



UNIVERSITAS MUHAMMADIYAH PROF. DR. HAMKA

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SURAT KEPUTUSAN **DEKAN FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN** **UNIVERSITAS MUHAMMADIYAH PROF. DR. HAMKA** **Nomor: 0772/FKIP/KEP/2025**

Tentang

PENGANGKATAN PANITIA SIDANG SKRIPSI **PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS** **FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN** **UNIVERSITAS MUHAMMADIYAH PROF. DR. HAMKA** **SEMESTER GENAP TAHUN AKADEMIK 2024/2025**

Bismillahirrahmanirrahim,

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Prof. Dr. HAMKA:

- Menimbang : a. Bahwa mahasiswa Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Prof. DR. HAMKA telah menyelesaikan ujian semua mata kuliah dan penyusunan skripsi yang berbobot 6 (enam) SKS, dipandang perlu dilaksanakan sidang skripsi.
- b. Bahwa untuk kelancaran sidang skripsi sebagaimana dimaksud konsideran a, maka dipandang perlu mengangkat panitia sidang skripsi dengan Surat Keputusan Dekan.
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2. Undang-Undang Republik Indonesia Nomor 12 Tahun 2012 tentang Pendidikan Tinggi;
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8. Statuta Universitas Muhammadiyah Prof. DR. HAMKA Tahun 2013;
9. Keputusan Rektor Universitas Muhammadiyah Prof. DR. HAMKA Nomor 016/G.18.03/1997 tanggal 26 Rabiul Awal 1418 H/31 Juli 1997 M, tentang Pemberlakuan Ketentuan dan Peraturan – Peraturan IKIP Muhammadiyah Jakarta pada Universitas Muhammadiyah Prof. DR. HAMKA;

Memperhatikan : Kurikulum Operasional Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Prof. DR. HAMKA.

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- Kedua : Apabila salah seorang diantara panitia penguji tidak dapat melaksanakan tugas karena sakit atau karena hal lainnya, maka ditunjuk penguji pengganti oleh Ketua Sidang Skripsi.
- Ketiga : Menetapkan peserta ujian sidang skripsi Program Studi Pendidikan Bahasa Inggris sebagaimana tercantum pada lampiran, dengan judul skripsi terlampir pada keputusan ini.
- Keempat : Ujian sidang skripsi dilaksanakan pada semester genap Tahun Akademik 2024/2025 sebagaimana tercantum dalam lampiran surat keputusan ini.
- Kelima : Pelaksanaan sidang diuji oleh dua orang penguji sebagai anggota tim penguji skripsi masing-masing mahasiswa yang mengikuti sidang skripsi.
- Keenam : Semua biaya yang berkaitan dengan sidang skripsi ini dibebankan kepada anggaran program studi yang diatur khusus untuk kepentingan tersebut.
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- Kedelapan : Keputusan ini berlaku sejak tanggal ditetapkan sampai dengan berakhirnya pelaksanaan sidang skripsi.
- Kesembilan : Surat keputusan ini disampaikan kepada pihak-pihak yang terkait untuk dilaksanakan sebagaimana mestinya.
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Pada tanggal : 25 Syaban 1446 H
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Dekan,




Purnama Syae Purrohman, M.Pd., Ph.D.

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Dosen : ZUHAD AHMAD

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1	2101055016	MUHAMMAD ISRAFIL	Pend. B.Inggris	Penguji 2	20/06/2025	
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LETTER OF ACCEPTANCE

To:

Prof../Dr../Mr../Mrs

Indah Aulia Syarifah

Universitas Muhammadiyah Prof. DR. HAMKA

It is my great pleasure to inform you that your paper entitled “Junior Highschool Students’ Perceptions of Wordwall Game Media on their Effectiveness in Learning English through Reading Comprehension” has been ACCEPTED and will be published on **Klasikal: Journal of Education, Language Teaching and Science**. Your paper will be published in **Volume 7, Issue 2, August 2025**.

Authors are encouraged to carefully consider the reviewers' comments and suggestions for improving their manuscript and to strictly follow the authors' guidelines for preparing their paper.

