

ABSTRAK

Pakpahan, Irvin Alwinskyah. 2026. Students' Perceptions of Using the Wordwall Quiz Game for Student Assessment in Class VIII at SMPN 27 Bintan. Skripsi. Tanjungpinang: Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Maritim Raja Ali Haji. Pembimbing I: Assist. Prof. Dewi Murni, S.S., M.Hum. Pembimbing II: Assist. Prof. Rona Elfiza, S.Pd., M.Pd.

Kata Kunci: Penilaian Formatif, Wordwall, Persepsi

Penelitian ini bertujuan untuk menginvestigasi persepsi siswa terhadap penggunaan Wordwall Quiz Game sebagai alat penilaian formatif dalam pembelajaran bahasa Inggris pada siswa kelas VIII di SMPN 27 Bintan. Penelitian ini dilakukan karena penilaian berbasis teknologi semakin penting dalam meningkatkan keterlibatan dan pengalaman belajar siswa, sementara metode penilaian konvensional sering dianggap kurang interaktif.

Penelitian ini menggunakan pendekatan kualitatif deskriptif dengan melibatkan 20 siswa kelas VIII yang telah memiliki pengalaman menggunakan Wordwall dalam kegiatan penilaian bahasa Inggris. Data dikumpulkan melalui kuesioner yang terdiri dari 19 butir pernyataan berdasarkan lima indikator—minat, penggunaan, tampilan, variasi soal, dan efektivitas—serta wawancara semi-terstruktur yang terdiri dari lima pertanyaan. Hasil kuesioner dianalisis menggunakan interpretasi persentase, sedangkan data wawancara dianalisis melalui tahap reduksi data, penyajian data, dan penarikan kesimpulan. Temuan penelitian menunjukkan bahwa siswa memiliki persepsi yang sangat positif terhadap Wordwall sebagai alat penilaian formatif. Indikator minat menunjukkan respons positif tertinggi (89,63%), diikuti oleh efektivitas (85,93%), variasi soal (82,22%), penggunaan (81,48%), dan tampilan (81,48%). Hasil wawancara mendukung temuan kuesioner, yang menunjukkan bahwa siswa menganggap Wordwall menyenangkan, mudah digunakan, menarik secara visual, serta efektif dalam memberikan umpan balik secara langsung. Siswa juga melaporkan bahwa fitur berbasis permainan dapat mengurangi kecemasan saat tes, meningkatkan motivasi, mendorong partisipasi aktif, serta membuat kegiatan penilaian lebih menarik dibandingkan dengan tes berbasis kertas tradisional.

Secara keseluruhan, integrasi hasil kuesioner dan wawancara menunjukkan bahwa Wordwall merupakan alat penilaian formatif digital yang efektif dalam meningkatkan pengalaman belajar siswa serta mendukung penilaian pembelajaran bahasa Inggris. Oleh karena itu, guru disarankan untuk mengintegrasikan Wordwall dalam praktik penilaian di kelas guna menciptakan lingkungan pembelajaran yang lebih interaktif, memotivasi, dan bermakna.

ABSTRACT

Pakpahan, Irvin Alwinskyah. 2026. *Students' Perceptions of Using the Wordwall Quiz Game for Student Assessment in Class VIII at SMPN 27 Bintan*. Skripsi. Tanjungpinang: English Language Education Study Program, Faculty of Teacher Training and Education, Universitas Maritim Raja Ali Haji. Advisor I: Assist. Prof. Dewi Murni, S.S., M.Hum. Advisor II: Assist. Prof. Rona Elfiza, S.Pd., M.Pd.

Keywords: Formative Assessment, Wordwall, Perception

This study aimed to investigate students' perceptions of using the Wordwall Quiz Game as a formative assessment tool in English learning for eighth-grade students at SMPN 27 Bintan. This research was conducted because technology-based assessment is increasingly important in improving students' engagement and learning experiences, while conventional assessment methods are often considered less interactive. This study employed a descriptive qualitative approach involving 20 eighth-grade students who had experience using Wordwall in English assessment activities. The data were collected through a questionnaire consisting of 19 items based on five indicators—interest, usage, display, question variation, and effectiveness—and semi-structured interviews consisting of five questions. The questionnaire results were analyzed using percentage interpretation, while the interview data were analyzed through data reduction, data display, and conclusion drawing. The findings revealed that students had very positive perceptions of Wordwall as a formative assessment tool. The interest indicator showed the highest positive response (89.63%), followed by effectiveness (85.93%), question variation (82.22%), usage (81.48%), and display (81.48%). The interview findings supported the questionnaire results, indicating that students considered Wordwall enjoyable, easy to use, visually attractive, and effective in providing immediate feedback. Students also reported that the game-based features reduced test anxiety, increased motivation, encouraged active participation, and made assessment activities more engaging than traditional paper-based tests. Overall, the integration of questionnaire and interview findings demonstrated that Wordwall is an effective digital formative assessment tool that enhances students' learning experiences and supports English language assessment. Therefore, teachers are encouraged to integrate Wordwall into classroom assessment practices to create more interactive, motivating, and meaningful learning environments.