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

THESIS

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FACULTY OF EDUCATION AND TEACHER TRAINING

UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM

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Submitted to the Faculty of Education and Teacher Training in Partial Fulfillment of The Requirement of the Degree of English Language Teaching (S.Pd) in English Education Department

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THESIS DEDICATION

I dedicate this thesis to my beloved family, my parents, who have prayed, supported, and believed in me; My little sister, who has reminded me if I lost hope and encouraged me; My little brother, who has given me positive energy; My aunties and uncles, who have also supported and prayed for me. Lastly, for my friends who have made my college life more colorful and for supporting each other.

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To all parties who have provided support and encouragement in writing this thesis. The author realizes that there are still many things that could be improved in preparing this thesis. Therefore, the writer hopes to get suggestions and input for improvement and complete the deficiencies. Hopefully, this thesis can be helpful for writers and readers.

Malang, May16, 2023

Queen Salsabila

LATIN-ARABIC TRANSLITERATE GUIDELINES

The Arabic-Latin transliterate in this thesis uses transliterate guidelines based on a joint decision of the Minister of Religion of the Republic of Indonesia and the Minister of Education and Culture of the Republic of Indonesia No. 158 of 1987 and No. 0543b/U/1987 which can be described as follows:

A. Alphabet

ا = a	ز = Z	ق = q
ب = b	س = S	ك = k
ت = t	ش = Sy	ل = l
ث = ts	ص = Sh	م = m
ج = j	ض = Dl	ن = n
ح = h̲	ط = Th	و = w
خ = kh	ظ = Zh	ه = h
د = d	ع = ‘	ء = ‘
ذ = dz	غ = Gh	ي = y
ر = r	ف = F	

B. Long Vowels

Long (a) vowel = â
Long (i) vowel = î
Long (u) vowel = û

C. Diphthong Vocals

أَو = aw
أَي = ay
أُو = û
إِي = î

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LIST OF ABBREVIATIONS

Abbreviation	Meaning
A	Agree
D	Disagree
N	Neutral
SA	Strongly Agree
SD	Strongly Disagree
M	Mean
SDV	Standard Deviation
EFL	English as a Foreign Language
S1	Student 1
S2	Student 2
S3	Student 3
S4	Student 4
S5	Student 5
Q	Question
PU	Perceived Usefulness
PEOU	Perceived Ease of Use
ATU	Attitude Toward Using
BITU	Behavioral Intention to Use
TAM	Technology Acceptance Model

LIST OF APPENDICES

ABSTRACT

Salsabila, Queen. 2023. EFL Students' Perceptions Towards the Utilization of Wordwall.Net in Learning Grammar. Undergraduate Thesis. English Education Department, Faculty of Education and Teacher Training, Maulana Malik Ibrahim State Islamic University, Malang. Advisor: Dr. H. Langgeng Budianto, M.Pd.

Keywords: Learning media, Wordwall.net, technology acceptance model, perceptions

Grammar is often considered difficult to learn, based on observation conducted in one of State Islamic High Schools in Gresik, the students argued 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 in remembering characteristic of tenses. 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 quantitative 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 unclear 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.

ABSTRAK

Salsabila, Queen. 2023. Persepsi siswa EFL terhadap penggunaan Wordwall.net dalam pembelajaran grammar. Skripsi. Jurusan Tadris Bahasa Inggris, Fakultas Ilmu Tarbiyah dan Keguruan, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Pembimbing: Dr. H. Langgeng Budianto, M.Pd.

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

Grammar sering dianggap sulit untuk dipelajari, berdasarkan pengamatan yang dilakukan di salah satu Madrasah Aliyah Negeri di Gresik, siswa berpendapat bahwa pembelajaran Grammar itu rumit banyak siswa membutuhkan bantuan untuk mengingat aturan tata bahasa dan menyusun kalimat, dan siswa juga memiliki kesulitan membedakan tenses dan dalam mengingat ciri-ciri tenses. 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 kuantitaif. 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.

مستخلص البحث

سلسبيلا. قووين. ٢٠٢٣ . تصورات طلاب اللغة الإنجليزية كلغة أجنبية تجاه استخدام Wordwall.Net في قواعد التعلم. قسم تعليم اللغة الإنجليزية ، كلية التربية وتدريب المعلمين، جامعة مولانا مالك إبراهيم الحكومية الإسلامية ، مالانج. المستشارون:الد كتور لانجين بوديانتو الماجستير.

الكلمات الدالة: وسائط التعلم ، Wordwall.net ، نموذج قبول التكنولوجيا ، التصورات

غالبًا ما يُعتبر تعلم القواعد صعبًا ، بناءً على ملاحظة أجريت في إحدى المدارس الثانوية الإسلامية التابعة للدولة في جريسيك ، جادل الطلاب بأن تعلم القواعد معقد يحتاج العديد من الطلاب إلى المساعدة في تذكر قواعد القواعد وترتيب الجملة ، كما أن الطلاب لديهم أيضًا صعوبات في التفريق بين الأزمنة وتذكر خصائص الأزمنة. مع تطور التكنولوجيا في التعليم ، يمكن التغلب على هذه الصعوبة باستخدام الوسائط التي تتكامل مع التكنولوجيا. يعد Wordwall.net أحد الوسائط التي يمكن استخدامها لتعلم القواعد. لقد درست العديد من الدراسات استخدام Wordwall.net في عملية التعلم ، وهي واحدة من تلك الدراسات في عملية تعلم القواعد. نتيجة لذلك ، يستكشف هذا البحث تصور طلاب اللغة الإنجليزية كلغة أجنبية لاستخدام Wordwall.net كوسائط لتعلم القواعد من خلال النظر في قبولهم بناءً على أربعة متغيرات من نموذج قبول التكنولوجيا (TAM)، والتي يُنظر إليها على أنها سهولة في الاستخدام (PEOU)، الفائدة (PU)، والموقف تجاه استخدام (ATU)، والنية السلوكية للاستخدام (BITU) وما هي الصعوبات التي واجهوها أثناء تطبيق Wordwall.net في تعلم القواعد النحوية التي تركز على طلاب الصف الحادي عشر MAN 1 Gresik باعتبارها حداثة هذا بحث. استخدم هذا البحث طريقة مختلطة. مع تصميم بحث توضيحي تسلسلي ، فإن الأدوات المستخدمة في هذه الدراسة هي الاستبيانات وإرشادات المقابلة. تستخدم الاستبيانات مقياس ليكرت لقياس البيانات. من خلال عملية التحليل ، يدرك الطلاب أن Wordwall.net سهل الاستخدام ومفيد. بالإضافة إلى ذلك ، يُظهر الطلاب موقفًا إيجابيًا تجاه استخدام Wordwall.net في تعلم القواعد ، وينوي الطلاب استخدام Wordwall.net في عملية تعلم القواعد في الاجتماع التالي. الصعوبات التي يواجهها الطلاب عند استخدام Wordwall.net هي الإرشادات الأقل وضوحًا ، ومشاكل الإنترنت ، وجهاز الطلاب. وبالتالي ، يقبل الطلاب استخدام Wordwall.net في تعلم القواعد ، ومصدر المشكلات التي تنشأ هو المشكلات الخارجية. علاوة على ذلك ، يمكن تنفيذ Wordwall.net في عملية تعلم القواعد لأن هذه اللعبة تحقق تأثيرًا إيجابيًا بناءً على تصورات الطلاب. اللعبة سهلة الاستخدام وبسيطة وممتعة وتزيد من دافعهم للتعلم

CHAPTER I

INTRODUCTION

This chapter will discuss the background of the study, research questions, research objective, significance of the study, scope and limitation of the study, and the last the definition of key terms.

1.1. Background of the Study

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. Furthermore, those impacts can cause the students easily understand the material in a fun way. That is in line with Al-Qur'an Surah Al-A'la verse 9:

وَنُيَسِّرُكَ لِلْيُسْرَىٰ

"We will facilitate for you the way of ease." (Q.S. Al-A'la 9).

That verse means that our God (Allah) facilitates humans in the way of ease in the world and the hereafter, which aligns with the basic principle or the function of technology to make human life easier. In addition, another verse in Al-Qur'an that explains everything is possible with the use of technology is Ar-Rahman verse 33:

يٰمَعْشَرَ الْجِنِّ وَالْاِنْسِ اِنِ اسْتَطَعْتُمْ اَنْ تَنْفُذُوْا مِنْ اَقْطَارِ السَّمٰوٰتِ وَالْاَرْضِ فَانْفُذُوْاۗ لَا تَنْفُذُوْنَ اِلَّا بِسُلْطٰنٍۚ

"O company of jinn and mankind, if you are able to pass beyond the regions of the heavens and the earth, then pass. You will not pass except by authority (from Allah)." (Q.S. Ar-rahman 33).

According to Al-Razzaq in Lubis (2021), that verse gives a sign to humans that with technology and science possible for humans to pass outer space. In conclusion, from those verses, we know technology benefits our lives.

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. Furthermore, Utomo & Ahsanah (2020) stated that one of the obstacles in teaching English is grammar because students need clarification on the pattern of some sentences and how to implement them. 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). This website also includes samples of teachers' contributions to give new users ideas for creating games as expected. It provides various templates that the teachers can use, and it is appropriate for creating tasks or material for students and can be used as a reviewing learning assessment. For example, in teaching grammar, the teacher can use the template "unjumble" With that template, the teacher can make jumbled words that can rearrange by students into good sentences, and the template also provides various backgrounds.

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 explained 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. In addition, students perceived Wordwall.net as an interesting, fun, exciting, and motivating web tool for learning vocabulary. 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 indicated that Wordwall.net can significantly improve students vocabulary mastery because Wordwall.net is interactive and simple to use, which increased students' interest in learning English vocabulary, and avoided boredom of the students.

Based on the previous studies above, 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 students faced during the implementation of Wordwall.net in learning Grammar.

1.2. Research Question

Based on the background explained above, the research questions of this study are formulated as follows:

1. How are EFL students' perceptions towards the utilization of Wordwall.net in learning English grammar?
2. What difficulties do EFL students face when using Wordwall.net for learning English grammar?

1.3. Research Objective

In line with the research questions stated above, the objectives of this study are:

1. To know students' perceptions towards the utilization of Wordwall.net in learning English grammar.
2. To know the difficulties students face when using Wordwall.net for learning English grammar.

1.4. Significance of the Study

This research will explore ELF students' perception of using Wordwall.net as media in learning grammar based on four Technology Acceptance Model (TAM) variables and show students' difficulties. Therefore, this research is expected to contribute practical and theoretical to the teaching and learning process of English:

1. For the students: Wordwall.net can be media that students can consider using when learning grammar.

2. For teacher: Teachers can consider using Wordwall.net as technology-based media for learning grammar in the classroom.
3. For researcher: Will increase knowledge about media for the teaching and learning process, especially grammar.

1.5. Scopes and Limitations of the Study

This research focuses on exploring students' perception of the use of Wordwall.net to learn English grammar based on four variables of the Technological Accept Model (TAM), which are perceived Ease of Use (PEOU), Perceive Usefulness (PU), Attitude Towards Using (ATU), and Behavioral Intention to Use (BITU). In addition, this research seeks students' difficulties while using Wordwall.net in learning English Grammar. This study is limited to 31 students who have used Wordwall.net in their learning grammar process, the students are from eleven grade students of State Islamic Senior High Schools in Gresik.

1.6. Definition of Key Terms

1. EFL students: Eleven grades of State Islamic Senior High Schools in Gresik who learn English as their foreign language.
2. Perception: EFL students' negative or positive opinion or assessment of using Wordwall.net in learning grammar.
3. Wordwall.net: Game-based web that can be media for teaching, including multiple game choices. That is used for learning grammar
4. Grammar: Pattern of a structured sentence or a language's whole system and structure. Furthermore, it is how sentences arrange.

5. Technology Acceptance Model (TAM): A theory that seeks a valid measurement to see users perceived in a technological platform stated by Davis (1989).