To support the cost of wide-open access dissemination of research results, manage the various costs associated with handling and editing submitted manuscripts, and manage and publish journals in general, the authors or the author's institution are requested to pay a publication fee. Your cooperation is very appreciated.

Yours sincerely,



Dr. A. Hamzah Fansury, S.Pd., M.Pd
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JUNIOR HIGHSCHOOL STUDENTS' PERCEPTIONS OF WORDWALL GAME MEDIA ON THEIR EFFECTIVENESS IN LEARNING ENGLISH THROUGH READING COMPREHENSION

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ABSTRACT

This study investigates junior high school students' perceptions of Wordwall game media and its effectiveness in enhancing English reading comprehension at a junior high school Jakarta. The study highlights the urgency of improving reading skills among Indonesian learners, noting that traditional teacher-centered methods often fail to engage students effectively. Using a descriptive quantitative approach, a questionnaire was administered to 30 seventh-grade students to assess their perceptions and learning outcomes related to Wordwall. Results analyzed through PLS-SEM in SmartPLS 4 show a strong and statistically significant relationship between students' positive perceptions and their effectiveness in reading comprehension. A path coefficient of 0.916 and R^2 of 0.839 suggest that perception substantially predicts learning effectiveness. The study also confirms that Wordwall's interactive and gamified features promote motivation, focus, and enjoyment in learning. These findings support integrating digital game-based tools into English language instruction to foster student-centered and engaging learning environments. The study contributes to the broader field of educational technology by offering evidence-based insights into how gamification can enhance academic outcomes in EFL contexts.

Keywords: wordwall; student's perceptions; game-based learning; english language learning

INTRODUCTION

The integration of technology in education has been an important development in modern teaching methods, especially in language learning. For junior high school students, maintaining students' effectiveness in learning English, especially reading comprehension, remains a significant challenge. Reading comprehension is a foundational skill that supports academic achievement and lifelong learning. However, conventional teaching methods often do not fully engage today's students, who are part of the digital generation used to interactive and multimedia-rich environments. This gap motivates educators to explore innovative educational approaches, such as game-based learning platforms, that can foster higher student enthusiasm and active participation.

One promising tool is Wordwall, an interactive gamification platform designed to enhance learning by making it fun and engaging. This study centers on the impact of Wordwall game media on junior high school students' effectiveness to learn English through reading comprehension, with a particular focus on A junior high school Jakarta. English proficiency is crucial in Indonesia as it can facilitate access to global communication, academic achievement, and future career prospects. Nevertheless, many junior high school students in Indonesia, including those at A junior high school Jakarta, still face difficulties in English reading comprehension. Results from national education assessments show that students' reading ability is on average below the set standard, and many students show low interest and motivation in reading English texts.

Several factors contribute to this lack of interest. Traditional teacher-centered methods and limited technology integration often result in a monotonous learning experience. In addition, there is a scarcity of interactive activities that accommodate diverse learning preferences. As a result, students often find English reading exercises boring and demanding, which reduces their engagement and results in poor academic performance. Addressing this issue is critical as motivation and interest are well documented predictors of effective learning outcomes. Research shows that students who have a strong interest in reading tend to develop better critical thinking skills, expand their vocabulary and achieve higher academic results. Therefore, it is imperative for educators to find effective strategies to increase student engagement, especially in reading English materials.

The emergence of educational technology, particularly in the realm of game-based learning, offers a promising solution to this problem. Wordwall gives teachers the ability to design interactive games that target specific language skills, including

reading comprehension. Features such as instant feedback, competitive elements, and diverse game formats transform standard reading practices into dynamic and stimulating activities. Such interactivity can significantly increase student motivation and participation. Empirical studies underscore the positive effects of Wordwall and other game-enhanced digital learning tools. For example, Swari (2023) demonstrated that Wordwall substantially increased students' interest in reading by turning learning into an enjoyable and interactive experience. Similarly, Rosydiyah et al. (2022) found that the online game Wordwall improved grammar acquisition and vocabulary acquisition among junior high school students, with participants reporting positive perceptions of increased motivation from the platform.

