of a percentage and the researcher described the results of the questionnaire. The researcher calculated the data using the formula in the explanation (Sugiyono, 2017):

Percentage of student perception = Earning Score / Max ideal score x 100%

To compile a classification table for the percentage of students' perceptions using the highest, lowest percentage, number of classes, and interval distance.
Highest ideal percent = 100%
Lowest ideal percent = 25%

Number of classes = 4 (from SD to SA)

$$\text{Interval Distance} = \frac{(4-1)}{4}$$

Based on these data, a classification table is arranged as follows:

Table 3. *Perception score category*

Average score	Percentage	Perception Category
3.26 - 4	81.5% - 100%	Strongly Agree
2.6 - 3.25	65% - 81.25%	Agree
1.76 - 2.5	44% - 62.5%	Disagree
1 - 1.75	25% - 43.75%	Strongly Disagree

Data analysis technique used are data reduction, data display, and drawing conclusion (Kalfa & Alkar, 2019). Triangulation and member check are used as the main references in processing data (Muawanah, 2021). Data reduction is a from of analysis that sharpens, classifies, removes unnecesarry ones (Sunaengsih *et al.*, 2019).

RESULTS AND DISCUSSION
Questionnaire result
The results of data processing from the Google Forms App data processing application which was obtained from giving online questionnaires to 26 students, there were 20 closed questions in the questionnaire distributed online. The following can be informed:

Table 4. *Perception calculation result*

Descriptive	Overall	Internal	External
The minimum mean value of each item	26	1	1
The maximum mean value of each item	104	4	4
The mean score for each item	3.315	2.95	3.68
Total score gain	1818	384	1434
Ideal max total score	2080	520	1560
Percentage	87.5%	74%	92%

The results of the analysis of research data as a whole from internal and external factors obtained a mean value of 3.315, with a total score of 1818 with a percentage of 87.5%. The calculation results obtained an average of 92% for external factors and 74% for internal factors. These mean values were consulted with the category table. Categorization of student perceptions can be seen in table 4.

Based on table 4. it can be seen that the average questionnaire from external factors regarding the stimulus given about students' interest in the Wordwall application is 92% in the category of Strongly agree. While the average questionnaire from internal factors is 74%. This means that the average student answers strongly agree with the use of the Wordwall application as an assessment tool. The results of the questionnaire are as follows:

Table 5. *Perception score influenced by internal factors*

No	Statement	Percentage of the mean score	Category
1	I'm excited about taking exams/tests.	70%	Agree

No	Statement		
2	I am interested in the type of Assessment given by the teacher	75%	Agree
3	I am very enthusiastic about taking daily tests/tests.	68%	Agree
4	I am always ready to take the daily test/test.	72%	Agree
5	I do the questions seriously.	87%	Agree

Based on table 5, it can be seen that some of the student responses on average agreed with the statement about their mood and interest in assessment with an average of 74%. From the table, it can be concluded that students agree that they are interested in the assessment tool given by the teacher. Enthusiasm, enthusiasm, readiness, and seriousness that are quite high make their interest in the exam test even higher. Next are the results obtained from statements about their interest in using the wordwall application as an assessment tool:

Table 6. *Perception score regarding the use of wordwall as an assessment tool*

No	Statement	Percentage of the mean score	Category
1	I'm interested in using Wordwall application.	93%	Strongly Agree
2	I found no difficulty when using the Wordwall application as an assessment tool.	89%	Strongly Agree
3	The use was of Wordwall application easy to use.	91%	Strongly Agree
4	The Wordwall application interface is attractive.	95%	Strongly Agree
5	The Animation display in the Wordwall application is very attractive.	95%	Strongly Agree
6	The color display in the Wordwall application is very attractive.	90%	Strongly Agree
7	The appearance of the font in the Wordwall application is attractive and easy to read.	88%	Strongly Agree
8	The images displayed on the application are interesting to see.	92%	Strongly Agree
9	The questions in the Wordwall application are varied.	91%	Strongly Agree
10	The variations of questions in the Wordwall application are interesting.	93%	Strongly Agree
11	The questions that display are easy to do.	93%	Strongly Agree
12	This Wordwall application is interesting to use as an assessment tool.	92%	Strongly Agree
13	Using Wordwall as an assessment tool is interesting to use in future tests.	91%	Strongly Agree
14	The Wordwall application is interesting to use for English quizzes.	95%	Strongly Agree
15	This Wordwall application is interesting to use for semester exams.	80%	Agree

This can be seen from the four question indicators regarding the use of wordwall as an assessment tool.