CHAPTER II

LITERATURE REVIEW

This chapter discuss all the theories that related and support the topic of this research and the previous studies of the research. This chapter consist of the concept of EFL students, the importance of perception, the concept of grammar, technology in learning grammar, explanation abut Wordwall.net, the concept of Technology Acceptance Model (TAM), and previous studies that related to this research.

2.1. EFL Student

English as Foreign Language is when English as 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.

2.2. The importance of Student's Perception

Perception is how people arrange and interpret their sensory experiences to make sense of their surroundings. Sperling in (Fakhruddin and Nuhidayat (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 be used by the teacher 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.

2.3. Grammar

Grammar has many definitions. In the context of the teaching and learning process, grammar is defined as one of the language components that students should learn besides vocabulary and sound systems. Knowing grammar means understanding correctly what the text means. The two experts, Stewart and Vailette in Septiani (2014) stated, "The word grammar means the sort of thing they learned in English class or the other language classes when they were taught about subject and predicates and part of speech." That statement indicates that in the school, the teacher taught the students the rules of the target language. Thus, as foreign language learners, students should know about the rules of language that the native speaker uses as a communication tool. Nevertheless, when students express themselves through speaking or writing, they usually need to realize that there is a pattern and rules in what they write and speak. For this reason, learning and knowing grammar is essential for foreign language learners.

Moreover, 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). Cahyono and 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.

2.4. 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 is 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), showed 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) revealed 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) showed that the implementation of Kahoot! for learning irregular verbs is very impactful in helping the students

memorize the material. Additionally, Pham (2023), revealed 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.

2.5. Wordwall.net

2.5.1. Definition of 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. Figure 2.1 and 2.2 show the first interface of Wordwall.net when we open the website.

Figure 2.1 the first interface of Wordwall.net shows a tagline and short instructions on how the teacher can use the game.

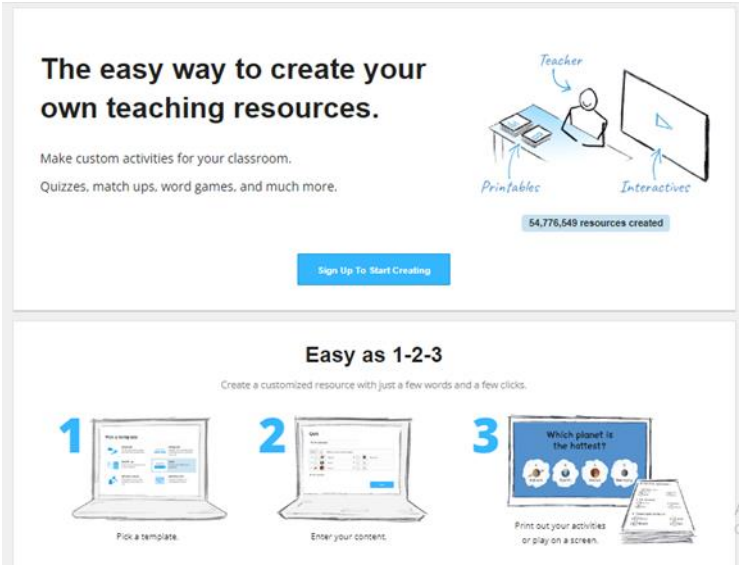

Figure 2.1 First Interface of Wordwall.net Website

Figure 2.2 Wordwall.net template shows various templates that can use for creating the game, and we can use the template by signing up or logging in to the account.

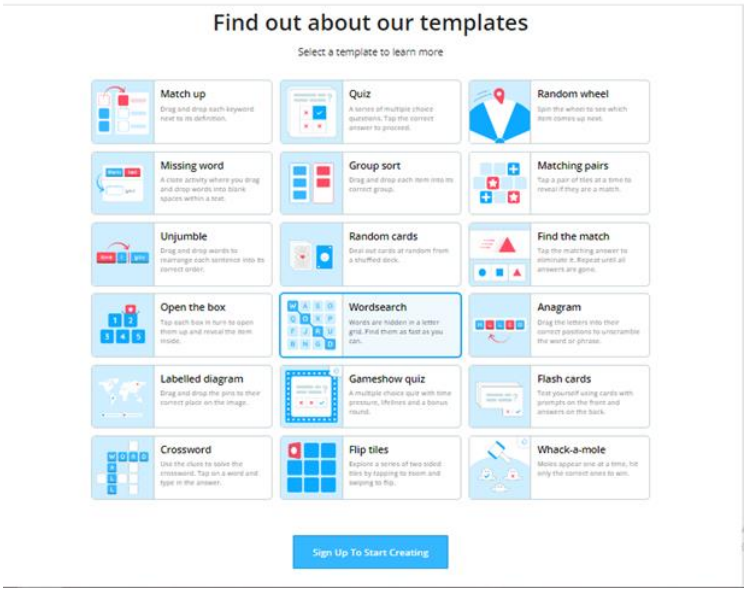

Figure 2.2 Wordwall.net Templates

Furthermore, figure 2.3 example of the game's template, shows that Wordwall.net provides the example of a game in the form of a template that the teachers can use to create a learning media, along with the game's instruction.

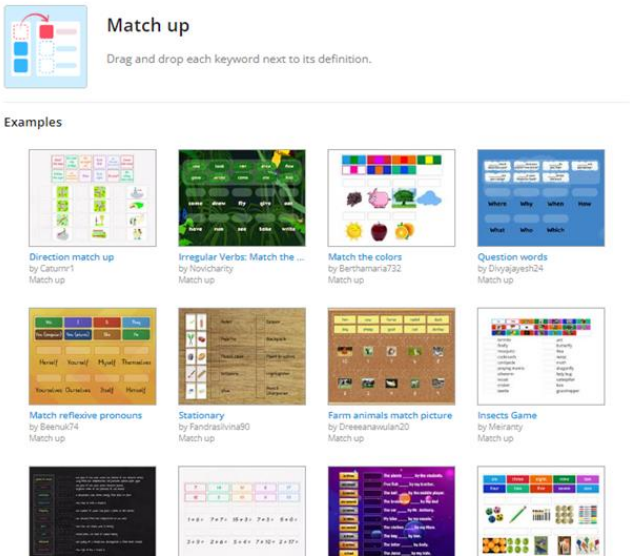

Figure 2.3 Example of the Game's Templates

Figures 2.4 and 2.5 are the following interface of Wordwall.net after we click one of the game's examples, there is a detailed example of the game. In Figure 2.4, the detail of the game shows that after choosing one of the examples, we can directly play the game, bookmark, share, like, make a QR code, embed, and edit the content.

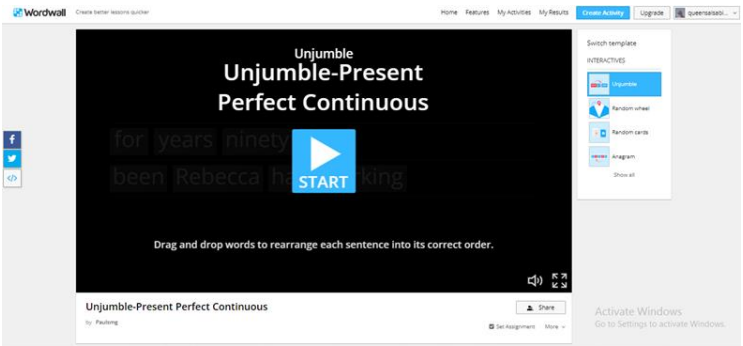

Figure 2.4 The Detail of the Game

Figure 2.5, the template customize, shows the detail of the template custom choice that can be used for costuming the game according to the needs.

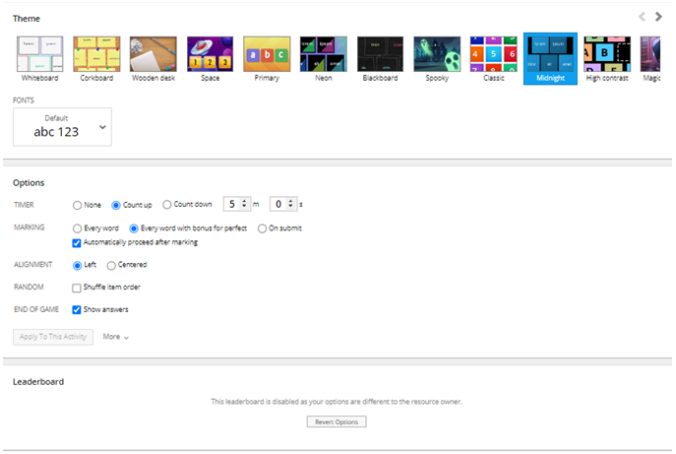

Figure 2.5 The Template Customize

2.5.2. Procedure to Use Wordwall.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.

For learning grammar, some templates that the teacher can use are Whack-a- mole shown in Figure 2.6, Matchup shown in Figure 2.7, and Quiz shown in Figure 2.8.

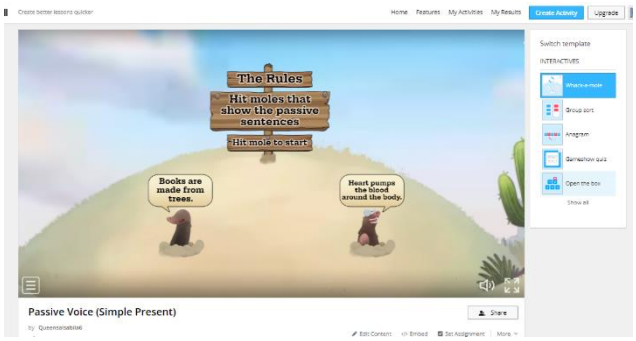

Figure 2.6 Whack-a- mole Template

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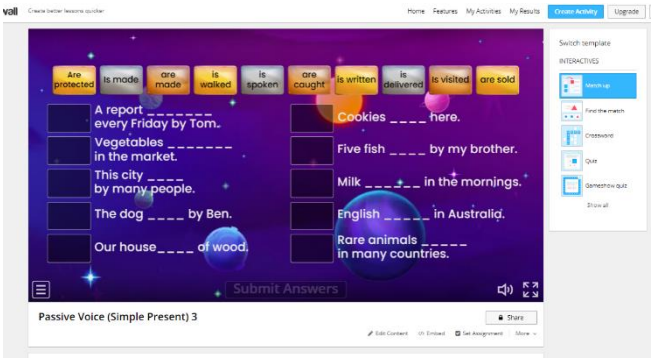

Figure 2.7 Mach Up Template

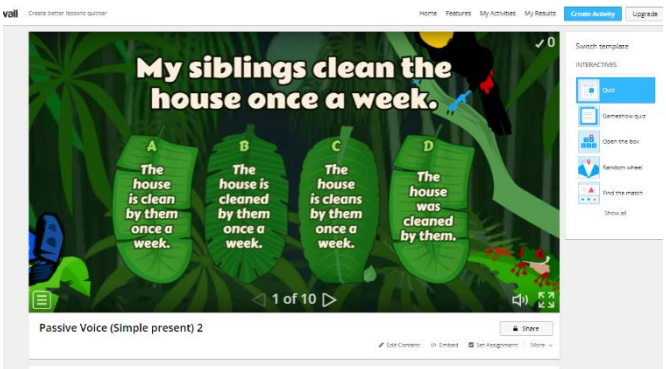

Figure 2.8 Quiz Template

Besides those templates, teachers can use the other template. 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. Students can read the game's instructions in the first display shown in Figure 2.9 below.

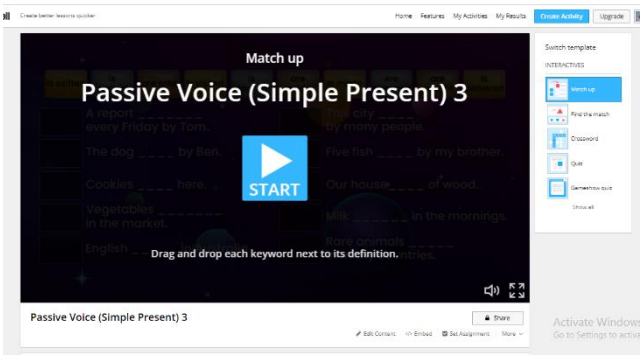

Figure 2.9 First Display

Furthermore, students can play the game by selecting the correct answers, shown in Figure 2.10 game display.