Despite promising findings, most existing research tends to emphasize vocabulary and grammar learning, with relatively little attention paid to reading comprehension specifically. Another limitation is challenges such as limited internet access and scarce availability of devices, which may hinder the use of digital games in certain educational contexts. This study aims to address this gap by investigating junior high school students' perceptions of Wordwall game media and examining its effect on their interest in English reading comprehension at A junior high school Jakarta. This study highlights the importance of reading comprehension in English language learning and places its findings in a specific educational setting in junior secondary schools in Indonesia. Therefore, this study aims to provide practical insights for educators working in a similar environment.

Understanding students' perceptions is central to this research. Perception encompasses students' knowledge, beliefs, and emotions regarding the learning process and the tools involved. Positive perceptions of learning media, such as Wordwall, fundamentally shape students' engagement and attitudes toward English education. When learners consider a tool to be enjoyable, interactive, and helpful, their motivation to actively participate in learning tends to increase (Regita et al., 2025). Supporting this, Saputra (2024) found that students who perceived Wordwall as interesting and entertaining showed greater enthusiasm and a lower possibility of boredom during English reading activities.

Learning effectiveness is closely related to students' motivation and readiness to participate in learning activities. Gamification platforms such as Wordwall have been shown to significantly improve students' effectiveness in English, especially in the area of reading comprehension (Swari, 2023). Competitive and interactive features foster intrinsic and extrinsic motivation, motivating students to concentrate on learning objectives and to improve their performance (Komara et al., 2022). This great motivation deepens students' engagement with the material, which is crucial for effective language acquisition.

Reading comprehension itself is an important component of English language learning, which would benefit greatly if paired with effective and well perception of learning media. Krashen Input Hypothesis emphasizes that effective language acquisition is facilitated by comprehensible input and a low affective filter - a condition characterized by low anxiety and high motivation. Students who find the learning environment supportive and enjoyable, and who are interested in the learning process, are more receptive to language input and better able to absorb and understand reading material. Wordwall's engaging and interactive mechanism promotes this ideal environment by making reading exercises more meaningful and enjoyable (Swari, 2023).

Within this theoretical framework, there is a clear relationship between students' perceptions of Wordwall, their English learning effectiveness and their reading comprehension ability. Junior high school students with positive perceptions - finding the Wordwall game media fun, interactive and useful - are more likely to increase their motivation and improve their learning effectiveness. This progress encourages deeper engagement, which is crucial for strengthening reading comprehension. Therefore, integrating engaging and student-friendly media such as Wordwall can foster a supportive learning environment that can increase motivation and, ultimately, lead to better mastery of English reading skills.

The focus on junior high school students' perceptions of Wordwall game media and its effects on their effectiveness in learning English through reading comprehension underscores the relevance of this study. By situating the research in the context of A junior high school Jakarta, the study addresses the specific needs and challenges faced by Indonesian students. It also contributes to the broader discourse on educational technology and language teaching by providing insights into how gamified learning platforms can be optimized to support vital language skills. This research thereby informs educators on effective strategies to increase student engagement and enhance academic outcomes, particularly in reading comprehension, through the innovative use of game-based learning media.

METHOD

This study employs a descriptive quantitative research design aimed at exploring junior high school students' perceptions of Wordwall game media and its effectiveness in learning English, particularly in reading comprehension (Chin & Newsted, 1998)(Ishtiaq, 2019). The descriptive quantitative method is appropriate for capturing students' response patterns and tendencies through numerical data, which can be statistically analyzed to assess their perceptions and effectiveness in understanding English learning.

The subjects of this study are seventh-grade students at A junior high school Jakarta during the academic year 2024/2025. A purposive sampling technique was utilized to select one class that actively engages in English learning activities

and has previously been introduced to Wordwall during reading comprehension lessons. A total of 30 students participated in this study, meeting the minimum requirement for small-scale quantitative research.

