

EIGHTH-GRADE STUDENTS' PERCEPTIONS ON THE USE OF WORD WALL GAME IN A JUNIOR HIGH SCHOOL IN KUPANG REGENCY

ABSTRACT

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This study aimed to investigate eighth-grade students' perceptions of the use of the Word Wall Game in English learning at SMP Swasta Swadaya Tarus, Kupang Regency. The study employed a mixed-method approach using an explanatory sequential design involving 20 eighth-grade students selected through total population sampling. Data were collected through closed-ended and open-ended questionnaires administered after the implementation of the Word Wall Game in three classroom meetings. The quantitative data were analyzed using descriptive statistics, while the qualitative data were analyzed using thematic analysis. The findings revealed that the students had positive perceptions of the use of the Word Wall Game in English learning. The students perceived the game as enjoyable, interesting, and motivating because it helped them learn new vocabulary, encouraged active participation, and created a more interactive classroom atmosphere. However, some students still experienced difficulties in remembering vocabulary, pronouncing unfamiliar words, and speaking confidently in front of the class. Overall, the findings indicate that the Word Wall Game provides a positive learning experience and can be used as an alternative learning medium to support English learning, particularly in vocabulary development and classroom engagement.

Keywords: Students perceptions, Word Wall Game, English learning, vocabulary learning, mixed-method

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Penelitian ini bertujuan untuk mengetahui persepsi siswa kelas VIII terhadap penggunaan Word Wall Game dalam pembelajaran bahasa Inggris di SMP Swasta Swadaya Tarus, Kabupaten Kupang. Penelitian ini menggunakan pendekatan mixed-method dengan desain explanatory sequential yang melibatkan 20 siswa kelas VIII yang dipilih menggunakan teknik total population sampling. Data dikumpulkan melalui kuesioner tertutup dan kuesioner terbuka yang diberikan setelah penerapan Word Wall Game dalam tiga kali pertemuan pembelajaran. Data kuantitatif dianalisis menggunakan statistik deskriptif, sedangkan data kualitatif dianalisis menggunakan analisis tematik. Hasil penelitian menunjukkan bahwa siswa memiliki persepsi yang positif terhadap penggunaan Word Wall Game dalam pembelajaran bahasa Inggris. Siswa memandang permainan tersebut menyenangkan, menarik, dan mampu meningkatkan motivasi belajar karena membantu mereka mempelajari kosakata baru, mendorong partisipasi aktif, serta menciptakan suasana belajar yang lebih interaktif. Namun, beberapa siswa masih mengalami kesulitan dalam mengingat kosakata, mengucapkan kata-kata yang belum dikenal, dan berbicara dengan percaya diri di depan kelas. Secara keseluruhan, hasil penelitian menunjukkan bahwa Word Wall Game memberikan pengalaman belajar yang positif dan dapat digunakan sebagai media pembelajaran alternatif untuk mendukung pembelajaran bahasa Inggris, khususnya dalam pengembangan kosakata dan meningkatkan keterlibatan siswa dalam proses pembelajaran.

Kata Kunci: Persepsi siswa, Word Wall Game, pembelajaran bahasa Inggris, pengembangan kosakata, mixed-method.