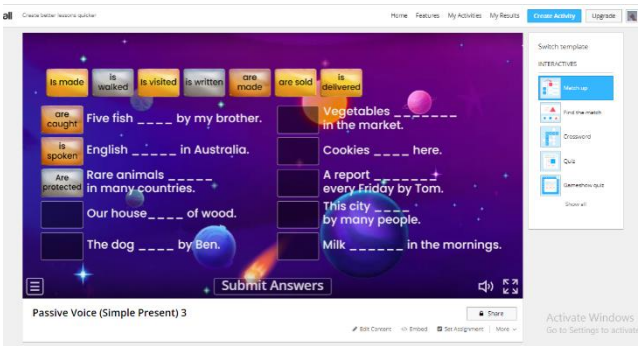

Figure 2.10 Game Display

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, shown in Figure 2.11 final display.

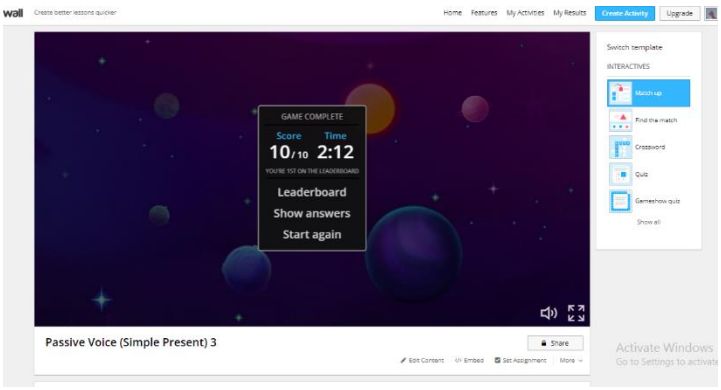

Figure 2. 11 Final Display

Furthermore, when students click the leaderboard, they will know their rank, that shown in Figure 2.12 leaderboard display

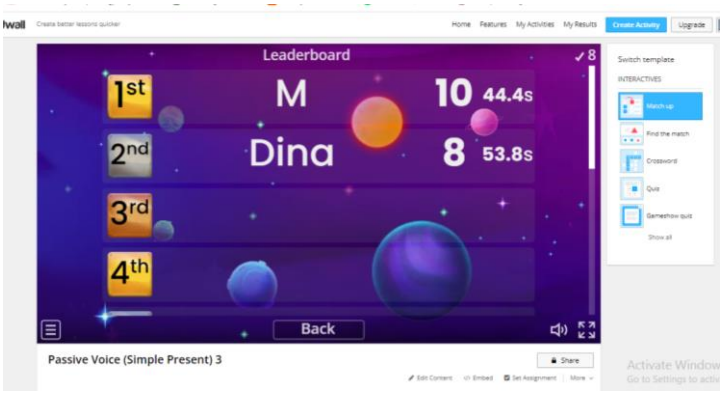

Figure 2. 12 Leaderboard Display

In addition, the students also can check the correct answer by clicking the show the answer option, shown in Figure 2.13 answer display.

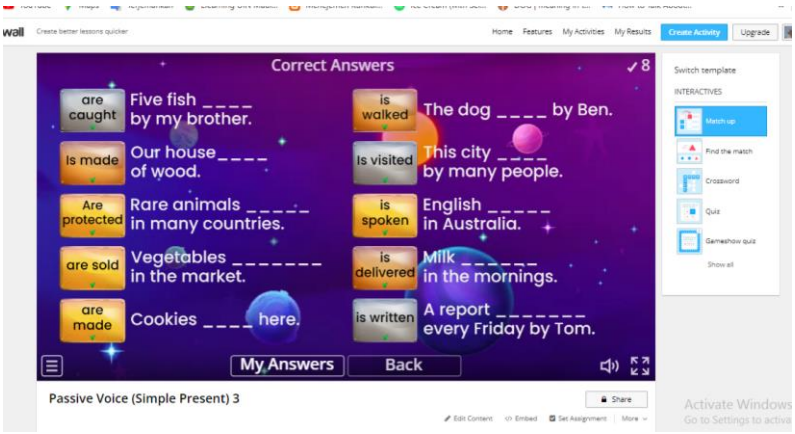

Figure 2.13 Answers Display

2.5.3. The Strength and the Weakness of Wordwall.net

Like other media for teaching and learning, Wordwall.net have strengths and weakness. According to Ar-Rahmah (2021), 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.

2.6. 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. Those five constructs are shown in Figure 2.14 TAM Construct by David. The construct includes Perceived Ease of Use (PEOU), Perceive Usefulness (PU), Attitude Towards Using (ATU), Behavioral Intention to Use (BITU), and Actual System Use.

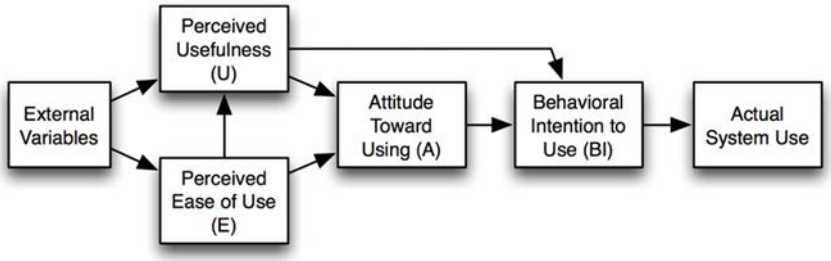

Figure 2.14 TAM Constructs by David

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. 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 (Wijaya, 2022).

2.7. Previous Studies

Several studies about the use of Wordwall.net as media in teaching and learning have been conducted. First is research conducted by Paksi & Sari (2023), This research showed teachers' perception of Wordwall.net as a medium for learning vocabulary. This research is conducted with a quantitative approach, the data conducted at SDN Makassar 06. It shows

that teacher perception of Wordwall.net use for learning English vocabulary was positive, showed by the teachers' satisfaction with using Wordwall.net in learning English vocabulary.

Second, the study by Jannah & Syafryadin (2022), This study talked about students' perception of using Wordall.net in vocabulary learning. This research was conducted quantitatively, the data collection used close ended questionnaire. It reveals the students' perception of feeling, perceived effects, and engagement when using Wordwall.net in vocabulary learning. This study found that students' feeling when using Wordwall.net is good. Wordwall.net provided enjoyment for the students in teamwork, and competition, can increase their motivation, and make them enjoy the learning process because it is fun. Furthermore, the use of Wordwall.net influence students' engagement, which causes students to pay more attention to the learning process.

Third, study by Safitri et al., (2022), that studies discussed the effectiveness of Wordwall.net in increasing students' motivation to learn. This research was conducted by experimental research with 98 students as the study's sample. It shows that students' learning motivation increases when using Wordwall.net because students become motivated to follow and understand the learning material. Hence, this research is similar to the previous study on the use of Wordwall.net in the teaching and learning process. On the other hand, the main general lack found by this research is that there is still few research that discusses the implementation of Wordwall.net in learning grammar. As a result, this research will explore

EFL students' perception of using Wordwall.net as media for learning grammar by looking at their acceptance of using Wordwall.net in grammar lessons 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).

CHAPTER III

RESEARCH METHOD

A description of the research methodology is provided in this chapter. The methodology of this research contains the research design, subject of the research, research instrument, data collection technique, and data analysis, which are explained in this chapter.

3.1. Research Design

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 collecting and analyzing the quantitative in form of numeric data, and the second is the qualitative data collected and analyzed 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 approved, deepened, and extended the quantitative data obtained in the first step. This design used for this research because the researcher wants to explore EFL students' perceptions towards the use of Wordwall.ne in learning English grammar and what are the difficulties that they get in form of numeric data to show the rate of perception, and the description to reveal deep result.

3.2. Subject of the Research

The population of this research was the eleventh-grade students of MAN 1 Gresik who learned English grammar in the class. Those students are considered the research's subject for various reasons, according to the observation conducted by the researcher during the internship program in that school. First, they have low motivation to learn English, especially English grammar. Second, the school allows them to use smartphones in class. Thus the student can implement Wordwall.net during the learning process, and last, the students can operate technology.

Furthermore, the purposive sampling technique was used to choose the research sample. As a result, 31 students from the science class were selected based on the specific goal. Those 31 students were used to collect the quantitative data in the form of numeric to measure the score of students' perception when using Wordwall.net in learning grammar. In addition, convenience sampling used to recruit a small qualitative sample, which the selection chose from the subject willing to give information (Uma, 2017). Therefore, from primarily relying on the questionnaire's initial analysis, the research got five students as the sample for the interview to gain deeper information about the phenomena studied.

3.3. Research Instrument

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 questionnaire consisted of 18 statements and was designed using five-point of Likert scale (1= strongly disagree (SD), 2= disagree (D), 3= neutral (N), 4= agree, 5= Strongly agree (SA)). Furthermore, the questionnaire created based on the Technology Acceptance Model (TAM) theory by focusing on Perceived Ease of Use (PEOU), Perceived Usefulness (PU), Attitude Towards Using (ATU), and Behavioral Intention to Use (BITU).

Furthermore, in the qualitative phase, interview guideline used to interview the sample. 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. The researcher believes this qualitative data can support the quantitative data by providing deeper and wide finding.

3.3.1. Validity

The validity process used in this research for qualitative data used two kinds of validity. The first is content validity, the validity is conducted by expert validity. This validity process was conducted on 03 February 2023. The second is construct validity, the validity process is conducted by SPPS 2.6 and looks at the r- count value and r-table value, in this validity process, the data is stated as valid if the r-count value is bigger than the r-table value.

3.3.2. Reliability

The reliability process for the quantitative instrument checked by SPSS 26.0 by looking at the Alpha Cronbach; the data is stated as reliable if the Alpha Cronbach value is bigger than the standard value which is 0,60. Furthermore, for the qualitative instrument, the instrument guideline was tested by looking for credibility. The credibility was tested by an expert result on 03 February 2023.

3.4. Data Collection Technique

The data collection required two stages, the first was collected data through a questionnaire with 18 questions, and the second was an interview with 14 questions.

3.4.1. Questionnaire

The questionnaire used for the first phase included 18 statements based on a questionnaire guide and blueprint, in form of five-point Likert scale (1=strongly disagree (SD), 2=disagree (D), 3=neutral (N), 4=agree (A), 5=strongly agree(SA)), in which the expert previously validated the content of the questionnaire. The questionnaire was also tested for validity construct and reliability using SPSS 26.0. Thus, before the questionnaire was distributed to the research sample, the questionnaire tried out to 30 respondents who were not in the research sample to fill the questionnaire. The validity saw from the R- count value and R-table, and for the reliability saw from the value of Alpha Cronbach.

In the process of validity and ratability checking, the initial number of statements in the questionnaire was 19. One of those statements was indicated as not valid because the R- count value was smaller than that of the R-table, that shown in Table 3.1 first validity result below.

Table 3.1 First Validity Result

Item Number	Comparing r values		
	r Count	r Table	Explanation
1	0, 894	0,361	Valid
2	0, 893	0,361	Valid
3	0, 840	0,361	Valid
4	0, 741	0,361	Valid
5	0, 830	0,361	Valid
6	0, 901	0,361	Valid
7	0, 741	0,361	Valid
8	0, 878	0,361	Valid
9	0,866	0,361	Valid
10	0, 792	0,361	Valid
11	0, 881	0,361	Valid
12	0, 270	0,361	Not Valid
13	0, 882	0,361	Valid
14	0, 773	0,361	Valid
15	0, 746	0,361	Valid
16	0, 772	0,361	Valid
17	0, 855	0,361	Valid
18	0,869	0,361	Valid
19	0,848	0,361	Valid

Thus the researcher deleted that one statement and the questionnaire that distributed it to the research subject included 18 statements.

