

## “CAN WORD WALL ASSESS STUDENTS’ WORDS?”: NURTURING INCLUSIVITY AND ADVANCEMENT IN RURAL SECONDARY EDUCATION

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**Abstract:** The purpose of this study was to investigate the usefulness of the Word-wall platform as an assessment tool for secondary school students in rural areas and to investigate potential ways to optimize the implementation of online platforms "Word-wall" as assessment tool to address the unique needs and difficulties associated with evaluating these students. A participatory qualitative methodology was employed in this study. A case study was used as research approach in this qualitative method. The study's findings were categorized into two principal themes: firstly, the investigation delved into the perspectives of students in relation to the utilization of word-walls, and secondly, it explored the efficacy of word walls as an assessment instrument in enhancing students' language proficiency. Second, the study indicates that by fostering a relaxed and pleasant evaluation atmosphere, Word wall may be able to optimize student learning results. Third, the research also emphasizes how crucial it is for instructors to have the knowledge and abilities needed to use Word-wall in an efficient manner in order to promote original thought and creativity in question design.

**Keywords:** *online platform; assessment; secondary students; rural area*

### INTRODUCTION

Recent developments in field of technologies have led to a renewed interest in the world of education. The use of computers and cellphones has now become crucial to modern life, including in the workplace, the office, the home, and the classroom (Yarahmadzahi & Goodarzi, 2020). Technological advancements in the education industry have an influence on the teaching and learning process, and it is expected that these innovations will be able to bring about changes and have a greater impact on learning. Smith and Hill (2019) claim that since the 1990s, both in-person and virtual learning have

been used. using smartphone technology to produce educational content—such as e-books—that may assist teachers in locating the necessary resources, is a broad example of how improvements in technology are frequently used in education. Technology has advanced quickly in recent years, and it should be used more effectively to raise the standard of education, particularly with regard to smartphone technology. The usage of smartphone technology is not limited to locating reading materials and media; it can also be utilized in the evaluation process, namely as a learning assessment tool. However, educators still do not

always exploit smartphone technology to its full potential. The school must continually improve its curricula so that students have the skills necessary to adapt to changes in science and technology (Anisah, 2022). For instance, numerous institutions continue to employ paper-based assessment, a manual method of evaluation, to provide English test questions. This form of evaluation is typically conducted by handing out questions on sheets of paper and asking pupils to write their responses down.

This kind of manual assessment has a number of drawbacks, including being tiresome, being overly repetitive, and not being diverse. Studies of ER & Saritiken (2022) show the students are bored with the traditional test exam approach since there is not enough variety in the questions that are given. Students may overcome schedule and geographic constraints on their study by using technology. The time and effort students invest in online learning activities to reach the required level of learning effectiveness is the main emphasis of student participation, and the use of technology in the classroom is taken into consideration as a way to boost students’ desire for learning and promote interaction while they are learning. It is supposed that an effective school is one that can carry out its duties effectively and allows all students to grow personally (Hong et al., 2020; Irwan D & Indrasari, 2019; Licorish et al., 2018; Santosa, 2017). Therefore, in order to address some of these issues, the researcher suggests using a smartphone application that can be completed online, namely the Word-wall web-based application. Grace et al. (2022) identified a Word-wall is a game-based education that serves as an educational tool. Moreover, Sari P & Yarza H (2021) mentioned that Word-wall might make the teaching learning process easier and pupils learn it quickly.

Meanwhile, Sipayung (2018) also stated that word-walls are collection of words that are displayed someplace in the classroom and may be important words in the students’ vocabulary. According to Komara (2023) a word-wall is devoted to showing high frequency terms that are crucial for students to understand and use (they might be sight words or terms that are used often in your class) it goes without saying that using this program can make the assessment process easier for teachers and can motivate students to learn English. The assessment system uses the web-based smartphone application word-wall, and the researcher gave assessment test questions that were produced on word-wall. An intuitive design can make it simpler to use, offer a distinct experience

while answering questions, and enhance students’ willingness to learn English while accurately measuring their abilities in every assessment that is given. There is a time limit on each online question. Therefore, the researcher provided word-wall, a web-based application for smartphones, as an assessment tool to test how students would perceive it. Word-wall is one of the interactive learning tools that may be utilized, as expresses by (Hasram et al., 2021; Permana & Kasriman, 2022; Safitri et al., 2022).