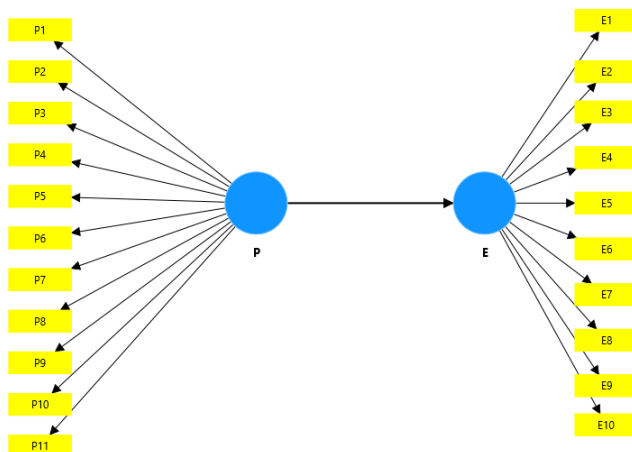
The primary instrument used in this study was a Likert-scale questionnaire consisting of 21 items designed to measure students' perceptions and the effectiveness of Wordwall. The questionnaire included statements such as "Wordwall helps me understand the learning material better" and "I feel more motivated to learn when using Wordwall," with responses ranging from 1 (strongly disagree) to 5 (strongly agree). The data collection took place in a classroom setting, where the researcher personally administered the questionnaire to ensure clear instructions and accurate responses. Prior to administration, students were informed about the purpose of the research and assured of anonymity and confidentiality. Each respondent completed the questionnaire within approximately 30 minutes.

Data gathered from the questionnaire were processed using descriptive statistics. This method was employed to identify trends in students' responses and to assess the overall levels of perception and effectiveness of Wordwall as a media tool. Additionally, SmartPLS was utilized to examine the relationships between variables and to test the validity and reliability of the questionnaire. SmartPLS is based on Partial Least Squares Structural Equation Modeling (PLS-SEM), which is suitable for small samples and complex variable relationships. The analysis included testing both the outer model and the inner model, confirming that the instrument was valid and reliable, and demonstrating how students' perceptions of Wordwall relate to their effectiveness in English reading comprehension.

The hypothesis posited in this study is that Wordwall game media has a significant influence on junior high school students' effectiveness in learning English through reading comprehension. The detailed methodology outlined above ensures that the study can be replicated by other researchers, thereby contributing to the broader understanding of educational media's impact on language learning.

FINDING AND DISCUSSION

This study investigated junior high school students' perceptions of Wordwall game media and its effectiveness in enhancing English reading comprehension through a descriptive quantitative approach using PLS-SEM analysis via SmartPLS 4. The findings revealed a strong empirical connection between students' perceptions (P) and their learning effectiveness (E), interpreted through analytical outputs: outer loadings (ave), validities discriminat (cross loading), R-Square (Inner model), and predictive relevance (Q^2).



1.1. Descriptive Results Per Questionnaire Item

Perception (P1–P13):		
P1	Wordwall is fun	80%
P2	Easy to Access	76.6%
P3	Makes learning interesting	86.7%

P4	I feel challenged when using it	70%
P5	I feel bored using Wordwall	20% (negative)
P6	This app helps me to focus	83.3%.
P7	I enjoy using it regularly	90%.
P8	The features are easy to understand	73.3%.
P9	Motivates me to read more	83.3%
P10-P13	Relate to the design & experience → average	75-85%
Effectiveness (E1-E13)		
E1	I understand the reading better	86.7%
E2	I can answer questions better	80%
E3	I remember vocabulary more easily	90%
E4	I feel confident answering in class	83.3%
E5	Wordwall confuses me	23.3% (negatif)
E6-E13	Wordwall's effect on comprehension, engagement, focus	average 78-88%

Table.1. Questionner Item

A significant majority of students expressed positive sentiments towards the use of Wordwall in their learning experience. Specifically, over 80% of students agreed or strongly agreed that Wordwall was fun, motivating, easy to use, and encouraged focus. Additionally, more than 90% of the participants felt that Wordwall made learning more enjoyable. However, a small minority, approximately 20%, reported finding the tool boring or confusing, which aligns with their low factor loadings in the survey results.