Furthermore, for the reliability check, all of the statements are reliable because the value of Alpha Cronbach is bigger than 0,60. That shown in Table 3.2. First reliability data below.

Table 3.2 First Reliability Result

Aspects	Cronbach's Alpha	Standard Value	Explanation
Perceive Ease of Use	0,864	0,6	Reliable
Perceive Usefulness	0,898	0,6	Reliable
Attitude Towards Using	0,793	0,6	Reliable
Behavior Intention to Use	0,856	0,6	Reliable

The kind of questionnaire in this research is a paper-based questionnaire shown in Bahasa to make students easier to understand. The data collected in this phase was conducted on 27 February 2023. After that, the questionnaire's result was analyzed to determine the students' perceptions. Additionally, the result will be further revealed with interviews.

3.4.2. Interview

The interview consists of 14 questions regarding students' perspectives and difficulties when using Wordwall.net to learn English grammar, conducted on 1 March 2023. The interview was designed as a semi-structured interview and was validated by the expert on 3 February 2023; The students were asked to participate. There was no force for students to conduct the interview, and 5 students were selected and were willing to do the interview. The interview results

were then transcribed to discover deeper thoughts regarding Wordwall.net, complementing the questionnaire result.

3.5. Data Analysis

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 about the use of Wordwall.net were calculated by recording the item under each scale and summing them. Furthermore, for categorizing the data the researcher used score interpretation by Riduan (2008) as follow in table 3.3. Questionnaire score interpretation.

Table 3.3 Questionnaire Score Interpretation

No	Presentation	Criteria
1	0%-20%	Very Low
2	21%-40%	Low
3	41%-60%	Average
4	61%-80%	High
5	81%-100%	Very High

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). The data was processed and analyzed through transcribed interviews that have been conducted. Then, coded the interview that had common answers to represent a brief data finding. Last, the data was validated by rechecking the questions and answers' suitability.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter discusses the research questions of this research. Furthermore, this research also presents the entire process, from the analysis of quantitative data to the combination of quantitative and qualitative, and discusses the result of the research.

4.1. Findings

Quantitative and qualitative data were combined and presented in this part to provide the research finding. The questionnaire was used to gain quantitative data. The questionnaire consists of 18 questions fulfilled by 31 students as research samples that used Wordwall.net to learn English grammar. Furthermore, the interview conducted to gain qualitative data. Five students agreed to become the sample of the interview. The interview conducted in a semi-structural interview in form of 14 questions to gain deeper and wide information about students' perceptions and difficulties when using Wordwall.net to learn grammar.

4.1.1. The Students' Perception Towards the Utilization of Wordwall.net in Learning English Grammar

This study investigated students' perspectives since they are crucial for determining, creating, and delivering suitable learning media to learn grammar based on learners' experiences and requirements. Moreover, in this research, for the quantitative data, descriptive statistics were used to measure the research's subject perception

towards the use of Wordwall.net in learning grammar. The single negative response was produced by merging the "Strongly disagree" and "Disagree", while for the positive response, "Strongly Agree" and "Agree" were combined, and the "Neutral" was left alone.

In addition, Technology Acceptance Model (TAM) is the basic theory to measure students' perceptions. The perception based on four principles of TAM: Perceived Ease of Use (PEOU) of Wordwall.net, Perceived Usefulness (PU) of Wordwall.net, Attitude Towards Using (ATU) of Wordwall.net, and last, Behavioral Intention to Use (BITU) of Wordwall.net.

4.1.1.1. Perceived Ease of Use (PEOU) of Wordwall.net for Learning English Grammar

Perceive Ease of Use is the level at which a person thinks utilizing a certain technology would be effortless. The focuses of this point are feasibility and usability factors that let users use a device without an effort. 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 shown in Table 4.1 Perceived Ease of Use of Wordwall.net. below.

Table 4.1 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 ± SDV**
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 showed 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) remained neutral, in addition the mean is 3,87 with 0,763 value of standard deviation. Moreover, 38,7% (12 students) of respondents agreed, and 32,2% (10 students) strongly agreed 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.

Likewise, 71% (22 students) stated that the game provided by Wordwall.net is easy to understand, 38,7% (12 students) agreed with the opinion, and 32,3% (10 students) strongly agreed. While 29,0% (9 students) stood neutral, and 0% or none of the students showed 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. Moreover, 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.

From this result, it can be said that the students easily used Wordwall.net to learn grammar, students easily learn how to use and operate Wordwall.net, the game that provided in Wordwall.net is easy to understand and easily used in smartphone.

Several interviews have been carried out and analyzed utilizing open-coded transcription for qualitative analysis. The findings revealed that students perceived Wordwall.net is easy to use for learning grammar. Most students said that Wordwall.net easy to operate during the learning process. They did not feel crucial difficulty. For example, one student stated, "*No, yesterday, when I played the game, I felt no difficulties*" (S4). Additionally, one of student stated the reason why Wordwall.net is easy to use "*Because the game is simple, on one page just one question, that did not make me confused. The game focuses on answering and conveying the material through a fun learning process*" (S5).

Moreover, most of the students also stated that easy to operate the game using a smartphone; for example, one of them said, *"Yes, that game is easy to use on a hand phone."* (S2). In contrast, some students said that the easiness is depends on the phone. Two students said, "*I believe that it depends on the smartphone, phone size effect the easiness of the game*" (S1, S3).

In addition, students also revealed the reason why phone size effected the easiness of Wordwall.net, one student said "*The phone's size affected the easiness because yesterday, some words looked small on my phone.*" (S3) Furthermore, most students said that Wordwall.net ease them in fulfilling their needs because the game is easy to use. One of the students said, "*With a game that*

is easy to use, I become happy to follow the material, and the learning process becomes easier." (S4).

In conclusion, regarding the Perceived Ease of Use of Wordwall.net in learning grammar, the quantitative data gives information that Wordwall.net is easy to use, understand, and easily use on smartphones. The qualitative finding confirms that Wordwall.net is easy to use and provides additional information. Thus, in operating Wordwall.net students also got difficulties.

4.1.1.2. Perceived Usefulness (PU) of Wordwall.net for Learning English Grammar

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. Five statements provided in the questionnaire to gain qualitative data about students' perceptions towards the Usefulness of Wordwall.net in learning grammar.

The result is shown in Table 4.2 perceived usefulness of Wordwall.net below.

Table 4.2 Perceived Usefulness of Wordwall.net

Aspects	SD (1)	D (2)	**Total (1+2)**	**N (3)**	A (4)	SA (5)	**Total (4+5)**	**M ± SDV**
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. Likewise, 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 helped 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. Moreover, 67,8% (21 students), with the detail 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 made the learning process easier and more effective, and grammar material becomes easier to understand, and practical for learning grammar.

Several interviews were carried out and analyzed using open-coded transcription for qualitative analysis. The findings revealed that students perceived Wordwall.net is useful for their learning process. From interview result, all of the students agreed that Wordwall.net is helpful for them in learning grammar. One said, *"Really useful and helpful in the process of learning grammar."* (S1). Furthermore, most of the students said that Wordwall.net is effective in learning grammar. They said, *"Yes, Wordwall.net is effective for me in learning grammar."* (S1, S3, S4, S5). Moreover, the students' reason is also stated here; they said that Wordwall.net is effective because it is fun and can help them learn new vocabulary; they said, "*Effective because I can easily understand the material more from this game because Wordwall.net is fun"* (S3). "*Because when using Wordwall.et besides learn grammar, I can learn new vocabulary from that game.*" (S4). Moreover, student 4 stated she could learn new vocabulary since the game could be paused. She said, "*I can learn*

new vocabulary from this game because I can pause the game and searched words that I did not know in a dictionary."

In addition, all the students stated that using Wordwall.net make students easier to understand grammar material. Two students said using Wordwall.net is fun "*Because this game is fun*." (S3, S4). Furthermore, one of students said that Wordwall.net could make them enthusiastic, he said "*It helps me because, with Wordwall.net, we are more enthusiastic in learning process and the game also makes us curious about how to solve it.*" (S5). The curiosity come to the students because the game templates that used by the teacher are various. He additionally said *"I am enthusiastic and curious because my teacher provided me with various kinds of game and every game has different way to solve*." (S5).

As a result, both quantitative findings from the questionnaire and qualitative findings from the interview strengthened each other and showed that Wordwall.net is proven useful for learning grammar. It is supported by the factors such as Wordwall.net learning activities becoming fun and less stressful.

4.1.1.3. Attitude Towards Using (ATU) of Wordwall.net for Learning English Grammar

Attitude towards using in TAM 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. Five statements provided in the questionnaire to gain qualitative data about students' perceptions towards the Usefulness of Wordwall.net in learning grammar. The result shown in Table 4.3 below.

Table 4.3 Students' Attitude Toward Using of Wordwall.net

Aspects	SD (1)	D (2)	**Total (1+2)**	**N (3)**	A (4)	SA (5)	**Total (4+5)**	**M ± SDV**
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), with the detail 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. Likewise, the mean result is 3,84 with 0,688 standard deviation value. Moreover, 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) stood 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. *"Due to this game, the learning process becomes easier and more fun."* (S2, S3, S5). In addition, the leaderboard menu on the game made the students know their capabilities *"Because there is a leaderboard at the end of the game, that showed the rank, so from that we can know our capability and we can learn again."* (S3).

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 "*I like this game because I could play the game multiple time, and the template is cute.*" (S1). From those findings, it can be concluded that the qualitative findings strengthen and give additional information on quantitative results.

4.1.1.4. Behavioral Intention to Use (BITU) of Wordwall.net for Learning English Grammar

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. Four questions provided to gain qualitative data about students' Intention to Use of Wordwall.net in learning grammar. The result is shown in Table 4.4 below.

Table 4.4 Students' Intention to Use Wordwall.net

Aspects	SD (1)	D (2)	**Total (1+2)**	**N (3)**	A (4)	SA (5)	**Total (4+5)**	**M ± SDV**
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 ± 0,958**

Based on Table 4.4, this research found 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) represented 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 felt not motivated, and 45,2% (14 students) represented 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.

Several interviews have been carried out and analyzed utilizing open-coded transcription for qualitative analysis. The findings revealed students' Intention to Use of Wordwall.net in

learning grammar. The interview revealed that all of the students have planned to ask their teacher to use Wordwall.net in future grammar lessons, they said "*Yes I will ask my teacher to use this game in the next lesson"* (S1, S2, S3). 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, one of them said *"Beside Wordwall.net did not make learning process bored, we can also practice to improve our grammar understanding, so the point is learning with playing."* (S1). Moreover, in form of the frequency of use most students want to ask the teacher to use Wordwall.net twice a month, "*I want two times in one month."* (S2, S5). Likewise, one student wants once per month, *"Maybe once in one month."* (S4).

Additionally, most students argue they still have no plan to use Wordwall.net for their needs outside of the class, "*Maybe out of the learning process, I never think to use this game, so I answer no. Because this game is effective in the learning process, I will not use it outside of the learning process."* (S5). Three of them had plan to use this game for studying and exercise, "*I may use Wordwall.net for exercise when studying." (*S1, S3, S4). So it can be said that in this part, the qualitative data confirmed and expanded the quantitative finding.

To sum up, the total score of the questionnaire result that based on the four constructs of the Technological Acceptance Method (TAM) shown in Table 4.5 The Total Score of Questionnaire, below.

Table 4.5 The Total Score of Questionnaire

Questionnaire	Score	Percentage	Criteria
Perceived Ease of Use (PEOU)	499	80,5%	High
Perceived Usefulness (PU)	602	77,7%	High
Attitude Towards Using (ATU)	616	79,5%	High
Behavioral Intention to Use (BITU)	454	73,2%	High

Table 4.5. The total score of questionnaire above defined the total score of students' perceptions in each measuring factor based on the 4 Technological Acceptance Method (TAM) factors. From the four-factor, the first factor, "Perceived Ease of Use (PEOU)," the score of students' perceptions was 499 with 80,5% total percentage, thus defined as high. In the second, "Perceived Usefulness (PU)," the total score reaches 602 with 77,7% total percentage, thus defined as high, and in the third, "Attitude Towards Using (ATU)," the total score is 616 with 79,5% total percentage, thus defined as high. the last, from "Behavioral Intention to Use (BITU)," the total score reached 454 with 73,2% total percentage, thus, defined as high.