A web-based interactive application called word-wall can build many kinds of online quiz formats. Halimah et al. (2019) labelled this application’s benefit is its ability to create questions that are accompanied by some type of final score assessment. In order to diversify the quiz concept, this website also offers 18 free questions templates that may be used to create quizzes. Middle school students can be drawn by an eye-catching template with sound effects. This program is mostly used to examine students’ perspectives from a variety of perspectives and student points of view.

It has previously been observed that the examination of students perceptions of online assessment tool being the subject of previous research in this area, such as Firdiansyah and Pamungkas (2021) conducted this study that examined the use of educational games for learning assessments. In their study, Firdiansyah and Pamungkas (2021) investigated how students felt about the usage of *Kahoot* as a learning assessment tool in the course on monetary economic theory. The perceptions of students at hotel school toward the usage of word-wall to enhance student work-ready vocabulary mastery were the subject of research by Arsini et al. (2022). According to the data analysis, students are quite enthusiastic about using the word-wall application to learn new words. The vocabulary games available in this program come in a variety of fun and engaging forms. Similarly, Safitri and Lestari (2021), found that word-wall was used for improving students learning motivation and enhancing student learning motivation with digital game based on Word-wall. Write that word-wall online games have a significant impact on the learning of English vocabulary among five-year-old students. These interactive games engage young learners by presenting vocabulary words in a visually appealing manner, encouraging active participation. Through repetition and reinforcement, these online games effectively enhance vocabulary acquisition, making the

learning process enjoyable and effective for young learners. Along the same line, Darliani and Agustina (2019) subsequently argued that the effectiveness of word-wall in increasing the writing skills of high school students in Bandung. To gather in-depth information, the researchers turned to commentaries and interviews. The findings of their research also supported a high caliber response, since students had been deemed competent of producing descriptive texts that followed the guidelines.

While numerous prior studies have elucidated the role of information and Communication Technology (ICT) media in facilitating assessments within the educational framework, it is noteworthy to highlight that the scope of applications investigated has been predominantly confined to the “Kahoot” application. This represents a notable gap in the existing research, as there exists an opportunity explore the utilization of alternative applications such as the World-wall application for the purpose of evaluating students’ proficiency. Furthermore, there is a discernible deficiency in the depth of comprehension regarding the repercussions and effectiveness of employing word-walls in educational settings situated in rural areas. Consequently, addressing these gaps would contribute significantly to the existing body of knowledge in the field of educational technology and assessment methodologies. Hence, this study set out to investigate the usefulness of Word-wall as a students’ learning assessment tool in rural school. As a result, in this current study, the researcher has developed research questions that aims to investigate (1) how the perception of students after using the Word-wall platform as an assessment tool for secondary students in rural area; and (2) how the implementation of online platforms “Word-wall” as assessment tool can be optimized to address the unique needs and challenges of assessing secondary school students in rural area.

## METHOD

A participatory qualitative methodology was employed in this study. Since an outcome, the initiation makes its way into the subject that explains what is happening (Bowe, 2009; Ubaidillah et al., 2020). In order to address the research objectives, a case study is used as research approach in this qualitative method. Through the help of this research methodology, it is possible to describe the phenomena of students’ response to the use of Word-wall as an assessment tool for English learning. These case study can be used in

a variety of fields. Research employing the case study approach examines at scientific phenomena that occur in a place and necessitates a thorough examination of the symptoms that exist in nature in order to be interesting to research. Additionally, the data gathered must be supported up by evidence that is trustworthy and adapted to the situation through interviews, observations, or documents.

