



Student's Behavioral Engagement on The Use Of Wordwall.Net In Vocabulary Learning

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Abstract

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This research aims to see how students engage behaviorally in using Wordwall.Net in vocabulary learning at vocational high schools. This research used a qualitative approach and case study method. The research data was collected from observations in the classroom during students' use Wordwall.Net as learning media and verified by interview data after using Wordwall.Net in vocabulary learning. This research was conducted at a Vocational high school in East Jakarta. One class was observed for two meetings during vocabulary learning mediated Wordwall.Net, and six students were interviewed to find out their perspective towards the web tool Wordwall.Net. The interview data of this research was gained with ten questions for interview guidelines. The data from observations and interviews were analyzed using A six-phase method by Braun & Clarke (2006) and interpreted. This research found that using Wordwall.Net in vocabulary learning at vocational high school positively impacts students' engagement in behavioral aspects. Students pay attention marked by responses during the vocabulary learning, students' study habits from two meetings improve each day, and students respond to rules and instructions during the learning process marked by the students finish all task and submit it on time.

Keywords: *Students' engagement, Behavior aspect, Vocabulary, Wordwall.Net.*

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INTRODUCTION

One of the most critical aspects of obtaining all language skills is vocabulary building. Learning new words is essential to language education because vocabulary is a vital part of a language (Schmitt, 2008). Nonetheless, most language learners feel that learning vocabulary is tiresome and requires careful concentration on the crucial nuances of meaning (Zoe et al., 2019). The primary learning issues are students' lack of motivation and hesitation to participate in class activities. The students typically show no interest or refuse to participate in routine activities like lectures and drills for the entire class because they lack motivation (Zhang, 2013). Thus, a teacher must find another way to motivate students to learn vocabulary. Teachers must know how modern students differ from their predecessors (Yong & Gates, 2014).

Technological developments have affected many fields, including education that uses computer-assisted language learning or CALL. Language learning has been assisted by (CALL) (Aljameel, 2022). CALL has grown popular in language learning, not simply because it is trendy or modern; it is popular because it provides opportunities for interaction between teachers and students (Tafazoli et al., 2019, as cited in Hidalgo, 2020). Since it was initially used, integrating CALL into the

language teaching and learning process has significantly improved student achievement. The facilities it offers, like immediate access to affordable updated sources of knowledge and activities, give students additional possibilities to be more engaged in their learning (Paradita, 2016).

Besides, integrating CALL into the learning process can assist the Net generations in language learning. The term "Net generation" refers to those born and raised in the modern era of technology, which includes computers and the Internet. As a result, they influence various methods to interact, socialize, create, and learn (Helsper & Enyon, 2009). Current students at HEIs are categorized into the Z generation based on their year of birth (Toth et al., 2022). They grew up with technology because they were born in the digital era. Today's students are more likely to take a picture with their smartphone or tablet than to copy down notes written on the blackboard, and they use Google to search the Internet rather than going to the library to find information (Yong et al., 2014).

Another important factor when learning a language is the student's engagement in the learning process. Students' engagement can influence the success of learning a language. According to Taylor et al. (2009), student engagement is a reactive disposition that includes affective, behavioral, and cognitive components. Those items have a powerful impact on students' success in learning a language. Based on their attitudes toward the learning that the teacher has taught, we can assume that the students engage or do not in the learning process. Thus, students' engagement cannot be underestimated in the learning process.

Integrating CALL in ELT can improve student motivation in the learning process. One of the Web resources which can be considered CALL is wordwall.net. Wordwall.net web application is a good quality platform because of its appealing user interface, comprehensive capabilities, and reasonable pricing (Jannah & Syafriyadin 2022). Wordwall.net provides many kinds of features to assist students in learning a language. There are a lot of Wordwall.net features such as Random wheel, Group sort, Find the match, missing word, unjumble, matching pairs, labeled diagram, gameshow quiz, true or false, maze chase, flip tiles, match up, quiz, word search, and open the box. Even though much research has examined the use of web tools connected to vocabulary and students' perspective of the web tools indicated above, there is a lack of investigation of students' engagement.

Even though much research has examined the use of web tools connected to vocabulary and students' perspective of the web tools indicated above, there is a lack of investigation of students' engagement. Therefore, this study aims to investigate students' engagement and focuses on the behavior aspect of using Wordwall.net.

Measuring Student Engagement

In the learning process, student engagement is essential to student success (Hart et al. (2011). In numerous studies, student engagement has been connected to higher academic performance, and it has frequently been established to be a strong predictor of achievement and conduct in schools (Appleton et al., 2008). According to Skinner and Pitzer (2012:23), "Engagement is the active verb between the curriculum and actual learning." Meaningful learning is unlikely to occur without engagement. We can see that motivated learner is engaged in and dedicated to their

education. Engagement is how actively involved a student is in learning (Christenson et al., 2012).

