

Beyond Fun and Games: Teachers' Perception and Pedagogical Appropriation of *Wayground* in EFL Classrooms

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Abstract

This study explores teachers' perceptions of applying Wayground as a gamification friendly learning technology for English education. Gamification is a learning pedagogy that employs the application of game mechanisms to increase learners' motivation and engagement. Wayground is considered capable of enabling a participative, competitive, and enjoyable learning environment. This study applies the qualitative descriptive approach in the form of two senior high school English teachers' semi-structured interviews with more than two years of teaching experience. The study indicates that teachers are positively impressed with Wayground because it raises the level of student engagement, improves collaboration, and encourages the improvement of English language skills. Flexibility in modifying content to address the needs of students is also appreciated by teachers. Poor internet connection and poor infrastructure constrain it, though. Based on this research, Wayground can be utilized in learning English but needs training, infrastructure, and institutional support in order to apply item.

Key words: *English Language Learning, Gamification, Wayground.*

INTRODUCTION

What is the perception of teachers regarding the use of Wayground gamification in English language learning in the classroom? Amid the trend of using educational technology, Wayground is among the most well-known gamification platforms because it is considered capable of providing a fun and interactive learning atmosphere (Zainudin & Zulkipli, 2023). In fact, however, not all teachers share the same view. Teachers have some reservations about technical readiness, the limitations of school hardware, and being able to create questions that are pedagogically meaningful in a real way on the platform. It is therefore important to find out more about how teachers' attitudes are formed, on what grounds they make decisions about using Wayground, and how they integrate this platform into English language learning classrooms.

In this study, empirical evidence was obtained from the researchers' experience during the PLP II.2 campus activities conducted for two months in one of the schools in Gresik. During this period, the researchers directly observed that several English teachers still relied on traditional learning methods, such as printed textbooks and paper-based assessments. This condition explicitly motivated the researchers to conduct the present study, as it revealed a gap between existing teaching practices and the potential use of digital gamification platforms, such as Wayground, to enhance English language learning. The reality is that the times have started to change. From the development that has progressed, especially in the world of education. Gamification of language learning can also provide valuable feedback for policy makers, curriculum planners, and teacher Wulantari et al. (2023). The researcher can see that there are many teachers who still use the conventional method of learning. The students are so modern in the digital age, while the teachers are still trapped in text traditions (Latif, 2020). Maybe cannot understand the use of learning media, gamification. With this new media can be demanding for a language teacher. Bridging technology gap between teachers and students in different places (Robutti et al., 2024)

These limitations can be caused by a lack of professional development, less accesses to relevant resources and a shortage of school support. Not every school or region has equal access to technological infrastructure resources (Robutti et al., 2024). Most teachers do not have field experience

in designing gamification activities, where teachers are supposed to be able to make learning enjoyable. Teachers in the digital era are supposed to be able to innovate and be creative. Because of the fact that the educational system of the 80s' educational system is not embraced by the learners of today (Latif, 2020).

The use of technology is ageless. The consumers of technology begin from young children, youths, and adults. Utilizing technology is simple to adapt to. Gadgets actually have a positive impact on children's mindset, for example, helping children manage the speed of playing, processing game strategies, and help develop the child's right brain capacity (Siregar & Yaswinda, 2022). Other than the advantages caused by technology, there is a drawback of technology to its consumers. The utilization of gadgets for an extended period of time can annihilate the brain and brain tissue of the child, it can also reduce the active power of the child and limit the social interaction of the child with others (Oktavia Siregar & Yaswinda, 2022)

Similarly to education, technology has a significant effect on education. Education is no longer a few teacher explanations and teaching materials from books, but learning information readily accessed by opening the internet (Susilo et al., 2023). Therefore, the use of technology in learning is seen as a potential to help improve children's learning. In general, technology can provide benefits, such as providing more interactive content and improving critical thinking, creativity, collaboration, and children's motivation to learn (Susilo et al., 2023)

Pedagogical innovations such as gamification are increasingly being utilized to improve student engagement and motivation. Gamification, or the application of game elements to a non-game context, offers the potential to render learning more interactive and fun. It is reported that gamification results in a high level of student engagement when they are motivated, even wishing to continue with the game activity rather than completing the class (Castillo-Parra et al., 2022).