Usage. In indicators of usage, the average informant answered strongly agree with the value obtained was 3.65. On average, the informants agreed with the statement about the use of the wordwall application which stated their interest and ease in using the wordwall application as an assessment tool.

Wordwall application display. On the indicator regarding the display of the Wordwall application, the average respondent answered strongly agree with a value of 3.72 which value is included in the category of perception strongly agree. The average informant is interested in the visuals displayed in this Wordwall application such as interface indicators, animations, colors, font styles, and pictures.

Question variations. The next statement indicator is about the variety of questions that exist in the Wordwall Application with three statements that are displayed on the questionnaire, namely the variety of questions, interest in the variety of questions given, and the ease of doing each variation of the questions given. On average, the informants chose to strongly agree with the given statement with a value of 3.71, where the number was included in the category of strongly agree.

The effectiveness of the wordwall as an assessment tool This indicator states the use of Wordwall as an assessment tool which consists of statements containing the use of the Wordwall application on daily tests, on giving quizzes, and

on semester exams. The average informant chose to strongly agree   with the use of this Wordwall application as an assessment tool with a total of 3.62, where the score is included in the category of strongly agree on the perception indicator.

If presented in percent, the results obtained are 92% of the total score on each item of the question multiplied by the number of informants plus the maximum average value of each item plus the number of questions in the questionnaire. Based on the results of the questionnaire found,

students are more interested in this application is applied to assessment. The average student agrees if this application is applied during daily tests, giving quizzes, and semester exams.

Interview results

The next data collection is using interviews with the type of probing question to find out more information about the questionnaire that has been given. Here the researcher took four informants randomly from one class. The results of the interviews from the four question indicators are:

Table 7. *Interview results*

No	Indicator	Description	Example
1.	Usage	Students are interested in the Wordwall Application and like using the Application. Easy to use and no difficulties are found when using the wordwall application. No lag can hinder the use of the application for students, making it easier for them to use it.	*"Yes, Because, this test app is very fun to use. I did not find any difficulty at all in using this wordwall application. I think the preparation of questions in this application is easy to do."* (Interview A2/A4/A6) *"Interesting. fun and easy to use. There is no lag at all which makes it difficult for me to operate the application."* (Interview C2/C6)
2.	Display	Students said the interface presented was very interesting to look at. Cool animations and like a quiz game which adds to their appeal. The colors in the appearance of the application are also very colorful and bright. Display in a font style that is clear, large, and easy to read by students. Likewise, students' responses to the pictures presented were that the pictures were so clear and very helpful for them in filling out the questions.	*"Interesting. It's like a fun and very good quiz game. I love the colors displayed on this app, very colorful and bright. The writing displayed is very clear and large, easy to read. And also, the pictures are clear and very helpful in doing the questions. Interesting. It's like a fun and very good quiz game. I love the colors displayed on this app, very colorful and bright. The writing displayed is very clear and large, easy to read. And also, the pictures are clear and very helpful in doing the questions."* (Interview A10/A12/A14/A16) *"Yes, interesting. The animated videos and motion animations on the app are great. There is not much style in the writing font so it is easy to read. Basically, I really like watching cartoons, so I like the pictures that are shown."* (Interview D10/D12/D16)
3.	Question variations	Students said the questions were very different from what was given normally, the varied questions made them not bored quickly and were easy to do.	*"With various types of questions given, we don't get bored quickly. The types of questions are very different from those usually given by the teacher and are easy to do."* (Interview A18/A20/22) *"The questions given vary, so it is very fun to fill in the questions. The variety of questions keeps me from getting bored."* (Interview D18/D20)
4.	Wordwall as an assessment	Students said they were interested in using the Wordwall application as an assessment tool for daily tests, quizzes, and semester exams. It gives them something different from the previous assessment tool into a fun assessment tool that can	"This is interesting. Because it is good for use during exams or tests. It gives something different and fun to test." (Interview C24/C26) *"I think it's good, because it can motivate us to study and be enthusiastic to face exams."*

motivate them to learn.   (Interview D26)