Astin (1984) defines engagement as the physical and psychological motivation students bring to their academic work. As a result, student engagement can increase positive learning outcomes (Prasetyawati, O. A., & Ardi, P. (2020). Based on the paragraph above, student engagement plays a significant role in the learning process to achieve learning goals in education. Engagement is seen as multifaceted by Fredricks, Blumenfeld, and Paris (2004), involving elements of students' emotions, behavior (participation, academic learning time), and cognition.

Behavior engagement Students indicate those who pay attention in class, respond to rules and instructions and take initiative (Luo et al., 2009). Behavior engagement concerns the repetition in student behavior related to their learning activities. Christenson et al. (2012) stated that time on task, study habits, attendance in school and class, and involvement in class discussions are all considered to constitute behavioral engagement. Engagement on a behavioral level involves participation, persistence, and good behavior. Based on the table below, we can see the indicator measuring each student engagement aspect.

Engagement component definition	Primary function	Direct evidence	Other indicator (examples)
Academic behavioral: observable behaviors related directly to the learning process	Threshold level essential for learning	Observed or self-reported students' attentiveness, completing in-class and homework assignments, time on task, academic and extracurricular participation	Not required
Social (behavioral): the extent to which a student follows written and unwritten classroom rules of behavior	Moderates the connection between academic engagement and achievement	Observed or self-reported attendance, social and antisocial behaviors, inattentive or disruptive behavior, speaking out of turn, refusing to follow directions	Not required

Table 1. Measuring student engagement by Christenson et al., 2012

Behavior engagement also can observe through students' positive behavior, such as compliance with school regulations and homework completion. Also, behavioral engagement can be observed through

- a) initiation of the task, and
- b) sustained involvement in the activity (Sarhandi et al., 2017)

The instruments that cover all engagement constructs include the School Engagement Instrument (Fredricks and McColskey, 2012). numerous techniques, including student and teacher reports, observations, interviews, questionnaires, experience sampling, and focus case studies, are used to collect the data (Chapman, 2003; Fredricks and McColskey, 2012).

METHOD

This qualitative research used a case study as the research method. According to Bromley (1990 as cited in Zucker 2009), A case study is a methodical investigation into an incident or series of connected occurrences to describe and explain the phenomena of interest. Because of that statement, the researcher used the case study as the research method relevant. Also, the result will be described descriptively. This study investigated and analyzed the students' behavior. The data were collected by using observation and interviews. The researcher observed two times using a checklist that included behavior engagement criteria. In this capacity, the researchers developed relationships with the participants while keeping out of the class's activities. This research took place in one of the Vocational High Schools in East Jakarta, majoring in nursing. The participants are students from senior high school in tenth grade. This research involved 1 class of 30 students as the participant to observe students' behavior while using Wordwall.net. Six students applied to be interviewed as a form of collecting data for this research. The participants were aware of the observer's position. The interviews were conducted after two meetings to learn vocabulary. The interviews were semi-structured, with ten questions as the core of the discussion and the student's data as they emerged. In other words, before the interview, the researcher identified the activity in the class of findings based on the observation; then, during the interview, the result was discussed and explored students' points of view about the reasons.

RESULTS AND DISCUSSION

One of the students' engagement aspects is behavior which focuses on students' attention and study habits. Also, students respond to rules and instructions. To answer this research question, the researcher analyzed the observational data, which would be strengthened by Data interviews conducted with six students at the end of the study. Based on academic and behavioral indicators in the observation checklist.

First Meeting

The result of the first meeting showed that most of the students pay attention to the teacher when giving materials comparative adjectives in vocabulary learning. The conditions in class were calm and quiet, and the students gave responses and feedback whenever the teacher asked questions. After explaining the material, the teacher gave an exercise through the web application Wordwall.Net. The students are asked to group and sort random words into categories based on comparative

degree. It can be seen that students finished the task in Wordwall.Net related to the topic that has been taught. And most of the students submitted the task on time in the web application Wordwall.Net. That finding can conclude that using Wordwall.Net leads to positive behavior in learning vocabulary.