The objective of the research must be inescapable, and it must be prepared for further investigation when the research problem has been resolved. Furthermore, this study focused on senior high school students enrolled in a private school situated in Malang. The inclusion of participants in this research was executed through a random selection process. Prior to participant selection, the researchers diligently ascertained that the chosen individuals possessed diverse socio-demography backgrounds and exhibited a range of proficiency levels in the English language. Subsequently, in the dissemination of research findings, the researcher employed a coding system to safeguard the confidentiality of each participant. Additional details regarding participant data can be found in Table 1.

Table 1. *Participants’ background*

Code	Gender	Grades	English Proficiency
S1	Male	X	Beginner
S2	Female	XI	Intermediate
S3	Male	X	Beginner
S4	Female	XI	Intermediate
S5	Male	XI	Beginner

Furthermore, the interview process was utilized as the primary data collection methods in this study. Interview facilitate the in-depth investigation and understanding of respondents’ ideas, experiences, and knowledge related to the research subject matter (Lavelle & Zuercher, 2001). The deliberate use of interviews facilitated an understanding of the participants’ perspectives, allowing for a comprehensive exploration of the research subject matter. By incorporating diverse voices through random subject selection, the study sought to enhance the generalizability of its findings. As a vital component of the research process, the instrument ensured the collection of rich, qualitative data. The research, with its clear objective and methodological choices, not only addressed the immediate research problem but also laid the groundwork for potential future investigations, contributing to the boarder scholarly discourse in the field.

To get more specific answers interviews were

undertaken. Open interviews (unstructured interviews), probing interviews (semi-structured interviews), and structured interviews are the three different types of interviews. An open interview is one in which the researcher does not predetermine the open response. Semi-structured interviews aim to go deeper into data and explore ideas than structured interviews, which have answers predetermined by the researcher. In this study, the researcher used semi-structured questions so that she could go deeper into the general data and learn more about students' responses. This is the interview-based data analysis procedure for the second instrument. The research methodology is as follows: data visualization, data reduction, and drawing conclusion are the primary three stages of analysis.

Data reduction, data display, and drawing conclusion techniques are employed in data analysis (Alfansyur & Mariyani, 2020). Data reduction is a method of analysis that explains, categorizes, and eliminates unnecessary data (Sunaengsih et al., 2019). For the trustworthiness data, the researcher used saturation data.

Table 2. *Interview guidelines*

1	How has the Word Wall impacted your vocabulary and understanding of academic content in rural secondary school?
2	In what ways does the Word Wall contribute to inclusivity and a positive learning environment in your school?
3	Can you provide examples of how the Word Wall has helped you engage with course materials and grasp complex concepts?
4	How do you think the Word Wall influences collaborative learning and communication among students in our rural secondary school setting?
5	In your opinion, how does the Word Wall align with the goal of advancing school in rural areas, and what improvements would you suggest?

## RESULTS AND DISCUSSION

The investigation yielded comprehensive insights through an exhaustive examination conducted via interviews. Subsequently, the acquired data were categorized into two principal themes: firstly, the investigation delved into the perspectives of students in relation to the utilization of Word-walls, and secondly, it explored the efficacy of word-walls as an assessment instrument in enhancing students' language proficiency.

### *Students' perception in using Word-wall*

Researchers conducted a comprehensive investigation into participant perspectives on the implementation of Word-walls in educational settings within rural areas. For instance, participant S1 voiced challenges in acquiring English proficiency due to constrained and suboptimal internet connectivity in the region. Nonetheless, S1 expressed a sense of utility derived from Word-walls, attributing it to the beneficial features they offered in the learning process. This underscores the significance of adaptive pedagogical tools in addressing educational challenges in resource-limited environments:

“... the offline option in "Word-wall" allows me to assess rural students without relying on internet connectivity. By downloading assessments and working offline, I can save time and avoid interruptions caused by internet disturbances” (S1)

It is line with S1, S2 articulated a similar sentiment about elucidating that Word-wall application significantly facilitated her English language acquisition. The application's inherent features obviated the necessity for internet connectivity, thereby enhancing the accessibility and utility of the platform. Consequently, S2 found it efficacious in augmenting her comprehension of English within the scholastic milieu:

“Poor internet access in my rural area hampers my use of online evaluation tools, causing delays, missed deadlines, and stress ... Lagging connectivity makes it difficult to load and submit assessments, potentially resulting in lost work. Word-wall's offline submission feature allows me to work on assessments offline and upload my answer when internet access is available, alleviating these challenges.” (S2)

Then, Word-wall is a testing program with interactive features and customization options. The students have varying experiences, some find it initially challenging to learn, but easier with time, while others appreciate the easy-to-understand interface and clear directions. Limited question types and occasional technical issues pose challenges, but pre-made templates and customization options help meet learning goals. Question formatting and layout adjustments may be slightly difficult. In addition, Word-wall offers a mix of user-friendly features and areas for improvement. Such as the participant said below:

“I thought that the Word-wall app was pretty

easy to use for tests. The interface is easy to understand, and the directions are clear and easy to follow. It didn't take me long to figure out how to use the assessment tools and get around the site". (S3)

Aligned with the perspective of S3, additional contributors, such as S5, elucidated that employing the Word-wall proved to be remarkably facile and straightforward. Moreover, S5 expressed that the utilization of the Word-wall not only facilitated a seamless experience but also contributed significantly to the attainment of his predetermined objectives in English language acquisition.

"From what I've seen, the Word-wall tool was pretty easy to use. The platform had an easy-to-use interface, and making and giving ratings was a simple process. Because there were already-made templates and ways to change them, it was easy to make tests that met specific learning goals". (S5)

Furthermore, the Word-wall app offers a variety of question types, as mentioned by the students. These include fill-in-the-blank, matching, short answer, drag-and-drop, sorting, image-based, interactive matching, and sequencing questions. The diverse question options make tests more engaging, creative, and cater to different learning levels. The questions are generally easy to understand, with hints or prompts available for assistance. The variation in question difficulty encourages critical thinking and allows students to demonstrate their knowledge effectively.

"The questions on the Word-wall app come in different levels of difficulty. Some questions are pretty easy, while others take a lot more analysis and critical thinking. The platform has a good mix of questions for different learning levels. This makes sure that students are pushed in the right way and have a chance to show what they know". (S5)

Another voices on the efficacy of the Word-wall, specifically pertaining to students' proclivity for its utilization, is articulated by S4, whose assertion underscore the Word-wall's inherent appeal through the diverse array of inquiries and exercises it encompasses.

"Yes, I thought it was interesting how the Word-wall app had different kinds of questions. The platform has both standard and new kinds of questions, such as interactive matching and sequencing. These changes make the tests more

interesting and difficult for the students, which helps them understand and use what they have learned better". (S4)

#### *The effectiveness of using Word-wall*

The Word-wall app is praised for its effectiveness as a testing and review tool. Its interactive features and diverse question formats make tests engaging and enjoyable. The platform's customization options add personalization to assessments. However, limitations in question types may affect its suitability for comprehensive exams. Word-wall creates a fun and effective learning environment for regular tests.

"The fact that "Word-wall" is interactive is one of the things that makes it a good review tool. Drag-and-drop questions and other fun formats are possible on the app, which makes tests more interesting and fun. This has made my learning experience better by getting me more involved and helping me understand the subject matter better". (S1)

The interactive aspects of the "Word-wall" highlight its efficacy as a review tool, making it stand out as a useful resource for students. The testing procedure is made more enjoyable by the tool's ability to include drag-and-drop questions and other interesting forms, elevating it above simple review exercises. This interactive component actively incorporates users in the information, promoting a greater comprehension of the subject matter while also adding diversity to the learning process. The variety of question kinds accommodates various learning styles, guaranteeing a more inclusive and customized review process. The user (S1) attests to the app's revolutionary effect on their educational path, highlighting how Word-wall's interactive features have increased their engagement levels and, subsequently, greatly improved their understanding of the subject. Essentially, the "Word-wall" app proves to be more than simply a review tool—rather, it becomes a lively and entertaining partner in the quest for knowledge.