Usage. Based on the results of the interview above regarding the indicators for using the wordwall application as a whole, they are interested in using this application because of the animation display and the images displayed. The next question was about the difficulties that the informants encountered when using the application where there were some difficulties for the informants when using the Wordwall application, namely when filling out questions. This is because the use of this application is based on a quiz game so there are difficulties for some of the informants who use it. Other opinions do not find it difficult at all when using this wordwall application. The third question is about the ease of using this application. On average, the informants answered that this application was easy to operate because it was structured so that it was easier for the informants to operate it. Another opinion, because this application has instructions and directions using English, it makes some students confused in operating it. Therefore, informants still need supervision and guidance in operating this application.

Display. Based on the results of interviews on the second indicator regarding the appearance of the wordwall application, it received many positive responses. The interface display on the wordwall application was given a positive response. On average, the informants answered that they were interested in the reason for the appearance that spoiled their eyes and the animations in the interface that made them interested. Furthermore, the animated display presented received a positive response from the informant. The animations displayed are very appropriate for their age and school level. The colors displayed on the application also received a positive response. On average, the informants answered that they were interested in the colors displayed, even the colors displayed could motivate their learning. Furthermore, the display of the font loaded on the application was responded positively by the informant. On average, the four informants answered that the font display was attractive. The type of font is simple and not tacky so that it is easy for them to read. Including the images displayed in this application, the average informant was greatly helped by the images displayed when filling out the questions.

Question variations. Based on the results of the interview above regarding the variety of questions in the wordwall application, it can be seen that all respondents answered the questions given were very varied. From the variety of questions given, they are more challenged and enthusiastic in working on the questions. Also, they are interested in the questions in the Wordwall application. However, there were some problems with the informants when filling out these questions, such as the informant being stiff when running the application to fill in the questions and the need for guidance to fill the questions.

Wordwall as an assessment tool. Based on the results of the interview above regarding the opinion of the informant about if the Wordwall application was used as an assessment tool. The average informant answered agreed if this application was used as an assessment tool such as daily tests or quizzes. However, for the semester exam, some are still hesitant to use this application due to the network. The rest of the informants agreed that the Wordwall application was used as an assessment tool in the semester exam.

Perceptions arise from individual external factors by providing external stimuli that are received by individuals from outside to form an acceptance that determines perception. The responses given by respondents regarding the given stimulus are the Wordwall application trial as an assessment tool. Based on the research, it was found that the Wordwall application was preferred by students to be used as an assessment tool such for daily tests, quizzes, and semesters. As for the results of collecting all data, data triangulation was carried out. The results are as follows:

Based on the percentage in table 7, the first statement regarding the use of Wordwall, it can be concluded that 93% of students are interested in using the Wordwall application, and it is included in the category of strongly agree. This is in line with the results of the interview in the following transcript:

"Yes, interested. Because the application is fun to use." (S1)
(Appendix/Interview Transcript/A2)

"Interesting. Because it's fun and easy to use." (S3)
(Appendix/Interview Transcript/C2)

The second statement is about the students' not finding difficulties in using the Wordwall

application. The percentage of all answers is 89%, which is in the category of strongly agree. The following is a statement of the results of interviews conducted to seek further information:

The third statement is about the ease of students using the Wordwall application. The percentage of all answers is 91%, including in the category of strongly agree. This is in line with the results of the interview in the following transcript:

"No, I didn't find it difficult at all when using this app." (S1)

"Yes, because I think the preparation of the questions in this application is easy to work with." (S1)
(Appendix/Interview Transcript/A6)

For the fourth statement, about the attractiveness of the interface presented by the Wordwall application. The results showed that a total of 95% in the category of strongly agree. This is in line with the results of the interview in the following transcript:

"Interested. Because the interface is nice to look at." (S4)
(Appendix/Interview Transcript/D8)

For the fifth statement, about the attractiveness of the animated display of the Wordwall Application. The results showed that a total of 95% in the category of strongly agree. The following is a statement of the results of interviews conducted to seek further information:

"Yes, interesting. The animated videos and motion animations on the app are great." (S4)

(Appendix/Interview Transcript/D10)

The sixth statement is about their interest in the colors presented in the wordwall display. From the results of the questionnaire, it was found that the total answers can be concluded that there are 90% of students are interested in the colors presented, and it is concluded in the category of strongly agree. This is in line with the results of the interviews in the following transcript:

"Interesting. I like the colors displayed on this app, very colorful and bright." (S1)
(Appendix/Interview Transcript/A12)

The seventh statement is about the attractiveness of the font style and the ease of reading the font in the Wordwall application. The percentage of all answers is 88%, which is at the level of the category of strongly agree. This is in line with the results of the interview in the following transcript:

"Yes, display writing is very clear and large, easy to read." (S1)
(Appendix/Interview Transcript/A14)

"Interesting. Not a lot of style in the writing font so it's easy to read." (S4)
(Appendix/Interview Transcript/D14)

The following is a summary of student perceptions based on the average calculation of indicators of use, appearance, variety of questions, and the effectiveness of using wordwall as an assessment tool for the Wordwall application as an assessment tool:

Table 9. *Summary of student perceptions*

No	Statement	Mean of Percentage	Category
1.	I am interested in using the Wordwall application.	91.25%	Strongly Agree
2.	I'm interested in the view presented by the Wordwall application.	93%	Strongly Agree
3.	I am interested in the variations of the questions in the Wordwall application.	92.75%	Strongly Agree
4.	I am interested in using the Wordwall application as an assessment tool.	90.5%	Strongly Agree

Student interest in using the wordwall application
The results obtained above from giving a questionnaire for the first statement indicator regarding the use of the wordwall which discusses the respondents' interests and their difficulties in using the wordwall application, it is known that most of the participants strongly agree that the use

of the Wordwall application as an assessment tool is easy to use and interested in using it. Around 91.25% of participants agreed with this statement. This is because they are happy if the assessment tool used uses game-based assessment which is easier to use than conventional assessment tools in general and can increase students' motivation to

learn because they feel more excited when they get the highest score. This is in line with research conducted by Firdiansyah and Pamungkas (2021) which states that the use of game-based applications in the assessment process can help students increase their motivation to learn. The research conducted by Sasongko and Suswanto (2017) assessment using game-based applications can increase students' interest and interest in carrying out assessments. This opinion is in line with research conducted by Haryadi & Andriati (2020) which in his research proves that the use of game-based media can increase student interest both in learning and during assessment.

Student interest in the appearance of the Wordwall application
Next for the second indicator which contains statements about the appearance presented in the Wordwall application. The attractiveness aspect of Wordwall media can be seen from the interface, animation, colors, font styles, and images in the application. The result is known that 93% of participants' overall use of Wordwall was found interesting. Interactive media used as an assessment tool make assessment activities or quizzes more interesting for students Omar (2017). The attractive appearance of the Wordwall is a factor that can increase student interest and curiosity. This is in line with research conducted by Firdayansyah and Pamungkas (2021) that interactive assessment media motivate students to pay more attention and become more involved in-class participation. This opinion is also supported by the results of research conducted by Nuria (2019) which states that good, beautiful, and attractive visuals presented by an application can increase student interest in learning and the tasks they do. The visuals that involve animation, interfaces, colors, images, and writings that are presented on the display of an application can add to the attractiveness of students in evaluating learning.

Student interest in the variety of questions in the Wordwall application
The variety of questions contained in the application which states that the questions are varied, interesting, and easy to do are highly approved by students. This can be seen from the percentage obtained from the questionnaire results amounting to 92.75%. The importance of a variety of questions to make students not bored with the assessment tool. This is in line with research conducted by Firdiansyah and

Pamungkas (2021) whose findings reveal that the variety of questions in a question greatly affects students' interest in using interactive application media for learning assessment. The diversity of questions proves that it is very influential on student interest. The variety of questions that are many and varied makes students interested in using the application. This is also in line with research conducted by Salsabila (2020) which revealed that the large variety of questions from an application that is used as an evaluation tool has the potential to be used as an evaluation tool. This is because it can suppress the saturation level of students with many variations of challenging questions.

Student interest in using the Wordwall application as an assessment tool
The indicators regarding the use, appearance, and questions in the Wordwall application received a positive response from respondents. This includes statements regarding the feasibility of the wordwall application to be used as a future assessment tool such as daily tests, quizzes, or semester exams. The statement received a positive response from respondents with a value of 90.5% where the average respondent with this statement. The interview results from 4 informants on average agreed if this application was used as a future assessment tool. This is because students prefer game-based assessment tools such as Wordwall. This is different from the assessment tools that are often given, namely conventional assessment tools which still use monotonous paper-based assessment s. This research is in line with the results of research conducted by Savitri and Kusnarto (2021) with the use of Wordwall, learning evaluation is not only done monotonously through practice questions and has proven effective in suppressing student boredom.