Results by student

SORT BY Submission Name Correct + Time

Student	Submitted	Correct	Incorrect	Time
SHEILLA VEBRIAN H. P	8:33 - 29 May 2023	15	0	3:03
Tiara Hadijah	8:35 - 29 May 2023	15	0	3:15
Alfina azzahra	8:35 - 29 May 2023	15	0	4:45
Fatihah Azzahra D	8:35 - 29 May 2023	15	0	4:28
Maydelline Naysila	8:36 - 29 May 2023	15	0	5:06
Adhya Fahira Nurrahimah	8:36 - 29 May 2023	15	0	4:07
Anita Selvi Yanti	8:36 - 29 May 2023	12	3	4:58
niha cahya ramadhani	8:36 - 29 May 2023	15	0	4:07
Jilan Athaya	8:36 - 29 May 2023	15	0	1:59
armilaafortii	8:36 - 29 May 2023	11	4	2:04
fauzan ezar	8:36 - 29 May 2023	15	0	4:44
Ummi Habibah	8:37 - 29 May 2023	13	2	5:41
Chelsea Yakaxandria	8:37 - 29 May 2023	15	0	6:52
Nabilah Naurah Safira Putri	8:37 - 29 May 2023	15	0	6:30
Afifah Azzahra	8:37 - 29 May 2023	15	0	4:29
Nirna Aulia Nurhandani	8:37 - 29 May 2023	15	0	6:48
ananta bintang fakhrullah	8:38 - 29 May 2023	13	2	3:53
amelia putri	8:38 - 29 May 2023	14	0	2:35
Adelia Citra Subandi	8:38 - 29 May 2023	15	0	3:54
Kamilia Amanda Putri	8:38 - 29 May 2023	15	0	5:21
Adinda amelia	8:38 - 29 May 2023	13	2	5:10
Annisa Raya Sandrina	8:39 - 29 May 2023	13	2	4:42
putri dwi ananda	8:39 - 29 May 2023	15	0	6:06
REISYA DAVINA NURFADILLAH	8:39 - 29 May 2023	15	0	3:24
Shabriana Esya Aulia	8:39 - 29 May 2023	9	6	3:46
Verlita Stefani	8:40 - 29 May 2023	13	2	45.4
maylani viola	8:41 - 29 May 2023	15	0	3:04
Bilqissssssss rifani	8:42 - 29 May 2023	15	0	51.1
ZAHRAH KEYLA IBTISAMAH	8:46 - 29 May 2023	13	2	13:27
Malik Adamovic	8:48 - 29 May 2023	15	0	23.1
Nur habibah	16:01 - 29 May 2023	15	0	52.5

Figure 1: Students' results at the first meeting

Second Meeting

The result for academic behavior was that the researcher observed students pay attention to the teacher while the teacher explained the topic. It is marked by the students staying calm and looking at the teacher while the teacher presents the material. In the second meeting, the students completed tasks that the teacher gave related to the topic discussed in the second meeting, which was directions. For the second meeting exercise about the preposition related to the topic taught at the second meeting, the students must correctly match the word to their meaning by dragging the vocabulary words to the space. The number of students who joined the class at the second meeting was 35, and all submitted the assignment on time. We can see the result of the exercise below.

Results by student

SORT BY Submission Name Correct + Time

Student	Submitted	Correct	Incorrect	Time
Nabilah Naurah Safira Putri	7:00 - 30 May 2023	10	0	1:05
Adinda amelia	7:01 - 30 May 2023	10	0	1:19
Cneisee Yakaxandria	7:02 - 30 May 2023	10	0	2:19
putri dwi ananda	7:02 - 30 May 2023	10	0	2:01
Affah Azzahra	7:03 - 30 May 2023	10	0	1:36
niha cahya ramadhani	7:03 - 30 May 2023	10	0	1:25
maylani viola	7:04 - 30 May 2023	10	0	2:31
Nur habibah	7:04 - 30 May 2023	10	0	4:05
SHELLA VEBRIAN H. P	7:04 - 30 May 2023	10	0	1:39
Nayla Nur Shadrina	7:04 - 30 May 2023	10	0	2:41
Jose Samuel Hutagaol	7:04 - 30 May 2023	10	0	4:42
Fatihah Azzahra D	7:05 - 30 May 2023	10	0	2:37
Verrita Stefani	7:05 - 30 May 2023	10	0	1:23
fauzan ezar	7:05 - 30 May 2023	10	0	4:49
ananta bintang fakhrullah	7:05 - 30 May 2023	10	0	2:38
Tiara Hedijah	7:05 - 30 May 2023	10	0	2:18
amelia putri	7:05 - 30 May 2023	10	0	30:8
Adhya Fahira Nurrahimah	7:06 - 30 May 2023	10	0	2:30
armilaafortli	7:06 - 30 May 2023	8	2	31:6
Jilan Athaya	7:07 - 30 May 2023	6	4	1:51
Anita Sevl Yanti	7:07 - 30 May 2023	10	0	2:27
Adelia Citra Subandi	7:07 - 30 May 2023	10	0	1:45
Shabriana Esya Aulia	7:08 - 30 May 2023	10	0	48:4
Intan agustina	7:08 - 30 May 2023	7	3	4:51
Malik Adamovic	7:08 - 30 May 2023	10	0	1:01
Maydelline Naysila	7:08 - 30 May 2023	10	0	5:29
Aifina azzahra	7:08 - 30 May 2023	10	0	6:00
ZAHRAH KEYLA IBTISAMAH	7:10 - 30 May 2023	8	2	1:57
Nirna Aulia Nurhandani	7:11 - 30 May 2023	10	0	4:01
Aska denira suhendar	7:12 - 30 May 2023	10	0	5:05
Ummi Habibah	7:12 - 30 May 2023	10	0	1:30
Bliqssssssss rifani	7:13 - 30 May 2023	10	0	3:11
Annisa Raya Sandrina	7:13 - 30 May 2023	10	0	3:34
REISYA DAVINA NURFADILLAH	7:13 - 30 May 2023	10	0	1:55