It can be sum up the overall finding of the questionnaire results from all aspects are on the high criteria, which can be stated that students accepted the implementation of Wordwall.net in the process of learning grammar.

4.1.2. Students Difficulties of Using Wordwall.net in Learning Grammar

To seek the difficulties, the researcher gained deeper information by focusing on the Perceive Ease of Use (PEOU) factor in the interview process. The various difficulties that occurred are unclear instruction, internet connection, kind or type of smartphone.

4.1.2.1. Unclear Instruction

Clear instruction is needed in providing something new for the students, the unclear instruction could make the students confused. However, in the implementation of Wordwall.net in learning grammar some problems occurred due to unclear instruction that provided by the teacher. Two of students said that the instruction should be clarified, "*The instruction technique needs to be clarified."* (S2, S3). Furthermore, students stated that unclear instruction are due to the teacher did not clearly stated instruction and the game's fonts are small*, "The fonts in my phone look small and I cannot clearly understand teacher's instruction." (S3).*

4.1.2.2. Internet Connection

Internet connection is become one of the factor that influenced student's difficulties when using Wordwall.net in their learning process. One student said *"The problem is the internet connection, such as the game is suddenly lagging."* (S5). From that statement it could be understood that bad internet connection cold makes the game lag. Thus, to avoid this problem internet connection should be considered.

4.1.2.3. Type of Smartphone

In the implementation of online media, supportive device should be considered. The unfit device could cause a problem. In the process of implementing Wordwall.net in learning process the type of smartphone effected the use of the game. Student stated *"I believe it depends on the phone."* (S1). Furthermore, some problems that students face due to the kind of smartphone are small font size and swiping the screen, *"I struggle when swiping the screen."* (S1) "*The phone's size affected the easiness of the game because yesterday, some words looked small on my phone."* (S2). Thus, it can be summed up that external factors significantly influence the ease of use of Wordwall.net in learning process.

4.2. Discussion

This research explores students' perceptions of using Wordwall.net in learning grammar. The objective of this research is based on the TAM

theory. The result of this research is based on four constructs of TAM, which are Perceived Ease of Use (PEOU), Perceive Usefulness (PU), Attitude Towards Using (ATU), and Behavioral Intention to Use (BITU).

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. All the presentation criteria for all aspect are high, which was interpreted as positive. Furthermore, the mean result of all question scores are above the neutral scores. 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, that because the game can be paused thus students could look words that they did not know in dictionary. This result is related to 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 provided various games that could make students enthusiastic in the learning process. Research by 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 is in line with 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 used 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 research, which is technology-based media (Quizizz) by Putri & Aisiah (2021), this research shows one problem in using Quizizz is the internet connection. In addition, Harsasi and Sutawujaya (2018), stated that various issues are often encountered in the platform that involved 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.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter concludes the research finding and discussion from the previous chapter, and provide suggestions that can be taken into consideration.

5.1. 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. In addition, the game is simple in providing a question, thus did not make students confused. 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. Likewise, this game provided various games that could make students enthusiastic in the learning process. Additionally, independent learning occurred during the implementation of Wordwall.net in learning grammar because the students can play the game multiple time. 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 in the next meeting.

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 use. 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.

5.2. Suggestion

Based on the research finding and conclusion stated in the previous explanation, some suggestions can be considered for practical user and other researchers. For practical users, Wordwall.net can be one option of media based on technology that can be used for learning grammar. Because this app is easy to use, it makes the learning process fun and effective for learning grammar. This application also provides many kinds of games that can be used. In addition, for other researchers, for future research, the researcher suggests deepening the use of Wordwall.net in learning grammar, such as the effectiveness of this game for learning grammar.

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Appendix I Research Permission Letter

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
JalanGajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang
http:// fitk.uin-malang.ac.id. email : fitk@uin_malang.ac.id

Nomor : 268/Un.03.1/TL.00.1/02/2023 9 Februari 2023
Sifat : Penting
Lampiran : -
Hal : **Izin Penelitian**

Kepada
Yth. Kepala MAN 1 Gresik
di
Gresik

Assalamu'alaikum Wr. Wb.

Dengan hormat, dalam rangka menyelesaikan tugas akhir berupa penyusunan skripsi mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon dengan hormat agar mahasiswa berikut:

Nama	:	Queen Salsabila
NIM	:	19180022
Jurusan	:	Tadris Bahasa Inggris (TBI)
Semester - Tahun Akademik	:	Genap - 2022/2023
Judul Skripsi	:	**EFL Students' Perception Toward the Utilization of Wordwall.net in Learning Grammar**
Lama Penelitian	:	**Februari 2023** sampai dengan **April 2023** (3 bulan)

diberi izin untuk melakukan penelitian di lembaga/instansi yang menjadi wewenang Bapak/Ibu.

Demikian, atas perkenan dan kerjasama Bapak/Ibu yang baik disampaikan terimakasih.

Wassalamu'alaikum Wr. Wb.

An.Dekan,
Wakil Dekan Bidang Akaddemik

Dr. Muhammad Walid, MA
NIP. 19730823 200003 1 002

Tembusan :
1. Yth. Ketua Program Studi TBI
2. Arsip

Appendix II Letter of Completion Research

KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN GRESIK
MADRASAH ALIYAH NEGERI 1
Jalan Raya Bungah 46, Telp. (031) 3949544, Fax (031) 3949544 Gresik 61152
Website : www.man1-gresik.sch.id *e-mail* : mangresik@kemenag.go.id
NSM : 131135250001 NPSN : 20580204

SURAT KETERANGAN
Nomor :340/Ma.13.19.01/05/2023

Yang bertanda tangan di bawah ini :

Nama	: Drs. MUHARI, M. Pd I
NIP	: 19681112 199503 1 002
Jabatan	: Kepala Madrasah Aliyah Negeri 1 Gresik

Menerangkan dengan sebenarnya bahwa :

Nama	: QUEEN SALSABILA
Nim	: 1918022
Jurusan	: Tadris Bahasa Inggris
Semester-Tahun Akademik	: 2022/2023

Adalah benar-benar telah melakukan Penelitian di MAN 1 Gresik selama 20 Februari s.d. 6 Maret 2023 Dalam rangka Menyelesaikan Tugas Akhir (Skripsi) dengan Judul " EFL Students' Perceptions Towards the Utilization of Wordwall.net in Learning Grammar "

Demikian surat keterangan ini dibuat sebagaimana mestinya .

Gresik, 22 Mei 2023
Kepala,

Muhari

Appendix III SPSS Analysis Result for First Validity and Reliability Data

- **Validity Data**

  - **Perceive Ease of Use (X1)**

Correlations

		X1_1	X1_2	X1_3	X1_4	Total_X1
X1_1	Pearson Correlation	1	,743**	,681**	,570**	,894**
	Sig. (2-tailed)		,000	,000	,001	,000
	N	30	30	30	30	30
X1_2	Pearson Correlation	,743**	1	,738**	,519**	,893**
	Sig. (2-tailed)	,000		,000	,003	,000
	N	30	30	30	30	30
X1_3	Pearson Correlation	,681**	,738**	1	,420*	,840**
	Sig. (2-tailed)	,000	,000		,021	,000
	N	30	30	30	30	30
X1_4	Pearson Correlation	,570**	,519**	,420*	1	,741**
	Sig. (2-tailed)	,001	,003	,021		,000
	N	30	30	30	30	30
Total_X1	Pearson Correlation	,894**	,893**	,840**	,741**	1
	Sig. (2-tailed)	,000	,000	,000	,000	
	N	30	30	30	30	30

**. Correlation is significant at the 0.01 level (2-tailed).
*. Correlation is significant at the 0.05 level (2-tailed).

  - **Perceive Usefulness (X2)**

Correlations

		X2_1	X2_2	X2_3	X2_4	X2_5	Total_X2
X2_1	Pearson Correlation	1	,668**	,586**	,721**	,527**	,830**
	Sig. (2-tailed)		,000	,001	,000	,003	,000
	N	30	30	30	30	30	30
X2_2	Pearson Correlation	,668**	1	,546**	,745**	,846**	,901**
	Sig. (2-tailed)	,000		,002	,000	,000	,000
	N	30	30	30	30	30	30
X2_3	Pearson Correlation	,586**	,546**	1	,469**	,517**	,741**
	Sig. (2-tailed)	,001	,002		,009	,003	,000
	N	30	30	30	30	30	30

X2_4	Pearson Correlation	,721**	,745**	,469**	1	,762**	,878**
	Sig. (2-tailed)	,000	,000	,009		,000	,000
	N	30	30	30	30	30	30
X2_5	Pearson Correlation	,527**	,846**	,517**	,762**	1	,866**
	Sig. (2-tailed)	,003	,000	,003	,000		,000
	N	30	30	30	30	30	30
Total_X2	Pearson Correlation	,830**	,901**	,741**	,878**	,866**	1
	Sig. (2-tailed)	,000	,000	,000	,000	,000	
	N	30	30	30	30	30	30

**. Correlation is significant at the 0.01 level (2-tailed).

- **Attitude Towards Using (X3)**

Correlations

		X3_1	X3_2	X3_3	X3_4	X3_5	X3_6	Total_X3
X3_1	Pearson Correlation	1	,781**	-,021	,582**	,518**	,695**	,792**
	Sig. (2-tailed)		,000	,913	,001	,003	,000	,000
	N	30	30	30	30	30	30	30
X3_2	Pearson Correlation	,781**	1	,021	,762**	,608**	,729**	,881**
	Sig. (2-tailed)	,000		,911	,000	,000	,000	,000
	N	30	30	30	30	30	30	30
X3_3	Pearson Correlation	-,021	,021	1	,157	-,024	-,241	,270
	Sig. (2-tailed)	,913	,911		,408	,898	,199	,150
	N	30	30	30	30	30	30	30
X3_4	Pearson Correlation	,582**	,762**	,157	1	,704**	,625**	,882**
	Sig. (2-tailed)	,001	,000	,408		,000	,000	,000
	N	30	30	30	30	30	30	30
X3_5	Pearson Correlation	,518**	,608**	-,024	,704**	1	,590**	,773**
	Sig. (2-tailed)	,003	,000	,898	,000		,001	,000
	N	30	30	30	30	30	30	30
X3_6	Pearson Correlation	,695**	,729**	-,241	,625**	,590**	1	,746**
	Sig. (2-tailed)	,000	,000	,199	,000	,001		,000
	N	30	30	30	30	30	30	30
Total_X3	Pearson Correlation	,792**	,881**	,270	,882**	,773**	,746**	1
	Sig. (2-tailed)	,000	,000	,150	,000	,000	,000	
	N	30	30	30	30	30	30	30

**. Correlation is significant at the 0.01 level (2-tailed).

➢ **Behavior Intention to Use (X4)**

Correlations

		X4_1	X4_2	X4_3	X4_4	Total_X4
X4_1	Pearson Correlation	1	,594**	,519**	,472**	,772**
	Sig. (2-tailed)		,001	,003	,008	,000
	N	30	30	30	30	30
X4_2	Pearson Correlation	,594**	1	,646**	,606**	,855**
	Sig. (2-tailed)	,001		,000	,000	,000
	N	30	30	30	30	30
X4_3	Pearson Correlation	,519**	,646**	1	,750**	,869**
	Sig. (2-tailed)	,003	,000		,000	,000
	N	30	30	30	30	30
X4_4	Pearson Correlation	,472**	,606**	,750**	1	,848**
	Sig. (2-tailed)	,008	,000	,000		,000
	N	30	30	30	30	30
Total_X4	Pearson Correlation	,772**	,855**	,869**	,848**	1
	Sig. (2-tailed)	,000	,000	,000	,000	
	N	30	30	30	30	30