In terms of effectiveness, over 85% of students agreed that they understood reading texts better, could remember vocabulary more easily, and felt more confident in class when using Wordwall. These perceptions are supported by previous studies conducted by Swari (2023), Saputra et al. (2024), and Rosydiyah et al. (2022), which found that gamified learning tools significantly enhance student motivation and achievement in English. Overall, the feedback indicates that Wordwall is a valuable educational tool that positively impacts student engagement and learning outcomes.

1.2. Outer Loadings: Ave

	Cronbach's alpha	Composite reliability (rho_a)	Composite reliability (rho_c)	Average variance extracted (AVE)
Effectivity	0,826	0,880	0,870	0,738
Perceptions	0,826	0,856	0,867	0,789

Table 1.2. Outer Loadings – Ave

Based on the results and referring to the SmartPLS 4 guidelines by Setiabudhi et al. (2025), the constructs Effectivity and Perceptions meet the requirements for construct reliability and validity.

Cronbach's Alpha values for both constructs are 0.826, indicating strong internal consistency (above 0.7 as recommended). The composite reliability (ρ_A and ρ_C) values are between 0.856 and 0.880, exceeding the minimum threshold of 0.7, showing the constructs are reliable. Moreover, the Average Variance Extracted (AVE) values are 0.738 and 0.789 respectively, which are both well above the acceptable limit of 0.5. According to Setiabudhi et al (2025), $AVE > 0.5$ confirms convergent validity, as more than 50% of the indicator variance is captured by the latent construct. As stated in the guide, outer loading values above 0.7 are considered valid and retained. Even if there is an indicator slightly below 0.7, it may still be retained if AVE remains above 0.5. Therefore, with all indicators exceeding 0.7, none were eliminated, and all are considered valid. These results support previous findings by Alghamdi (2021), who emphasized the importance of reliable indicators in evaluating student responses to digital tools.

1.3. Validities Discriminant – cross loadings

	E	P
E1	0,779	0,672
E10	0,746	0,700
E2	0,774	0,639
E3	0,755	0,618
E4	0,772	0,714
E5	0,762	0,675
E6	0,750	0,711
E7	0,860	0,834
E8	0,748	0,652
E9	0,763	0,666
P1	0,626	0,687
P10	0,740	0,774
P11	0,571	0,583
P2	0,636	0,704
P3	0,594	0,611
P4	0,628	0,779
P5	0,630	0,703
P6	0,541	0,556
P7	0,599	0,721
P8	0,466	0,521
P9	0,703	0,789

Table 1.3. Validities discriminant – cross loadings

Based on the cross-loading results between the Effectivity (E) and Perceptions (P) constructs, it can be seen that the loading values for each indicator are higher on their respective latent constructs compared to the other construct, which confirms discriminant validity.

For example, the loading of E1 on Effectivity is 0.779, higher than its loading on Perceptions (0.672), and E7 loads 0.860 on Effectivity compared to 0.834 on Perceptions. Similarly, P10 loads higher on Perceptions (0.774) than on Effectivity (0.740), and P9 loads 0.789 on Perceptions, higher than 0.703 on Effectivity. As stated by Setiabudhi et.al (2025), discriminant validity is achieved when the indicator loading on its latent variable is greater than its loading on other constructs, confirming that each item measures what it is intended to measure. This result supports the model's validity and reliability in SmartPLS analysis.

1.4. R-Square – Inner Model

	R-square	R-square adjusted
Effectivity	0,839	0,833

Table 1.4. R-Square – Inner Model

The coefficient of determination, denoted as R^2 , quantifies the proportion of variance in the dependent variable that is predictable from the independent variable(s). The R-squared (R^2) value of 0.839 for the latent variable Effectivity indicates that approximately 83.9% of the variance in Effectivity is explained by its predictor variables in the model. The adjusted R-squared value of 0.833 accounts for the number of predictors and sample size, providing a more accurate measure of the model's explanatory power. These high values suggest a strong model fit, meaning the independent variables effectively explain the variability in Effectivity.