Especially with the Coronavirus Disease-2019 (COVID 19) pandemic, all school programs from the curriculum area will be going through learning changes. The change is certainly in the direction of the Online Learning System. Because of this pandemic, all learners and teachers will be forced to enter the technology world. So a teacher must have complete knowledge about information technology so that it can be used as a learning tool. Yet, behind this pandemic, it is impossible to deny that it has brought many positive impacts, such as better natural conditions, and in education inducing digital transformation in education. However, behind this pandemic, it is undeniable that it has given many positive impacts, such as better natural conditions, and in the educational field, it has fostered the development of the education sector positive impacts, such as better natural conditions, and in the field of education promoting digitalization in education (Husna et al., 2023). More and more gamified learning media, most learning media assisted by interesting graphics, the concept of media use, and also diverse functions. Kahoot, Wayground, bamboozle, and many more enjoyable learning media to be developed in English class learning.

Some previous studies have been conducted to examine issues related to this research issue. A study conducted by Wulantari et al., (2023) revealed the findings show that gamification positively affects student motivation in ELT. Research had also previously been conducted by Thanh Thuy & Quoc Hung, (2021) revealed the findings showed that gamifying apps had benefits in teaching speaking to young learners instages: creating awareness, appropriation, autonomy and feedback. Another study by Alhebshi and Saeed Halabi (2020) states the findings show that an overwhelming majority of respondents prefer using technological devices for better outcomes in the teaching and learning process. Besides, Luo, (2023) has found shown that the effectiveness of gamified foreign language learning software is mixed: they can lead to positive change, negative change, or no change. In a study conducted by Mee Mee et al., (2020) the results revealed that the use of gamification in language learning improved learners' creative, critical and problem-solving skills. Furthermore, (Robutti et al., 2024) discovered that the recent literature shows that digital media and communication technologies have affected the learning style and behavior of the present generation of young people.

Previous studies have explored teachers' attitudes toward the use of gamification in English

learning; however, most focus mainly on general perceptions and acceptance. There is still limited research that examines teachers' practical experiences and challenges, especially in terms of implementing gamification and designing gamified learning media for English courses. Furthermore, teachers' roles as designers and implementers of gamified instruction remain underexplored. Therefore, this research addresses this gap by investigating teachers' attitudes and experiences in using gamification as a learning medium in English courses.

As stated by the background which has been explained, in here there is the question which would be describe: How the teachers' perception in using gamification of Wayground in English Language Classroom? In the present study, the researcher wished to know how the teachers' perception in using gamification of Wayground to learn English language.

The scope of this research is to find out how the opinions of English teachers concerning the use of gamification in English lessons. The limitation of this research is that the sample employed is a group of English teachers who utilize the Wayground application. The purpose of this study is to find out how the opinions of English teachers about the use of gamification in English language instruction in the classroom.

This study is expected to provide benefits and broad implications regarding teachers' attitudes towards the application of gamification in English language teaching inside classrooms. For instructors, findings can provide fresh considerations on how gamification can be applied to build students' motivation and participation. Conceptually, they can acquire collaborative learning methods and a better understanding of students. To the students, gamification is capable of making the learning process a fun and interesting one such that they learn more enjoyably but effectively. In terms of theory, this study has the capacity to allow the students to develop their metacognitive consciousness and construct critical thinking. Finally, for researchers, the study may provide a foundation for more research and fill the research gap by understanding how teachers apply gamification and shape how perceptions and experiences affect learning outcomes.

Other benefits of this study are to contribute to gamification theory in the field of English language learning and extend knowledge of gamification and the attitudes of teachers towards it and its influence on the use of gamification for learning. Some research benefits for future investigations are to produce more research on gamification specifically in the field of English language learning and design better methodologies to study gamification in education.

METHODOLOGY

This research was conducted using a qualitative approach and using descriptive qualitative. The descriptive qualitative method is utilized in this study to examine the views of the teachers about the use of gamification in English lessons. This method was used to create a broader and more detailed understanding of how the teachers perceive using gamification in English language teaching.