**. Correlation is significant at the 0.01 level (2-tailed).

- **Reliability Data**

Perceive Ease of Use

Reliability Statistics

Cronbach's Alpha	N of Items
,864	4

Perceive Usefulness

Reliability Statistics

Cronbach's Alpha	N of Items
,898	5

Attitude Towards Using

Reliability Statistics

Cronbach's Alpha	N of Items
,793	6

Behavior Intention to Use

Reliability Statistics

Cronbach's Alpha	N of Items
,856	4

Appendix IV First Validity and Reliability Data

- Validity Data

Item Number	Comparing r values		
	r Count	r Table	Explanation
1	0, 894	0,361	Valid
2	0, 893	0,361	Valid
3	0, 840	0,361	Valid
4	0, 741	0,361	Valid
5	0, 830	0,361	Valid
6	0, 901	0,361	Valid
7	0, 741	0,361	Valid
8	0, 878	0,361	Valid
9	0,866	0,361	Valid
10	0, 792	0,361	Valid
11	0, 881	0,361	Valid
12	0, 270	0,361	Not Valid
13	0, 882	0,361	Valid
14	0, 773	0,361	Valid
15	0, 746	0,361	Valid
16	0, 772	0,361	Valid
17	0, 855	0,361	Valid
18	0,869	0,361	Valid
19	0,848	0,361	Valid

- Reliability

Aspects	**Cronbach's Alpha**	**Standard Value**	**Explanation**
Perceive Ease of Use	0,864	0,6	Reliable
Perceive Usefulness	0,898	0,6	Reliable
Attitude Towards Using	0,793	0,6	Reliable
Behavior Intention to Use	0,856	0,6	Reliable

Appendix V Questionnaire Result of the Research Sample

No	Perceive Ease of Use (X1)				Total X1	Perceive Usefulness (X2)					Total X2	Attitude Towards Using (Y1)					Total Y1	Behaviour Intention to Use (Y2)				Total Y2
	X1.1	X1.2	X1.3	X1.4		X2.1	X2.2	X2.3	X2.4	X2.5		Y1.1	Y1.2	Y1.3	Y1.4	Y1.5		Y2.1	Y2.2	Y2.3	Y2.4	
1	3	4	4	4	15	4	4	4	4	4	20	4	3	4	4	3	18	4	4	4	4	16
2	4	4	5	5	18	5	4	4	4	4	21	4	4	5	5	4	22	4	4	4	4	16
3	4	3	3	3	13	3	3	3	4	3	16	3	3	3	2	4	15	3	3	3	3	12
4	4	2	4	4	14	3	3	2	4	3	15	4	4	4	5	5	22	4	4	4	4	16
5	4	4	5	5	18	4	3	4	4	4	18	3	3	5	4	4	19	4	2	4	1	11
6	4	4	4	3	15	4	3	4	3	4	18	3	3	4	4	4	18	2	2	3	1	8
7	3	4	4	5	16	4	3	4	4	4	19	3	4	4	4	5	20	4	3	4	3	14
8	3	4	4	5	16	4	3	4	4	4	19	3	4	4	3	3	17	4	3	3	3	13
9	4	3	4	4	15	3	3	3	3	4	16	4	3	3	3	3	16	4	4	3	3	14
10	3	4	4	5	16	4	3	4	4	4	19	3	4	4	4	5	20	4	3	4	3	14
11	5	5	5	5	20	5	5	5	5	5	25	5	4	5	4	5	23	5	5	5	5	20
12	3	3	3	3	12	3	3	3	3	3	15	3	3	4	3	4	17	3	3	3	3	12
13	3	3	3	3	12	3	3	3	3	3	15	3	4	3	4	3	17	3	3	3	3	12
14	4	4	4	4	16	4	3	4	3	3	17	4	3	3	4	4	17	3	3	3	3	12
15	5	5	5	4	19	5	4	5	4	5	24	4	5	5	5	5	24	4	4	5	4	17
16	4	5	5	5	19	5	5	5	5	5	25	5	5	5	5	5	25	4	4	4	4	16
17	4	5	5	4	18	5	4	4	4	4	21	4	4	4	4	4	20	5	4	4	4	17
18	4	5	4	4	17	5	5	4	4	4	22	4	5	5	5	4	23	5	4	5	4	18
19	5	5	5	5	20	5	5	5	5	5	25	5	4	5	5	5	24	5	5	5	5	20
20	5	5	5	5	20	5	5	5	5	5	25	5	5	5	4	5	24	5	5	5	5	20
21	5	5	5	5	20	5	5	5	5	5	25	5	4	5	5	5	24	5	5	5	4	19
22	5	5	5	5	20	5	5	5	5	5	25	5	5	4	5	5	24	5	5	5	5	20
23	4	4	3	4	15	3	4	4	4	4	19	4	4	4	5	4	21	4	3	3	3	13
24	5	4	4	5	18	3	2	2	3	3	13	4	4	4	4	4	20	4	4	4	4	16
25	3	4	4	4	15	3	4	3	3	4	17	4	4	4	4	3	19	3	3	3	3	12
26	3	3	3	3	12	3	3	3	3	3	15	3	3	3	3	3	15	3	3	3	3	12
27	3	3	3	3	12	3	3	3	3	3	15	3	3	3	3	3	15	3	3	3	3	12
28	3	3	3	4	13	3	4	4	4	4	19	3	3	3	3	3	15	3	3	3	3	12
29	4	5	3	4	16	5	5	3	3	3	19	4	4	5	4	4	21	5	3	3	3	14
30	3	3	3	4	13	5	4	4	4	3	20	5	4	4	3	5	21	3	3	3	3	12
31	4	4	4	4	16	4	4	4	4	4	20	4	4	4	3	4	20	3	4	4	3	14

Appendix VI SPSS Analysis Result for Validity and Reliability Data

- **Validity Data**

  - **Perceive Ease of Use (X1)**

Correlations

		X1_1	X1_2	X1_3	X1_4	Total_X1
X1_1	Pearson Correlation	1	,612**	,666**	,453*	,806**
	Sig. (2-tailed)		,000	,000	,010	,000
	N	31	31	31	31	31
X1_2	Pearson Correlation	,612**	1	,685**	,572**	,858**
	Sig. (2-tailed)	,000		,000	,001	,000
	N	31	31	31	31	31
X1_3	Pearson Correlation	,666**	,685**	1	,717**	,907**
	Sig. (2-tailed)	,000	,000		,000	,000
	N	31	31	31	31	31
X1_4	Pearson Correlation	,453*	,572**	,717**	1	,805**
	Sig. (2-tailed)	,010	,001	,000		,000
	N	31	31	31	31	31
Total_X1	Pearson Correlation	,806**	,858**	,907**	,805**	1
	Sig. (2-tailed)	,000	,000	,000	,000	
	N	31	31	31	31	31

**. Correlation is significant at the 0.01 level (2-tailed).
*. Correlation is significant at the 0.05 level (2-tailed).

  - **Perceive Usefulness (X2)**

Correlations

		X2_1	X2_2	X2_3	X2_4	X2_5	Total_X2
X2_1	Pearson Correlation	1	,743**	,751**	,669**	,617**	,862**
	Sig. (2-tailed)		,000	,000	,000	,000	,000
	N	31	31	31	31	31	31
X2_2	Pearson Correlation	,743**	1	,720**	,673**	,673**	,868**
	Sig. (2-tailed)	,000		,000	,000	,000	,000
	N	31	31	31	31	31	31
X2_3	Pearson Correlation	,751**	,720**	1	,789**	,840**	,927**
	Sig. (2-tailed)	,000	,000		,000	,000	,000
	N	31	31	31	31	31	31
X2_4	Pearson Correlation	,669**	,673**	,789**	1	,820**	,884**
	Sig. (2-tailed)	,000	,000	,000		,000	,000
	N	31	31	31	31	31	31
X2_5	Pearson Correlation	,617**	,673**	,840**	,820**	1	,884**
	Sig. (2-tailed)	,000	,000	,000	,000		,000
	N	31	31	31	31	31	31

Total_X2	Pearson Correlation	,862**	,868**	,927**	,884**	,884**	1
	Sig. (2-tailed)	,000	,000	,000	,000	,000	
	N	31	31	31	31	31	31

**. Correlation is significant at the 0.01 level (2-tailed).

- **Attitude Towards Using (X3)**

Correlations

		X3_1	X3_2	X3_3	X3_4	X3_5	Total_X3
X3_1	Pearson Correlation	1	,594**	,549**	,516**	,574**	,786**
	Sig. (2-tailed)		,000	,001	,003	,001	,000
	N	31	31	31	31	31	31
X3_2	Pearson Correlation	,594**	1	,616**	,686**	,582**	,839**
	Sig. (2-tailed)	,000		,000	,000	,001	,000
	N	31	31	31	31	31	31
X3_3	Pearson Correlation	,549**	,616**	1	,700**	,606**	,845**
	Sig. (2-tailed)	,001	,000		,000	,000	,000
	N	31	31	31	31	31	31
X3_4	Pearson Correlation	,516**	,686**	,700**	1	,510**	,837**
	Sig. (2-tailed)	,003	,000	,000		,003	,000
	N	31	31	31	31	31	31
X3_5	Pearson Correlation	,574**	,582**	,606**	,510**	1	,799**
	Sig. (2-tailed)	,001	,001	,000	,003		,000
	N	31	31	31	31	31	31
Total_X3	Pearson Correlation	,786**	,839**	,845**	,837**	,799**	1
	Sig. (2-tailed)	,000	,000	,000	,000	,000	
	N	31	31	31	31	31	31

**. Correlation is significant at the 0.01 level (2-tailed).

➢ **Behavior Intention to Use (X4)**

Correlations

		X4_1	X4_2	X4_3	X4_4	Total_X4
X4_1	Pearson Correlation	1	,712**	,739**	,686**	,864**
	Sig. (2-tailed)		,000	,000	,000	,000
	N	31	31	31	31	31
X4_2	Pearson Correlation	,712**	1	,785**	,921**	,949**
	Sig. (2-tailed)	,000		,000	,000	,000
	N	31	31	31	31	31
X4_3	Pearson Correlation	,739**	,785**	1	,689**	,882**
	Sig. (2-tailed)	,000	,000		,000	,000
	N	31	31	31	31	31
X4_4	Pearson Correlation	,686**	,921**	,689**	1	,919**
	Sig. (2-tailed)	,000	,000	,000		,000
	N	31	31	31	31	31
Total_X4	Pearson Correlation	,864**	,949**	,882**	,919**	1
	Sig. (2-tailed)	,000	,000	,000	,000	
	N	31	31	31	31	31

**. Correlation is significant at the 0.01 level (2-tailed).

- **Reliability Data**

Perceive Ease of Use

Reliability Statistics

Cronbach's Alpha	N of Items
,866	4

Perceive Usefulness

Reliability Statistics

Cronbach's Alpha	N of Items
,929	5

Attitude Towards Using

Reliability Statistics

Cronbach's Alpha	N of Items
,877	5

Behavior Intention to Use

Reliability Statistics

Cronbach's Alpha	N of Items
,924	4

Appendix VII Validity and Reliability Data

- Validity Data

Item Number	Comparing r values		
	r Count	r Table	Explanation
1	0, 806	0,355	Valid
2	0, 858	0,355	Valid
3	0, 907	0,355	Valid
4	0, 805	0,355	Valid
5	0, 862	0,355	Valid
6	0, 868	0,355	Valid
7	0, 927	0,355	Valid
8	0, 884	0,355	Valid
9	0, 884	0,355	Valid
10	0, 786	0,355	Valid
11	0, 839	0,355	Valid
12	0, 845	0,355	Valid
13	0, 837	0,355	Valid
14	0, 799	0,355	Valid
15	0, 864	0,355	Valid
16	0, 949	0,355	Valid
17	0, 882	0,355	Valid
18	0, 919	0,355	Valid