Another participants excerpt:

"English quizzes can be fun when you use the Word-wall app. It has things like fill in the blanks and matching tasks that are designed to help you learn a language. The quizzes are engaging and a good way to test language skills because of these features...". (S4)

According to the data above, playing English

trivia becomes enjoyable when you use the Word-wall app. Fittingly titled given its emphasis on vocabulary, this program has a number of interactive elements including matching exercises and fill in the blanks. These deliberately created exercises aim to improve language acquisition by motivating users to take an active role in the process. The Word-wall app stands out for its dedication to creating entertaining and instructive questions. By adding fun aspects, you can keep users engaged and create a more effective and immersive learning experience. Apart from being entertaining, the app is a complete language evaluation tool. The tests offered are more than just educational activities. These are deft assessments that let people assess and improve their fluency in the English language. All in all, the Word-wall app is a noteworthy tool that combines utility and enjoyment in a way that makes language learning engaging and successful.

*The solutions of unique needs and challenges of assessing using Word-wall*

To improve Word-wall for rural students, suggestions include incorporating local context, providing training and support for technical challenges, optimizing for low-bandwidth scenarios, offering offline capabilities, including real-life scenarios, providing language options, and ensuring accessibility features. These enhancements would enhance the effectiveness and inclusivity of the platform for rural learners

"For me, as a rural student can use "Word-wall" or similar platforms. Language options or translations for English language learners would be a help. This would let me explore the platform despite language obstacles". (S3)

Meanwhile, according to another participant, excerpt:

"I think "Word-wall" and other platforms' instructions and interface are specific to rural students. Some areas could be improved. More visual cues and icons could improve accessibility. For me as a student with slower internet connections or low access to audiovisual information, giving alternative text-based tutorials might be helpful". (S2)

Based on the results of the interview about students' experience above, in rural areas, students face numerous challenges when using online assessment tools due to poor internet connectivity. Slow and inconsistent internet connections are

common, resulting in delays, interruptions, and even loss of work during exams. This lack of stable facilities and limited access to high-speed solutions causes frustration and consumes valuable time. Furthermore, the ability to use smartphones for assessments on "Word-wall" addresses the lack of resources, such as personal laptops, commonly experienced in rural areas. Students who rely on shared devices, such as those available at neighborhood libraries, face challenges in finding sufficient time for assessments. Additionally, the absence of a stable electrical source exacerbates these difficulties, as regular blackouts can disrupt students' progress and result in lost work. However, the mobile accessibility feature of "Word-wall" allows students to take and complete tests anywhere, alleviating these challenges when a computer or internet connection is unavailable. Moreover, the "submission checkpoints" feature on the platform proves valuable for students with inconsistent internet access. It ensures that progress is saved at regular intervals, enabling students in rural regions to resume their work from where they left off despite internet outages or problems loading the assessment platform. Therefore, "Word-wall" serves as a valuable assessment tool for students in rural areas, mobile accessibility, submission checkpoints that address the challenges posed by limited and unreliable internet connectivity.

Based on the results of the interview about the usage of Word-wall above, Word-wall, a testing program renowned for its interactive features and customization options, has garnered mixed students' experiences. While some encountered initial challenges in mastering its functions and settings, subsequent usage proved more convenient. Others lauded its user-friendly interface, clear directions, and seamless navigation through assessment tools. However, the platform fell short in providing a diverse range of question types, hindering comprehensive evaluation of student learning. Occasional technical glitches disrupted assessments, further adding to the challenges. Nonetheless, students valued the availability of pre-made templates and the capacity to tailor them to specific learning objectives. Modifying question formatting and layout posed a slight obstacle for certain users. In sum, Word-wall presents a diverse user experience, offering intuitive features while identifying areas that warrant further refinement.

Based on the results of the interview about the question variations in Word-wall above, The Word-wall app provides a comprehensive range of

question types, as reported by the students. These include fill-in-the-blank, matching, short answer, drag-and-drop, sorting, image-based, interactive matching, and sequencing questions. This assortment of question formats enhances the engagement and creativity of tests while accommodating diverse learning levels. The questions exhibit clarity and accessibility, supported by the availability of hints or prompts to aid comprehension. Furthermore, the varying levels of difficulty foster critical thinking skills and afford students the opportunity to effectively showcase their knowledge.