Overall, this application is good to use as an assessment tool that can be used as a future assessment tool. Halimah, Solfarina, and Langitasari (2019) as revealed in their research that wordwall media is able to create beneficial interactions for student. For some student responses regarding the difficulty of filling out questions in several types of questions, this can be overcome by always guiding students before giving questions or starting the assessment. Before evaluating using the new method, it is better for a teacher to provide easy-to-understand directions and provide clear instructions to students who will take the test. Furthermore, this application is also based on English, where not all

students understand English. This can be given solution, by the way, the teacher guides and gives instructions before conducting an assessment.

CONCLUSION

It can be described how students perceive the use of the Wordwall application as an assessment tool for second-grade students at SMP Negeri 1 Kolaka. It can be seen from the students' responses regarding positive statements in the questionnaire, on average they responded positively to the wordwall application. They strongly agree that they are interested in using this application as a future assessment tool such for daily tests, quizzes, and semester exams. This is reinforced by interviewing several students with probing questions. The statement indicators in the questionnaire are set as questions to get a more open answer from the respondents. The average informant interviewed said that this application is easy to use, the fun has an attractive appearance, and the questions are very varied so students are interested in using this application as the next assessment tool by utilizing a smartphone. It can be suggested to use the wordwall as a tool to maximize student learning outcomes, so that students feel comfortable and calm during the assessment and also the need for the skills and expertise of educators in applying wordwall to increase ideas and creativity in designing questions. The use of wordwall effectively and efficiently will assist in the implementation of the assessment of learning outcomes. Suggestions for further research, research on the use of Wordwall as an assessment tool have not been widely carried out, therefore it is necessary to conduct experimental research to test how much effectiveness Wordwall is as an assessment medium.

REFERENCES

Akbuber, B., Erdik, E., Guney, H., Cimsitoglu, G. G., & Akbuber, C. (2019). The gifted student workshop: A method proposal for the evaluation of gifted student problems in science and art centers. *Journal of Gifted Education and Creativity,* 6(1), 22-39.

Arsini, N. N. (2022). Hospitality school students' perception on the use of Wordwall to enrich. *Elsya: Journal of English Language Studies*, 4(2), 1-11.

Cleaver, S. (2018). *What is a word wall?* We Are Teachers. https://Www.Weareteachers.Com/What-Is-A-Word-Wall/

Creswell, J. W & Creswell, J. D. (2018). *Research design qualitative, quantitative, and mixed methods approaches*. Sage.

Darliani, Y., & Agustina, C. F. (2019). The implementation of word wall strategy in teaching writing descriptive text. *The Journal of English Language Teaching, Literature, and Applied Linguistics (JEIA), 1*(2), 61-67.

D. Darwissyah, I., & Indrasari, N. (2019). Designing listening tasks for English students. *English Education: Jurnal Tadris Bahasa Inggris, 12*(1), 11-21.

Firdiansyah, Y., & Pamungkas, P. H. (2021). Analisis persepsi mahasiswa terhadap penggunaan Kahoot! sebagai media evaluasi pembelajaran kuliah teori ekonomi moneter. *JEKPEND: Jurnal Ekonomi dan Pendidikan, 4*(1), 1-7.

Halimah, M., Solfarina., & Langitasari, I. (2019). Penerapan model pembelajaran PDEODE untuk meningkatkan KPS siswa pada materi larutan penyangga. *Jurnal Profesi Keguruan*, 5(1), 15–22.

Haryadi, R., & Andriati, N. (2020). Pengembangan game berbasis android untuk meningkatkan minat belajar materi operasi hitung bilangan bulat. *Jurnal Prodi Pendidikan Matematika (JPPM)*, 2(1), 81-92.

Herianto, M. A. (2022). *Student's perception of using "Wordwall" as an assessment tool at second grade.* [Unpublished bachelor's thesis]. Universitas Sembilanbelas November Kolaka.