Figure 2: Students' results at the Second meeting

For the social behavior indicator, the researcher found that 35 students joined the class. One person was absent due to illness. During the class, students interacted by responding to the teacher's questions, giving feedback by asking some questions related to the topic and doing few interactions with peers. Some students were seen chatting with friends while doing assignments from the teacher. But none of the students refused to follow the teacher's directions to do the exercise.

Students' Study Habits

Another finding that can be expanded in this section is students' learning habits. Study habits have been observed from two times meeting in the learning process. At the first meeting, most students paid attention when the teacher taught. All the students are present in class. Also, there are interactions between the teacher and students related to the material. Students followed the teacher's instructions in the learning process. In vocabulary learning, they assisted Wordwall.net; all the students finished and submitted the assignment on time. The interview data also support study habits; It was found that students' learning habits in learning vocabulary each have a different way. Showed in answer to the question "How do you learn English vocabulary" The students explain their study habits in learning vocabulary in the following excerpts.

The student said that she often practices English with her father at home as her learning method for enhancing her vocabulary. One of the methods to mastering vocabulary is to do much practice to remember the vocab and communicate properly.

"I often did the conversation with my father at home, so I was doing it as a method to study English." (AC)

"the effective way for me to study English is repeating the word so I can understand the material." (AD)

"I used to study English is memorize the words from social media." (J)

"I learn English from the song being played continuously, reading the meaning of the song and memorizing it." (M)

"I used to study English by reading a lot of English literature like novels or e-books." (SE)

From the data above, it can conclude that most students have different ways of learning vocabulary. In addition, from the data interview, we can see that to master vocabulary, we can use many ways, such as: Reading often and repeating the words. Another finding was how Wordwall.net influences students' ability to practice and memorize words. We can conclude from the explanation above that many of the findings that researchers found are evidence that using the Wordwall.Net web application helps students to influence good behavior. They were marked by students doing assignments and following instructions, collecting completed assignments on time, and responding positively to using the Wordwall.Net application, which helps vocabulary learning.

Discussion

This study aimed to determine how the students engage in vocabulary learning mediated Wordwall.Net in behavioral aspects. Behavior engagement concerns the repetition in student behavior related to their learning activities. Christenson et al. (2012) stated that time on task, study habits, attendance in school and class, and involvement in class discussions are all considered to constitute behavioral engagement. Measuring behavioral engagement can be observed through students' positive behavior, such as compliance with school regulations and assignment completion. The finding concerned with the behavioral aspect was supported by data observation and interviews. The result can conclude that most students have different ways of learning vocabulary. Another promising finding was how Wordwall.net influence students' ability. It is related to students' engagement in behavioral aspects to see students' learning activity. As a result, most of the students said that the effect of using Wordwall.Net was that students were more enthusiastic and enjoyed learning vocabulary in using that web application. The findings above are consistent with the previous research conducted by Mumtaza & Ul Haqq (2022). According to research employing the word wall application, student learning may be motivated or interesting, increasing their enjoyment of learning and their capacity to remember what teachers have taught them. This study's findings suggest that this application is simple and can be utilized for online learning since it is flexible and not constrained by time or location. Also, the Wordwall.Net application is beneficial in creating motivation or engaging student learning, which can increase learning satisfaction and students' cognitive ability to retain what teachers have taught them.

CONCLUSION

Based on the data that have shown, students actively engage in vocabulary learning mediated web application Wordwall.Net behaviorally, researchers collect the data from observations and interviews and analyze it based on the definitions by Luo et al. (2009) consist of Behavior engagement Students indicate behavioral engagement those who pay attention in class, respond to rules and instructions and take initiative. The researcher concluded that most students behaved well while

learning vocabulary using Wordwall.Net. Through observation, it can be seen that students showed their responses in the learning process and students' attendance list. In contrast, the learning process also, In addition, the result found that most of the students received feedback in the learning process, finished the task, and submitted the task on time, which leads to positive behavior in the learning process.

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