- Reliability

Aspects	**Cronbach's Alpha**	**Standard Value**	**Explanation**
Perceive Ease of Use	0,866	0,6	Reliable
Perceive Usefulness	0,929	0,6	Reliable
Attitude Towards Using	0,877	0,6	Reliable
Behavior Intention to Use	0, 924	0,6	Reliable

Appendix VIII Descriptive Analysis of the Questionnaire Result

- Number 1

Statistics

Q1

N	Valid	31
	Missing	0
Mean		3,87
Std. Deviation		,763

Q1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	11	35,5	35,5	35,5
	4	13	41,9	41,9	77,4
	5	7	22,6	22,6	100,0
	Total	31	100,0	100,0	

- Number 2

Statistics

Q2

N	Valid	31
	Missing	0
Mean		4,00
Std. Deviation		,856

Q2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	1	3,2	3,2	3,2
	3	8	25,8	25,8	29,0
	4	12	38,7	38,7	67,7
	5	10	32,3	32,3	100,0
	Total	31	100,0	100,0	

- Number 3

Statistics

Q3

N	Valid	31
	Missing	0
Mean		4,03
Std. Deviation		,795

Q3

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	9	29,0	29,0	29,0
	4	12	38,7	38,7	67,7
	5	10	32,3	32,3	100,0
	Total	31	100,0	100,0	

- Number 4

Statistics

Q4

N	Valid	31
	Missing	0
Mean		4,19
Std. Deviation		,749

Q4

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	6	19,4	19,4	19,4
	4	13	41,9	41,9	61,3
	5	12	38,7	38,7	100,0
	Total	31	100,0	100,0	

- Number 5

Statistics

Q5

N	Valid	31
	Missing	0
Mean		4,03
Std. Deviation		,875

Q5

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	11	35,5	35,5	35,5
	4	8	25,8	25,8	61,3
	5	12	38,7	38,7	100,0
	Total	31	100,0	100,0	

- Number 6

Statistics

Q6

N	Valid	31
	Missing	0
Mean		3,77
Std. Deviation		,884

Q6

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	1	3,2	3,2	3,2
	3	13	41,9	41,9	45,2
	4	9	29,0	29,0	74,2
	5	8	25,8	25,8	100,0
	Total	31	100,0	100,0	

- Number 7

Statistics

Q7

N	Valid	31
	Missing	0
Mean		3,81
Std. Deviation		,873

Q7

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	2	6,5	6,5	6,5
	3	9	29,0	29,0	35,5
	4	13	41,9	41,9	77,4
	5	7	22,6	22,6	100,0
	Total	31	100,0	100,0	

- Number 8

Statistics

Q8

N	Valid	31
	Missing	0
Mean		3,90
Std. Deviation		,746

Q8

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	10	32,3	32,3	32,3
	4	14	45,2	45,2	77,4
	5	7	22,6	22,6	100,0
	Total	31	100,0	100,0	

- Number 9

Statistics

Q9

N	Valid	31
	Missing	0
Mean		3,90
Std. Deviation		,746

Q9

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	10	32,3	32,3	32,3
	4	14	45,2	45,2	77,4
	5	7	22,6	22,6	100,0
	Total	31	100,0	100,0	

- Number 10

Statistics

Q10

N	Valid	31
	Missing	0
Mean		3,87
Std. Deviation		,763

Q10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	11	35,5	35,5	35,5
	4	13	41,9	41,9	77,4
	5	7	22,6	22,6	100,0
	Total	31	100,0	100,0	

- Number 11

Statistics

Q11

N	Valid	31
	Missing	0
Mean		3,84
Std. Deviation		,688

Q11

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	10	32,3	32,3	32,3
	4	16	51,6	51,6	83,9
	5	5	16,1	16,1	100,0
	Total	31	100,0	100,0	

- Number 12

Statistics

Q12

N	Valid	31
	Missing	0
Mean		4,10
Std. Deviation		,746

Q12

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	7	22,6	22,6	22,6
	4	14	45,2	45,2	67,7
	5	10	32,3	32,3	100,0
	Total	31	100,0	100,0	

- Number 13

Statistics

		Q13
N	Valid	31
	Missing	0
Mean		3,97
Std. Deviation		,836

Q13

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	1	3,2	3,2	3,2
	3	8	25,8	25,8	29,0
	4	13	41,9	41,9	71,0
	5	9	29,0	29,0	100,0
	Total	31	100,0	100,0	

- Number 14

Statistics

		Q14
N	Valid	31
	Missing	0
Mean		4,10
Std. Deviation		,790

Q14

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	8	25,8	25,8	25,8
	4	12	38,7	38,7	64,5
	5	11	35,5	35,5	100,0
	Total	31	100,0	100,0	

- Number 15

Statistics

		Q15
N	Valid	31
	Missing	0
Mean		3,87
Std. Deviation		,846

Q15

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	1	3,2	3,2	3,2
	3	10	32,3	32,3	35,5
	4	12	38,7	38,7	74,2
	5	8	25,8	25,8	100,0
	Total	31	100,0	100,0	

- Number 16

Statistics

		Q16
N	Valid	31
	Missing	0
Mean		3,58
Std. Deviation		,848

Q16

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	2	6,5	6,5	6,5
	3	14	45,2	45,2	51,6
	4	10	32,3	32,3	83,9
	5	5	16,1	16,1	100,0
	Total	31	100,0	100,0	

- Number 17

Statistics

Q17

N	Valid	31
	Missing	0
Mean		3,77
Std. Deviation		,805

Q17

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	14	45,2	45,2	45,2
	4	10	32,3	32,3	77,4
	5	7	22,6	22,6	100,0
	Total	31	100,0	100,0	

- Number 18

Statistics

Q18

N	Valid	31
	Missing	0
Mean		3,42
Std. Deviation		,958

Q18

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	2	6,5	6,5	6,5
	3	16	51,6	51,6	58,1
	4	9	29,0	29,0	87,1
	5	4	12,9	12,9	100,0
	Total	31	100,0	100,0	

Appendix IX Questionnaire Guideline

Pedoman Kuesioner

Assalamualaikum Wr.Wb. yang terhormat siswa/siswi kelas sebelas MAN 1 Gresik. Saya Queen Salsabila mahasiswi jurusan Tadris Bahasa Inggris Fakultas Ilmu Tarbiyah dan keguruan Universitas Islam Negeri Maulana Malik Ibrahim Malang. Saya sedang melakukan penelitian untuk memenuhi tugas akhir dengan judul "EFL Students' Perception Towards the Utilization of Wordwall.net in Learning Grammar."

Guna memperoleh data penelitian saya meminta kesediaan Anda untuk mengisi kuesioner ini. Kuesioner ini ditunjukkan untuk memperoleh informasi terkait persepsi siswa terhadap penggunaan Wordwall.net dalam pembelajaran Grammar. Kuesioner ini terdiri dari 18 pertanyaan dimana tidak menghabiskan waktu lebih dari 20 menit untuk mengisinya. Semua partisipan yang mengisi kuestioner ini akan dirahasiakan identitasnya, mengisi kuestioner ini artinya anda bersedia menjadi partisipan dalam penelitian saya.

Saya ucapkan terima kasih banyak atas kesediaanya menjadi bagian dari penelitian ini melalui pengisian kuestioner, apabila Anda mengalami kesulitan dalam pengisi kuestioner ini, silakan menanyakan kepada peneliti untuk informasi lebih lanjut.

Nama	**:**	
Nomor Absen	**:**	
Kelas	**:**	
Jenis Kelamin	**:**	

Tentukan seberapa besar Anda setuju atau tidak setuju dengan pernyataan yang diberikan dengan mencentang kolom yang ada.

Keterangang:

SD	D	N	A	SA
Sangat Tidak Setuju	Tidak Setuju	Netral	Setuju	Sangat Setju

Perceived Ease of Use (PEOU)						
No	**Pernyataan**	**SD**	**D**	**N**	**A**	**SA**
1.	Saya mudah mempelajari cara menggunakan Wordwall.net.					
2.	Saya dapat dengan mudah menggunakan Wordwall.net untuk belajar grammar.					
3.	Permainan yang disajikan di Worwall.net mudah dipahami.					
4.	Wordwall.net dapat dengan mudah digunakan di smartphone atau laptop.					
Perceived Usefulness (PU)						
5.	Menggunakan Wordwall.net memudahkan saya untuk belajar grammar.					
6.	Wordwall.net efektif untuk belajar grammar.					
7.	Setelah menggunakan Wordwall.net materi grammar menjadi lebih mudah difahami.					
8.	Saya beranggapan bahwa Wordwall.net berguna dalam membantu saya untuk belajar grammar.					
9.	Saya terbantu untuk belajar grammar dengan penggunaan Wordwall.net di kelas.					
Attitude Towards Using (ATU)						
10.	Saya menerima penerapan Wordwall.net dalam pembelajaran grammar.					
11.	Saya merasa senang menggunakan Wordwall.net untuk belajar grammar.					
12.	Saya nyaman menggunakan Worwall.net dalam pembelajaran grammar.					
13.	Saya menikmati penggunaan Wordwall.net dalam pembelajaran grammar.					
14.	Saya beranggapan bahwa menggunakan Wordwall.net dalam belajar grammar itu tidak membosankan.					
Behavioral Intention to Use (BITU)						
15.	Saya berharap Wordwall.net akan selalu digunakan untuk pembelajaran grammar di materi grammar yang akan datang.					
16.	Saya akan meminta guru saya untuk menggunakan Wordwall.net untuk belajar grammar pada pertemuan berikutnya.					

17.	Saya termotivasi untuk tetap menggunakanWordwall.net untuk pembelajaran grammar.					
18.	Saya akan meminta guru untuk selalu menggunakan Wordwall.net untuk pembelajaran grammar.					

Appendix X Interview Guideline

Technology Acceptance Model (TAM)

A. Perceived Ease of Use (PEOU)

1. Is Wordwall.net easy to operate during the learning process? Did you find any difficulties?

2. If yes, why did you find Wordwall.net is easy to use?

3. How does Wordwall.net ease students fulfill their needs?

4. Do you find easiness to operate this media using a smartphone?

B. Perceived of Usefulness (PU)

5. What do you think about Wordwall.net in the learning grammar course? Is it helpful to learn grammar?

6. Do you think Wordwall.net effectively helps you to learn grammar?

7. If yes, why does Wordwall.net help you to learn grammar material effectively??

8. Do you think using Wordwall.net make it easier to understand grammar material?

9. If yes, Why the reason?

C. Attitude Towards Using (ATU)

10. Do you believe using this media will give you easiness and benefit your learning process? How?

11. Is this media fun to use in learning grammar?

D. Behavioral Intention to Use (BITU)

12. Do you plan to ask your teacher to use this media in future grammar lessons?

13. If yes, how often will you ask your teacher to use this media to support your grammar learning?

14. Is it possible for you to use this media for your needs outside the class? For what?

Appendix XI Interview Blueprint

The Blueprint of Interview and Questionnaire Guide

A. Background

This guide was formulated for seeking students' perceptions and attitudes towards the use of Wordwall.net in learning grammar. Based on a previous study conducted by other researchers, four dimensions affected user's perceptions and attitudes; Perceived Ease of Use (PEOU), Perceived Usefulness (PU), Attitude Towards Using (ATU) and Behavioral Intention to Use (BITU). Hopefully, by figuring out those dimensions toward the use of Wordwall.net in learning grammar, both developers can maximize some benefits for further development or practical users.

B. Objective

This blueprint design is constructed based on the theory and previous research that will help the researcher as the guideline while conducting the research using research instruments; Questionnaire and Interview. Also, this blueprint becomes the basic guideline for formulating an interview guide. Because minimum research about the use of Wordwall.net in teaching grammar and Website game that used for media in learning, the researcher tendsto use the indicators from the previous study about an analysis of TAM in mobile application.