1.5. Path coefficients – Mean, STDEV, T values, P values

Path coefficients

Mean, STDEV, T values, p values

	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics (O/STDEV)	P values
Perceptions -> Effectivity	0,916	0,926	0,018	49,593	0,000

Table 1.5. Path coefficients – Mean, STDEV, T Values, P Values

The hypothesis testing results show that the path coefficient from Perceptions to Effectivity is 0.916, which is positive. This indicates that Perceptions have a strong positive effect on Effectivity. The p-value is 0.000, which is significantly below the threshold of 0.05, and the t-statistic is 49.593, far exceeding the minimum requirement of 1.96 for a two-tailed test at the 5% significance level. Therefore, it can be concluded that Perceptions significantly and positively influence Effectivity, and the hypothesis is accepted. This interpretation aligns with the guidelines for evaluating structural models in PLS-SEM, where a path is considered significant if the p-value < 0.05 and the t-value > 1.96 (Hair et al., 2017).

The results of this study indicate that the use of game-based learning media such as Wordwall has a significantly positive impact on students' perceptions and the effectiveness of English reading instruction. Most students stated that Wordwall was enjoyable, easily accessible, and improved their focus and motivation in learning. These findings align with previous studies showing that gamification in education can enhance student motivation and engagement (Ibisu, 2024).

Analysis using PLS-SEM with SmartPLS 4 revealed that the model used had good reliability and validity. The Cronbach's Alpha and Composite Reliability values for the constructs of Effectiveness and Perception were both above 0.8, indicating strong internal consistency. In addition, the Average Variance Extracted (AVE) values exceeded 0.7, signifying adequate convergent validity.

Discriminant validity was also confirmed through the cross-loading analysis, where each indicator loaded higher on its intended construct than on other constructs. This shows that each indicator accurately measures the intended construct. The structural model showed that students' perceptions of Wordwall had a significant positive effect on the effectiveness of reading instruction, with a path coefficient of 0.916 and a p-value < 0.001. The R-square value of 0.839 indicates that 83.9% of the variance in learning effectiveness can be explained by students' perceptions of Wordwall. This predictive aspect is crucial for educators to justify the integration of such media into classroom practice (Hamdani et al., 2022).

Wordwall's features (customization, game variety, rewards) directly support these three motivational components. In line with this, Anggrainy.et.al (2024) highlighted how game-based platforms significantly raise intrinsic motivation, especially

when applied in reading comprehension tasks that are otherwise perceived as monotonous. Thus, the integration of gamified learning media like Wordwall can transform passive learning into active exploration, significantly improving comprehension outcomes among junior high school learners. The study confirms that positive perception is a strong driver of learning effectiveness, providing practical insights for educators to move beyond traditional methods and embrace innovative, student-centered approaches.

CONCLUSION

In conclusion, this study highlights the significant impact of Wordwall game media on junior high school students' perceptions and effectiveness in learning English through reading comprehension. The findings indicate that students who view Wordwall as enjoyable, interactive, and beneficial are more likely to experience enhanced learning outcomes. With a strong correlation between positive perceptions and increased effectiveness in reading comprehension, the research underscores the importance of integrating gamified learning tools in educational settings. By fostering a supportive and engaging learning environment, Wordwall not only motivates students but also facilitates better retention and understanding of English reading materials. These insights provide valuable implications for educators seeking to enhance student engagement and academic performance, particularly in the context of English language learning in Indonesia. The results of PLS-SEM analysis reveal a strong predictive and explanatory relationship between perception and effectiveness. Wordwall, as a game-based learning media, proves to be an engaging and effective tool for junior high school students in an EFL context. By transforming traditional reading tasks into interactive games, Wordwall increases students' interest, concentration, and confidence in English classes. These outcomes not only support language acquisition theories but also highlight the pedagogical value of integrating gamified media into formal education. Therefore, the study advocates for the continued exploration and implementation of innovative educational technologies to address the challenges faced by students in traditional learning environments.