Researchers chose 2 data to serve as respondents in this study by finding English teachers who implemented Wayground gamification to learning English. Data were obtained from 2 English teachers, both of whom were senior high school teachers. The two English teachers used in this study as data were 1 English teacher of a public high school and 1 English teacher of a private high school. Both of the teachers were senior teachers because they had more than 2 years of work experience in teaching. junior teachers (0-2 years work experience), and senior teachers (≥ 2 years work experience). The teachers acted as respondents and were asked to provide their opinions and experiences related to the research question so that a deeper picture of their attitudes towards the use of gamification in learning English would be presented. It is hoped that the information from the respondents would be capable of giving a clear and vivid description of the research phenomenon.

Table 3. 1 Table of source data

No.	Name	Class	Level of Teaching	Teaching Experience
1.	Mrs. Dinda	11-12	Senior High School	7 years
2.	Mrs. Vira	10-12	Senior High School	18 years

The following sources of data are 1 English teacher from a formal setting and 1 teacher from an informal setting. The names provided above are pseudonyms the researcher has used to pay tribute to the sources and protect their privacy.

This research uses interviews for data collection that would be used in this research. This research uses semi-structured interviews. Semi-structured interviews can be further used for data feasibility with more clarity. In this situation, asking people for their stories, talking and listening to them is the only way to generate the data and information the researcher needs (Ruslin et al., 2022). The purpose of semi-structured interviews is to find problems openly and to find out the opinions and ideas of the interviewees during the learning process by using gamification in English language learning.

The following are the steps in the interview:

- a. Design interview questions. Once the issue to be researched has been set, the second aspect is designing interview questions. The questions are specifically designed to probe the experiences, views, perceptions of the interviewees in depth.
- b. Interview question validation. Before use of the interview list. The interview list should be validated by experts or supervisors to test their clarity, relevance, and suitability for the research aim. The list of the interview was validated by the researcher to the expert lectures, 1 lectures expert in instructional design and 1 lecture expert in technology based English teaching.
- c. Scheduling the researcher contacted the 2 respondents one by one and determined the day to conduct the interview.
- d. Conducting interviews with interviewees according to the schedule. During the interview, the researcher prepared a cellphone to record the interview. Interviews lasted about 10-20 minutes.
- e. Transcription. After the interviews have been conducted, the recordings must be transcribed into text. This process is very important so that the data can be analyzed more easily.
- f. Interview data analysis. Data analysis that was taped is secondary. Coding techniques are primarily employed by most researchers to determine themes, patterns and categories corresponding to what the interviewees were answering.
- g. Reporting. The final stage is preparing a research report that consists of the background of the research, research objectives, research design, interview results (themes of findings), and discussion of interview findings.

On the data analysis of this research using thematic analysis. TA is a method for systematically identifying, organizing, and offering insight into patterns of meaning (themes) across a data set (Braun & Clarke 2012).

1. Becoming Familiar with the Data. Common to all forms of qualitative analysis, this phase involves becoming familiar with the data by reading and rereading text data.
2. Developing Initial Codes. Organized analysis of the data through coding.
3. Searching for Themes. Starts to take shape as you progress from codes to themes.
4. Checking Potential Themes. A recursive process where the developing themes are compared with the coded data and entire data set.
5. Naming and Defining Themes. Should be capable of articulating clearly what is unique and particular about each theme.
6. Writing the Report. Although the final phase of analysis is the writing of a report in the form of a journal article or a dissertation, it is not a phase that is only begun at the end.

Data validity used in this study researchers use trustworthiness. The trustworthiness of qualitative data is determined by how much the data, analysis, interpretation, and methodological procedures (Bassey, 1999) as cited in (Albalhareth et al., 2022). The use of trustworthiness in evaluating qualitative methods has a historical background.

1. *Credibility*. The researcher invites respondents or participants to confirm the data obtained by

the researcher. Member checking can guarantee that the researcher's interpretation of the data is aligned with participants' experiences and intentions.

2. *Transferability*. While qualitative research does involve intense, intensive study of a few people, qualitative research has a tendency to diffuse out of the context in which the research was conducted.
3. *Dependability*. The data collected should be consistent and yield the same results when collection is done by different people or at different times. Good documentation of data collection, analysis, and interpretation is important in order to ensure dependability and transparency.