Hong, J-C., Lee, Y-F., Ye, J-H. (2021). *Procrastination predicts online self-regulated learning and online learning ineffectiveness during the coronavirus lockdown*. National Library of Medicine. https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7846229/

Kalfa, E., & Alkar, O. Y. (2019). The relationship of perfectionism, rumination and depression in gifted chidren and adolescents: A literature review. *Journal of Gifted Education and Creativity, 6*(1), 1-13.

Licorish, S. A., Owen, H. E., Daniel, B., & George, J. L. (2018). Student perception Kahoot. *Research and Practice in Technology Enhanced Learning, 13*(9), 1–24.

Maghfiroh, K. (2018). Penggunaan media Word Wall untuk meningkatkan hasil belajar matematika pada siswa kelas IV MI Roudlotul Huda. *JPK: Jurnal Profesi Keguruan, 4*(1), 64–70.

Maulani, D. R. (2019). *The use of visual aids and word wall media in teaching vocabulary mastery of the first grade junior high school* [Unpublised bachelor's thesis]. State Institute for Islamic Studies (IAIN) Salatiga.

Muawanah. (2021). Student management to improve the quality of education in effective scholls (a case study at MAN Insan Cendikia Serpong). *Didaktika Religia, 9*(1), 1-18.

Nuria, I. (2019). Meningkatkan minat belajar siswa melalui media visual pada materi upaya meningkatkan kualitas kerja mata pelajaran ekonomi semester 1 kelas XI MA Negeri Nagekeo tahun pelajaran 2018/2019. *Jurnal Ilmiah Mandala Education, 5*(1), 154-166.

Omar, N. N. (2017). The effectiveness of Kahoot application towards students' good feedback practice. *PEOPLE: International Journal of Social Sciences*, 3(2), 2551-2562.

Permana, S. P., & Kasriman, K. (2022). Pengaruh media pembelajaran Wordwall terhadap motivasi belajar IPS kelas IV. *Jurnal Basicedu*, *6*(5), 7831–7839.

Pradani, T. G. (2022). Penggunaan media pembelajaran wordwall untuk meningkatkan minat dan motivasi belajar siswa pada pembelajaran IPA di Sekolah Dasar. *Educenter: Jurnal Ilmiah Pendidikan, 1*(5), 452–457.

Salmaa. (2021). *Pengertian studi kasus: Pengertian, jenis, dan contoh lengkapnya*. Dunia Dosen. https://www.duniadosen.com/penelitian-studi-kasus/

Salsabila, H. U. (2020). Pemanfaatan aplikasi Quizizz sebagai media pembelajaran. *Jurnal Ilmiah Ilmu Terapan Universitas Jambi, 4*(2), 163-172.

Santosa, M. H. (2017). Learning approaches of Indonesian EFL gen z students in a flipped learning context. *Journal on English as a Foreign Language*, 7(2), 183-208.

Sasongko, W, G & Suswanto, H. (2017). Pengembangan game sebagai media evaluasi pembelajaran pada mata pelajaran perakitan komputer kelas X jurusan multimedia. *Jurnal Pendidikan: Teori, Penelitian, dan Pengembangan,* 2 (7), 1017—1023.

Savitri, A. & Kusnarto. (2021). Pemanfaatan game edukasi Wordwall. *ISOLEC: International Seminar on Language, Education, and Culture*, 5(1), 159-166.

Sipayung, R. W. (2019). The effect of word wall strategy on students' vocabulary achievement at SMP Negeri 5 Pematangsiantar in the academic year 2018/2019. *Budapest International Research and Critics Institute-Journal (BIRCI-Journal)*, *1*(3), 251-263.

Smith, K., & Hill, J. (2019). Defining the nature of blended learning through its depiction in current research. *Higher Education Research and Development*, *38*(2), 383–397.

Sugiyono. (2017). *Metode penelitian kuantitatif, kualitatif, dan R&D*. CV. Alfabeta.

Sunaeningsih, C. (2019). Principal leadership in the implentation of effective school management. *Mimbar Sekolah Dasar*, 6(1), 79-91.

Yarahmadzehi, N., & Goodarzi, M. (2020). Investigating the role of formative mobile based assessment in vocabulary learning of pre-intermediate EFL learners in comparison with paper based assessment. *Turkish Online Journal of Distance Education*, *21*(1), 181–196.