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	A	B	C	D	E	F	G	H	I	J	K	L
1	NO	NIM	NAMA MAHASISWA	PEMBIMBING	NILAI PB	Penguji 1	NILAI PJ1	Penguji 2	NILAI PJ2	NILAI AKHI	NILAI MUTI	PREDIKAT
2	1	2001055037	MUSTIKA DYAH WIDYASARI	SUCIANA WUIRAHAYU, Dr., M.Pd., Ir.	82.35	SISWANA, Dr., M.Pd.	80	NURHANDAYANI SUPRAPTINGINSIH, M.Pd		61.18	C	CUKUP
3	2	2101055001	PUTRI KUSUMA NINGRUM	TRI WINTOLO APOKO, Dr., M.Pd.	81.25	SISWANA, Dr., M.Pd.	82.25	NURHANDAYANI SUPRAPTINGINSIH, M.Pd		61.19	C	CUKUP
4	3	2101055003	HANNIFIAH RAHMAH	SISWANA, Dr., M.Pd.	85	ROSLAINI, Dr., M.Hum.	81.7	NITA KANIADEWI, M.Pd		62.93	C	CUKUP
5	4	2101055005	GALUH RAZZAQ PURDIANATA	SISWANA, Dr., M.Pd.	84.3	SUCIANA WUIRAHAYU, Dr., M.Pd., Ir.	80.1	NITA KANIADEWI, M.Pd		62.18	C	CUKUP
6	5	2101055007	PRISCA APRIANA HARAHAP	NURHANDAYANI SUPRAPTINGINSIH, M.Pd	85	SUCIANA WUIRAHAYU, Dr., M.Pd., Ir.	80.1	NITA KANIADEWI, M.Pd		62.53	C	CUKUP
7	6	2101055013	MAESARO	SUCIANA WUIRAHAYU, Dr., M.Pd., Ir.	85	SISWANA, Dr., M.Pd.	80	NURHANDAYANI SUPRAPTINGINSIH, M.Pd		62.50	C	CUKUP
8	7	2101055019	HANIFAH KHAIRUNISA	RATHI NOVITA SARI, M.Pd	83.4	SUCIANA WUIRAHAYU, Dr., M.Pd., Ir.	81.25	NITA KANIADEWI, M.Pd		62.01	C	CUKUP
9	8	2101055024	NISSA AMALIA	ZUHAD AHMAD, Drs., M.Pd.	82.7	AKHMAD HAQIQI MAMUN, Dr., M.Pd.	82	RATHI NOVITA SARI, M.Pd	81.1	82.13	A	YANG PUJIA
10	9	2101055028	SHIFA ANANDA	NURHANDAYANI SUPRAPTINGINSIH, M.Pd	87.4	AKHMAD HAQIQI MAMUN, Dr., M.Pd.	86.1	TRI SETYANINGSIH, M.Pd.	81.5	85.60	A	YANG PUJIA
11	10	2101055031	TIARA ALAMSYAH PUTRI	MARTRIWATI, M.Pd.	81.6	AKHMAD HAQIQI MAMUN, Dr., M.Pd.	80	TRI SETYANINGSIH, M.Pd.	75.75	79.74	B	MEMUASKAN
12	11	2101055032	TIARA MASRIFA	HERRI MULYONO, Prof., Ph.D	85	MARTRIWATI, M.Pd.	81.5	TRI SETYANINGSIH, M.Pd.	81.5	83.25	A	YANG PUJIA
13	12	2101055033	SYARIFAH RANI GUNTAR	NURHANDAYANI SUPRAPTINGINSIH, M.Pd	84.6	MARTRIWATI, M.Pd.	75.3	ANITA DEWI EKAWATI, S.S., M.Pd.	80	81.13	A	YANG PUJIA
14	13	2101055035	HAYA AULIA	RATHI NOVITA SARI, M.Pd	82.4	MARTRIWATI, M.Pd.	80.7	ANITA DEWI EKAWATI, S.S., M.Pd.	80	81.38	A	YANG PUJIA