1. Technology Acceptance Model (PU, PEOU, IU, and UA)

Construct Theory/Previous Study	Dimension	Variable	Sub-variable	Indicator	Questionnaire Number
Mulyanto et al., 2020 Implementation of Technology Acceptance Model (TAM) in Acceptance Model Testing MasjidLink Application	Perceived Ease of Use (PEOU)	Student	Easy to use	It is easy for me to learn how to use Wordwall.net.	1,2,3,4,5
				I can use Wordwall.net easily.	
			Easy to understand	The game provided by Wordwall.net is easy to understand.	
			Easy to achieve the goal	I can easily learn grammar material through the use of Wordwall.net.	
			Flexibility	Wordwall.net can easily use on smartphones.	
	Perceived Usefulness (PU)	Student	Make work easier	Using Wordwall.net make me easier to learn grammar.	6,7,8,9,10
			Effectivity	Wordwall.net is effective for learning grammar.	
				After using Wordwall.net grammar material becomes easier to understand.	

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			Useful	I believe that Wordwall.net can usefully help me to learn grammar.	
				I was helped to learn grammar by using Wordwall.net in class.	
Rahmawati et al., 2022 Design of E-Tax Acceptance Analysis Questionnaire Using Technology Acceptance Model (TAM) **Kuswantoro, 2018** Interest in Playing Smartphone-Based Educational Games (Case Study on the Interest of the Semarang Gamer Community in Playing the Bubble Zoo Collect Game)	Attitude Towards Using (ATU)	Student	Acceptance feeling	I accept the implementation of Wordwall.net in learning grammar.	11,12,13,14,15,16
				I feel happy to use Wordwall.net to learn grammar.	
			Refusing feeling	I refuse to use other applications in learning grammar except for Wordwall.net.	
			Enjoyable feeling	I feel pleasant using Wordwall.net to learn grammar.	
				I enjoy using Wordwall.net to learn grammar.	
				I think that using Wordwall.net to learn grammar is not boring.	
			Intention to use in the future	I hope that Wordwall.net will	

Rahmawati et al., 2022 Design of E-Tax Acceptance Analysis Questionnaire Using Technology Acceptance Model (TAM)	Behavioral Intention to Use (BITU)	Student		always use for learning grammar in the following grammar material.	17,18,19,20
				I will ask my teacher to use Wordwall.net to learn grammar for the next meeting.	
			Motivation to continue use	I am motivated to continue using Wordwall.net to learn grammar.	
			Use in any situation	I ask my teacher to always use Wordwall.net for learning grammar.	

* The statement is conducted by researcher inspired from previous studies that using TAM analysis

References

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Rahmawati, A., Novita, D., & Pradesan, I. (2022). Perancangan Kuesioner Analisis Penerimaan E-Tax Menggunakan Technology Acceptance Model (TAM). *MDP Student Conference*, 512–517. https://jurnal.mdp.ac.id/index.php/msc/article/view/1848

Appendix XII Validation Sheet

Validation Sheet

Blueprint of Interview and Questionnaire Guide

"EFL Students' Perception Towards the Utilization of Wordwall.Net in Learning Grammar"

Validator	:	Dr. H. Langgeng Budianto, M.Pd
NIP	:	197110142003121001
Expertise	:	English Language Teaching
Instance	:	Maulana Malik Ibrahim State Islamic University Malang
Validation Date (dd/mm/yyyy)	:	3 February 2023

A. Introduction

This validation sheet is used to get an assessment from the validator (Mr/Ms) on the research instrument that I use. Every feedback and suggestion is essential for increasing the quality of the instrument. Thank you so much for your willingness to become a validator in my study.

B. Guidance

In this part, please give a score to each item with a sign (√) in the following columns below:

1 = Very poor

2 = Poor

3 = Average

4 = Good

5 = Excellent

C. Assessment Rubric

1. The construction of the research instrument

No.	Indicator	Score					Feedback/Suggestion
		1	2	3	4	5	
1.	Research instruments are well constructed & formulated				✓		
2.	The research instrument is relevant with the research			✓			

	objectives.						
3.	The research instrument are relevant to the research objectives.				✓		

2. The use of language in the research instrument

No.	Indicator	Score					Feedback/Suggestion
		1	2	3	4	5	
1.	Research instruments use good and correct language and punctuation				✓		
2.	Research instrument are less effort to understand			✓			
3.	Research instrument are communicative			✓			
4.	Research instruments do not cause bias (clear)				✓		

3. The effectivity of the research instrument

No.	Indicator	Score					Feedback/Suggestion
		1	2	3	4	5	
1.	Research instruments can help the researcher seek students' perception toward Wordwall.net			✓			
2.	Research instrument can describe students' perception toward Wordwall.net				✓		

D. General Feedback and Suggestion

Based on the validation sheet above, it can be concluded that the instrument that has been made is:

Please cross out the answer that doesn't match the conclusion that you gave.

1. The instrument can be used without revision.
2. The instrument can be used with slight revision.
3. The instrument can be used with many revisions.
4. The instrument cannot be used.

Malang, 3 februari 2023

Validator

Dr. H. Langgeng Budianto, M.Pd

NIP. 197110142003121001

Appendix XIII Interview Coding

Interview Coding

Subject:	Eleven grade students
Date:	1st March, 2023
Coding Description:	Q (Question) S1 (Student 1) S2 (Student 2) S3 (Student 3) S4 (Student 4) S5 (Student 5)

Q	**Is Wordwall.net easy to operate during the learning process? Did you find any difficulties?**
S1	For the game operation, it is easy. I don't find any crucial difficulties. But, I find some problems in the word sort game. I struggle when swiping the words, and sometimes I cannot fit the position. Yeah, just that is the difficulty.
S2	In some games, I find difficulties because the instruction technique needs to be clarified. So, someone who doesn't have any experience before, like me, will feel confused when using the game.
S3	I enjoy playing this game, but yesterday I found difficulty in this game because the instruction technique needs to be clarified.
S4	No, yesterday, when I played the game, I felt no difficulties.
S5	For the difficulties, I rarely find that, but the problem is the internet connection, like the game suddenly lagging.
Q	**If yes, why did you find Wordwall.net is easy to use?**
S1	Because, the game is easy to understand for me.
S3	-
S3	-
S4	Because this game is simple, we just need to clicks to play.
S5	Because the game is simple, on one page, just one question, that doesn't confuse me. The game focuses on answering and conveying the material through a fun learning process.
Q	**How does Wordwall.net ease students fulfill your needs?**
S1	Because the game is easy to use, the learning process becomes easier.
S2	-
S3	-
S4	With a game that is easy to use, I become happy to follow the material, and the learning process becomes easier.
S5	Because the game is easy to use, we feel happy playing that game, and understanding the material becomes more effortless.
Q	**Do you find easiness to operate this media using a smartphone?**

S1	I don’t think so because sometimes I struggle when swiping the screen. So, I believe it depends on the phone.
S2	Yes, Mrs. It’s easy to use on a hand phone.
S3	The phone's size affected the easiness because yesterday, some words looked small on my phone.
S4	Yes, that game is easy to use on a hand phone.
S5	Yes, Mrs. Is straightforward, especially when the internet connection is good.
Q	**What do you think about Wordwall.net in the learning grammar course? Is it helpful to learn grammar?**
S1	Really useful and helpful in the process of learning grammar.
S2	It is beneficial for me, who is someone that needs to improve at English, it is useful. Because this game is used for learning English when in the pairing word game, I can quickly know which are the correct sentences and which are the false ones.
S3	Yes, it is helpful because I like this game but did not like the other similar game like Quizizz.
S4	It is helpful because the learning process has become more fun.
S5	It helps me because, with Wordwall.net, we are more enthusiastic and know many grammar examples. The game also makes us curious about how to solve it.
Q	**Do you think Wordwall.net effectively helps you to learn grammar?**
S1	Really effective.
S2	For me, it’s not too effective because, as I said, the instruction is unclear.
S3	Yes, effective.
S4	Yes, Wordwall.net is effective for me in learning grammar.
S5	Really effective.
Q	**If yes, why does Wordwall.net help you to learn grammar material effectively??**
S1	Besides, we can increase and enjoy our grammar knowledge, so we are not bored with the learning process.
S2	-
S3	Effective because I can easily understand the material more from this game because Wordwall.net is fun.
S4	Because besides grammar, I can learn new vocabulary from that game.
S5	Besides learning grammar, we also play, so, not dull. Learning grammar became more enjoyable, and I better understood the grammar material.
Q	**Do you think using Wordwall.net make it easier to understand grammar material?**
S1	Become easier.
S2	Yes, become more easy.
S3	I believe
S4	Yes
S5	Yes
Q	**If yes, Why the reason?**
S1	From that game yesterday, you use many grammas, so get better knowledge, and become more understanding.

S2	Because there is a game that can be used for learning grammar.
S3	Because this game is fun.
S4	Because it's fun and we also can play.
S5	Because the learning activities are not stressful, the materials are easy to understand.
Q	**Do you believe using this media will give you easiness and benefit your learning process? How?**
S1	Yes, due to this game, the learning process becomes easier and more fun.
S2	Yes, because besides being easy to operate, this game also has many variations of games, so it's not boring.
S3	Because there is a leaderboard at the end of the game, there is a rank so that we can know our capability. And from that, we can learn again.
S4	Yes, because this game makes me more excited during class so that the material is easier to understand. I can also use the scoreboard as a benchmark for evaluation.
S5	Because with wordwall.net that we are more enthusiastic and know many examples of grammar, the game also makes us curious about how to solve it.
Q	**Is this media fun to use in learning grammar?**
S1	Yes, fun because there are many various games there.
S2	For me, it's enjoyable because usually, in the class, we only fill the exercise, but when using Wordwall.net, the question is informing of the game. The animation is also good.
S3	Yes, really fun.
S4	Yes, fun. The game is not monotone. Many variations and the animation is also cute.
S5	Yes, fun because we can learn actively and play many various games.
Q	**Do you plan to ask your teacher to use this media in future grammar lessons?**
S1	Yes, I will ask the other teacher to use Wordeall.net. So we are interested in the learning process. Besides not being bored, we can also practice our grammar to improve, so the point is learning what playing.
S2	Yes, I plan to ask my teacher to use Wordwall.net in the next class, because there are a lot of tasks from various subjects in class, so, whit Wordwall.net we can play in class, so we do not get bored because of those tasks.
S3	Yes, I have to ask my teacher to use this game so we stay energized in the learning process.
S4	I will ask my teacher to use this game in the following learning process.
S5	After the previous lesson, I have that plan. I want that all the teachers use Wordwall.net net learning process.
Q	**If yes, how often will you ask your teacher to use this media to support your grammar learning?**
S1	In a one-month, three or two times. Because there are four meetings in one month, and two meetings for Wordwall.net, so we are energized.
S2	If I can, I want two times in one month, two weeks for the usual learning process and two weeks for learning using Wordwall.net.

S3	Maybe two or three times in one month.
S4	Maybe once in one month
S5	Maybe twice in fourth meeting.
Q	**Is it possible for you to use this media for your needs outside the class? For what?**
S1	No, I never used Wordwall.net outside of the learning process. So, I only use Wordwall.net in the learning process.
S2	Maybe, but for now, I never use Wordwall.net outside of the learning process because it has been implemented in the learning process, so sometimes I feel bored. Maybe I will use it for study, like doing an exercise.
S3	I may use Wordwall.net for exercise when studying.
S4	I will use this game for studying.
S5	Maybe out of the learning process, I never think to use this game, so I answer no. Because this game is effective in the learning process, I will not use it outside of the learning process.

Appendix XIV Pictures of the Students Playing Wordwall.Net

Appendix XV Pictures of the Students When Filled Out the Questionnaire

Appendix XVI Interview Pictures

Appendix XVII Curriculum Vitae

Name: Queen Salsabila

Place, date of birth: Gresik, 12th November 2000

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Educational background:

TK Muslimat NU 14 Al-Falah

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MTs. Assa'adah II Bungah

SMA Assaadah Bungah

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