Based on the results of the interview about the effectiveness of Word-wall as assessment tool above, the Word-wall app is recognized as a highly effective tool for review and testing purposes. Its interactive features and diverse question formats contribute to increased interest and engagement among students. The app's active involvement of students in the learning process facilitates better comprehension of the subject matter. The availability of various question types and customizable options adds flexibility and personalization to assessments, promoting a dynamic and stimulating testing experience. In language learning, specific features like fill in the blanks and matching tasks are designed to facilitate language acquisition. However, it should be noted that the app may have limitations when it comes to more comprehensive exams, such as semester finals, which require longer written responses and a wider range of question types. As a result, its suitability for high-stakes assessments may be constrained. Word-wall demonstrates its effectiveness in creating an engaging and enjoyable learning environment for regular tests, although its adaptability may vary depending on the specific evaluation context.

Individual external factors that are received by people from the outside and used to develop an acceptance that influences perception are the source of perception. The Word-wall application trial is used as an evaluation tool based on the responses that respondents provided in response to the stimulus. According to the study, students preferred using the Word-wall program as a tool for assessments such as daily exams, quizzes, and semester tests.

#### *Student experiences using Word-wall as assessment tool*

The results from the interview for the first statement indicator shown above it is known that the majority of participants firmly that Word-wall

tackles the challenges of poor internet connectivity in rural areas during online assessments with innovate features. Its offline option enables students to download and complete assessments without internet access, addressing delays and interruptions. Mobile accessibility caters to students without personal laptops, while submission checkpoints save progress despite internet outages. Pre-downloading instructional materials minimizes the impact of poor connections. In essence, Word-wall offers a comprehensive solution to enhance accessibility and equity in education for students in areas with limited internet access.

This is in line with studies by Firdiansyah and Pamungkas (2021), who found that including games into assessment processes can assist students become more motivated to learn. It supports the notion that integrating games into assessment processes can enhance student motivation to learn. According to Sasongko and Suswanto (2017) research, assessments given through game-based applications may stimulate students' interest and motivation. It suggests that game-based media stimulate students' interest in assessment. This viewpoint is supported by Haryadi and Andriati's (2019) which shows that the usage of game-based media can boost students' engagement in both learning and assessment. The Word-wall aligns with these research findings, emphasizing the effectiveness of innovative approaches, including offline options and gamified elements, to address challenges in education, particularly in areas with limited internet access.

The second indicator follows, which includes opinions about the students' usage of Word-wall application. The interface, motion, colors, font styles, and images in the program all contribute to Word-wall media's attractiveness. Word-wall, a testing program, elicits varied students' experiences. Some initially find it challenging but adapt over time, praising the user-friendly interface. The platform offers diverse question types, promoting engagement and catering to different learning levels (Pradini & Adnyayanti, 2022). However, limitations in question types and occasional technical issues pose challenges. Customization options and pre-made templates address learning goals, but formatting adjustments may be slightly cumbersome. Additionally, Word-wall presents a mix of user-friendly features and areas for improvement, offering creative assessments while acknowledging room for refinement.

It has been determined that participants thought

Word-wall to be generally interesting. When interactive media are employed as a tool for evaluation, students find assessment tasks and quizzes to be more engaging (Nisa Omar, 2017). The Word-wall's attractive appearance is one element that could encourage students' interest and curiosity. This is consistent with studies by Firdiansyah & Pamungkas (2021), who found that interactive assessment tools encourage students to concentrate better and participate more actively in class. The findings of research by Komara (2023), which claim that engaging images displayed by an application can improve students' interest in learning and the activities they complete, corroborate this opinion as well. Students may find it more appealing to evaluate learning when an application has beautiful visuals that include movement, interfaces, colors, images, and texts. The importance of using a variety of question formats to maintain students' interest in the evaluation instrument. This is in line with study by Firdiansyah & Pamungkas (2021), which discovered that the diversity of questions in a question substantially influences students' enthusiasm in utilizing interactive application media for learning assessment. The variety of questions demonstrates how strongly it affects students' interest. Students are interested in utilizing the program because of the wide range of questions. This is also consistent with research done by Salsabila et al. (2020), which found that the application that is utilized as an evaluation tool has the capacity to use a wide range of questions as an assessment tool. This is due to the fact that it can prevent students from becoming overly accustomed to difficult questions.