15	14	2101055038	TIARA MAHARANI	SISWANA, Dr., M.Pd.	84.85	SUCIANA WUIRAHAYU, Dr., M.Pd., Ir.	81.05	NITA KANIADEWI, M.Pd		62.69	C	CUKUP
16	15	2101055039	SINTIA NOVITASARI	HERRI MULYONO, Prof., Ph.D	84.75	SUCIANA WUIRAHAYU, Dr., M.Pd., Ir.	80.4	MARTRIWATI, M.Pd.	84	83.48	A	YANG PUJIA
17	16	2101055042	AISY NAN CENDIKIA	TRI WINTOLO APOKO, Dr., M.Pd.	82	SISWANA, Dr., M.Pd.	84.25	NURHANDAYANI SUPRAPTINGINSIH, M.Pd		62.06	C	CUKUP
18	17	2101055045	SALSABILAH MEANDA SUHADA	SILUH WARNI, Ph.D.	80	TRI WINTOLO APOKO, Dr., M.Pd.	80	ZUHAD AHMAD, Drs., M.Pd.	80.3	80.08	A	YANG PUJIA
19	18	2101055049	HUWAIIDA SYAUQI LABIBAH	HERRI MULYONO, Prof., Ph.D	84.75	TRI WINTOLO APOKO, Dr., M.Pd.	78.7	ZUHAD AHMAD, Drs., M.Pd.	80	82.05	A	YANG PUJIA
20	19	2101055050	INDAH AULIA SYARIFAH	SILUH WARNI, Ph.D.	80	TRI WINTOLO APOKO, Dr., M.Pd.	80	ZUHAD AHMAD, Drs., M.Pd.	80	80.00	A	YANG PUJIA
21	20	2101055067	FAUZAN HASAN RIZKY	MARTRIWATI, M.Pd.	83.55	HAMZAH PUADI ILYAS, Ph.D	82.5	ZUHAD AHMAD, Drs., M.Pd.	80	82.40	A	YANG PUJIA
22	21	2101055068	NADYA MARSHALL AKTHAR	NITA KANIADEWI, M.Pd		HAMZAH PUADI ILYAS, Ph.D	80.05	ZUHAD AHMAD, Drs., M.Pd.	80	40.01	TUNDA	NILAI TUNDA
23	22	2101055070	ANGGI NURUL LATIFAH	RATHI NOVITA SARI, M.Pd	81.3	HAMZAH PUADI ILYAS, Ph.D	80.5	NITA KANIADEWI, M.Pd		60.78	C	CUKUP
24	23	2101055075	TRI PUTRA PEBRIYAN	AKHMAD HAQIQI MAMUN, Dr., M.Pd.	84.7	HERRI MULYONO, Prof., Ph.D	71.25	ROSLAINI, Dr., M.Hum.	82.1	80.69	A	YANG PUJIA
25	24	2101055076	SHINTIA AZZAHRA	NITA KANIADEWI, M.Pd		HERRI MULYONO, Prof., Ph.D	80.15	ROSLAINI, Dr., M.Hum.	83.65	40.95	TUNDA	NILAI TUNDA
26	25	2101055080	DINDA RAHMALIA	HAMZAH PUADI ILYAS, Ph.D	81.75	HERRI MULYONO, Prof., Ph.D	77.25	ROSLAINI, Dr., M.Hum.	75.3	79.01	B	MEMUASKAN
27	26	2101055085	WILDA WIDIANA	SILUH WARNI, Ph.D.	80	ROSLAINI, Dr., M.Hum.	81.2	SRI KUSUMA NINGSIH, M.Pd.	80	80.30	A	YANG PUJIA
28	27	2301059003	DIAH AYU AMBARWATI	CAHYA KOMARA, S.Pd., M.Hum		ROSLAINI, Dr., M.Hum.	83.3	SRI KUSUMA NINGSIH, M.Pd.	80	40.83	TUNDA	NILAI TUNDA