Confirmability. Present clear research results, for example, raw facts and meanings, to allow others to evaluate findings. Data completeness entails relevant comments and findings.

RESULT AND DISCUSSION

RESULT

1. Preparation

This section presents how teachers prepare for learning using Wayground.

Utilizing The Wayground Feature to Adapt and Create Relevant Material

Utilizing the Wayground feature, we can adaptively create and present materials that are relevant and engaging for students.

Data 7/IK5

"I don't usually save and download right away, because there is a feature or menu for saving and editing, so I usually adopt and adapt the questions on Wayground."

Data 8/IK6

"For example, the 11th grade preferences material... we open them one by one and see which ones are most suitable and in line with what we have previously conveyed to the children."

The interview findings indicate that teachers prefer to adapt and personalize ready-made Wayground materials rather than using them directly. One teacher (Data 7/IK5) said that they usually use the edit feature to modify questions before using them, so that the content suits their teaching needs. Another teacher (Data 8/IK6) explained that they carefully review quizzes such as those related to 11th grade material to select the ones that best align with what has been taught in class. This response indicates that teachers value Wayground's flexibility in customizing content to align with the curriculum and students' learning levels.

2. Implementation

In this theme, researchers will explore how English teachers can best strategize and integrate Wayground into our English learning curriculum, with the ultimate goal of improving student motivation and learning outcomes.

a. Wayground Increases Student Engagement and Interest in Learning

Wayground can be an effective solution to increase student engagement and interest in learning.

Data 1/REP1

"In my opinion, Wayground is one of the platforms that teachers can use to engage students in class and make them interested in learning activities."

Data 2/IK1

"When I conduct interactive quizzes, they are more enthusiastic because they can compete with their friends"

Teachers' responses suggest that Wayground contributes to increased student engagement and interest in English learning. One participant (Data 1/REP1) emphasized that Wayground creates an attractive and enjoyable classroom atmosphere, encouraging students to become more active. Another teacher (Data 2/IK1) noted that the competitive element of quizzes motivates students to participate enthusiastically, especially when they can compare scores with peers. Overall, Wayground fosters a more dynamic learning environment that supports active student involvement.

b. Wayground Increases Student Participation and Motivation

Wayground is proven to be able to increase student participation and motivation in the learning process.

Data 2/REP2

"Wayground itself is quite interesting for students... it's more engaging and there are points to be earned, so they enjoy it."

Data 3/REP3

"Because children nowadays are used to being friends with gadgets, they are more interested and more active and not reluctant..."

Data 4/IK2

"They are more enthusiastic... then we can show the results of the game to the children who got the highest scores, and that can motivate students to study harder."

The findings reveal that Wayground enhances students' motivation and participation in English learning. Teachers explained that the platform's attractive design and point-based system encourage students to engage more actively (Data 2/REP2). In addition, students' familiarity with digital devices makes them more comfortable and responsive during learning activities (Data 3/REP3). Showing quiz results and top scores also serves as a motivational strategy, as students become eager to improve their performance (Data 4/IK2). These elements collectively support increased student motivation in a way that aligns with their learning habits.

c. Student Collaboration in Technology-Based Learning to Enhance Students' Social and Digital Skills

Student collaboration in technology-based learning can significantly improve their social and digital skills.

Data 11/REP6

"When they work in groups, they are better able to collaborate with each other... students are also guided to learn about technology, so they are accustomed to collaborating with their friends."

The use of Wayground in group-based activities encourages collaboration among students. One teacher (Data 11/REP6) observed that students work more effectively together when completing quizzes in groups, while simultaneously becoming more familiar with digital tools. This collaborative setting supports not only teamwork and communication but also the development of students' digital literacy through shared learning experiences.

d. Flexibility of Wayground Function in Supporting Various Learning Activities

Wayground's flexible functionality allows adaptation to support a wide variety of learning activities.

Data 14/IK8

"Wayground can actually be used as an icebreaker... the content is a review of the previous material, so it can be used."