If this application were to become a future assessment tool, the interview findings from four participants would, on average, be in agreement. Students favor gaming-based evaluation methods like Word-wall, which is why this is the case. This contrasts with commonly used assessment tools, especially conventional assessment tools, which continue to rely on tedious paper-based testing. This study supports the findings of a study by Hasram et al. (2021), who found that using Word-wall to assess learning reduced students' boredom by avoiding the monotonous practice questions that are typically used.

*The solutions of unique needs and challenges of assessing using Word-wall*

The students' suggestions for improving assessments and online assessment tools in rural

areas include incorporating relevant material and local context, providing training and support specifically tailored to rural challenges, using real-life scenarios and case studies, enhancing accessibility features and user interfaces, offering language support, and allowing customization.

It is important to note that these suggestions reflect the perspectives of the students and their experiences in rural areas. Implementing these ideas would require collaboration between educators, policymakers, and platform developers to create inclusive and supportive assessment environments for rural students. These suggestions aim to make assessments more meaningful, inclusive, and applicable to rural students' experiences, while addressing connectivity issues, resource limitations, and the need for localized training. Implementing these ideas requires collaboration between educators, policymakers, and platform developers to create a supportive and inclusive assessment environment for rural students (Safitri et al., 2022).

Overall, this application is suitable for usage as an evaluation tool that may be employed in the future. Word-wall media can facilitate positive student interactions, according to research by Halimah et al. (2019). By always coaching students before posing questions or beginning the assessment, it is possible to address some student answers about the difficulty of filling out questions in various sorts of inquiries. It is best for a teacher to give students who will take the test simple instructions and clear instructions before assessing using the new method. Additionally, this application is also centered on English, a language that not all students are familiar with. By the way, the teacher guides and gives directions prior to doing an assessment, consequently this can be solved.

## **CONCLUSION**

In summary, the purpose of this study was to determine how students felt about their experience using the Word-wall platform to evaluate secondary students in rural areas and to investigate potential ways to improve the online platform's implementation to better meet the particular requirements and difficulties associated with evaluating these students. According to the study's findings, students in rural regions can benefit from using Word-wall.net as an English evaluation tool in a number of ways. First off, the majority of students' answers to the questionnaire and interviews showed that they had a pleasant experience with the Word-wall program. The



majority of students had positive opinions, expressing interest in utilizing the tool for upcoming quizzes, exams, and daily tests. The platform's attractive appearance, the questions' intriguing and varied content, and the application's ease of use are all responsible for this excellent response. Second, the study indicates that by fostering a relaxed and pleasant evaluation atmosphere, Word-wall may be able to optimize student learning results. Students are interested in using Word-wall as a smartphone assessment tool because of its simplicity of use and interesting question designs. The research also emphasizes how crucial it is for instructors to have the knowledge and abilities needed to use Word-wall in an efficient manner in order to promote original thought and creativity in question design. The study's conclusions also highlight the necessity of maximizing Word-wall's deployment to meet the particular requirements and difficulties associated with evaluating secondary school pupils in rural regions. The students have proposed several areas for development, including customization, accessibility, training, and relevance. It is advised that local context be included in order to improve the evaluation process overall. More investigation into online assessment resources for secondary pupils in remote areas is possible in the future. Word-wall's long-term effects may be monitored through longitudinal research, and its advantages and disadvantages can be evaluated through comparisons with other platforms. Nailing in implementation are addressed by examining the role of teacher training, examining family engagement, and evaluating customizable features. Inclusive education is further ensured by knowing how Word-wall adapts to different learning styles and scales in resource-constrained environments. It is ensured that platforms correspond with the backgrounds of students through research on cultural relevance in varied rural environments. To put it briefly, for the best possible incorporation of online assessments, future research should include long-term impacts, comparisons, teacher preparation, parental involvement, personalization, learning styles, scalability, and cultural factors.

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