Data 15/IK9

"In Wayground, there are three types of files... PowerPoint... PDF... quizzes... all of which we can apply to the children."

Teachers perceive Wayground as a flexible instructional tool that can be applied for multiple classroom purposes. One teacher (Data 14/IK8) mentioned its use as an icebreaker through review activities, helping students recall previous material at the beginning of lessons. Another teacher (Data 15/IK9) highlighted Wayground's ability to support various file formats, including PowerPoint, PDF, and quizzes. These features allow teachers to adapt learning activities according to different instructional needs, making Wayground a versatile platform in English classrooms.

e. Wayground as a Multiskill Platform for English Language Learning

Wayground can be used as a multifunctional platform to hone diverse skills in English learning.

Data 16/IK10

"I think that's enough... We can acquire these four language skills and use them for learning in the classroom."

Teachers believe that Wayground can support the development of the four main English skills: listening, speaking, reading, and writing. As expressed by one participant (Data 16/IK10), the platform is suitable for classroom use and adaptable to different skill-focused activities. This indicates that Wayground is not limited to grammar or vocabulary practice but can be designed to facilitate broader language skill development in engaging ways.

3. Assessment

Assessment is not merely about assigning grades, but also about understanding students' learning progress and identifying areas that require improvement.

a. Wayground as a Tool for Monitoring Student Understanding

Wayground is an effective tool for monitoring student understanding in an immediate and ongoing manner.

Data 9/REP5

"One of the contributions of Wayground in helping students is to find out what level they are at or how far their understanding has progressed... this can be evaluated from there."

Data 10/IK7

"I have used [the report feature] several times, but not always... so far, yes [there has been improvement], although the results are not as significant as before... yes, at least there has been an increase."

The findings show that Wayground helps teachers track students' learning progress through formative assessment practices. Teachers use quiz results and report features to identify students' levels of understanding and evaluate learning outcomes (Data 9/REP5). Although the improvement observed is sometimes gradual, the reporting feature allows teachers to monitor progress over time and adjust instruction accordingly (Data 10/IK7). This highlights Wayground's role in supporting ongoing assessment rather than solely summative evaluation.

b. Wayground as an Interactive Tool for Real-time Diagnosis Teaching

Wayground serves as an effective interactive tool for conducting live and real-time learning diagnosis. Wayground serves as an effective interactive tool for conducting live and real-time learning diagnosis.

Data 12/REP8

"Sometimes they ask questions right away... so I know that they don't understand this part yet."

Data 13/REP9

"So they work on one question, get the answer right away, and then they ask, 'Why is the game like this?' So at that point, I immediately insert the material."

Teachers utilize Wayground to identify learning problems instantly during classroom activities. When students ask questions immediately after completing quiz items, teachers can recognize areas of misunderstanding in real time (Data 12/REP8). Additionally, instant feedback encourages students to reflect on their answers, prompting discussion and immediate clarification by the teacher (Data 13/REP9). This demonstrates that Wayground supports real-time diagnostic teaching, allowing teachers to respond promptly to students' needs and enhance the effectiveness of formative assessment.

DISCUSSION

Based on the researcher's findings in the field, various dynamics emerged in English language learning through the implementation of quiz gamification. Almost all teachers who use gamification such as Wayground, show variations in how to manage the learning process and student engagement in the classroom. This phenomenon is the focus of this research study. The researcher sees that teachers' perceptions of the use of quiz gamification in English classes have an influence on students' motivation, participation and understanding during the learning process.

1. Preparation

Based on the research data, teachers showed positive perceptions towards preparing to use Wayground in English language learning. They actively utilized the adaptation and personalization features to modify the available materials, ensuring the content was relevant to the curriculum and students' level of understanding. This flexibility was appreciated by teachers as it allowed them to create effective and personalized learning materials, instead of using ready-made content directly.

The interview results show that teachers do not use Wayground materials directly, but rather adapt and customize them to their classroom needs. The edit feature that Wayground provides gives teachers the flexibility to change or customize the content. This shows the pedagogical awareness of teachers as material designers, not just passive users, who ensure the questions used are relevant to learning objectives and student understanding.

Wayground's flexibility in material editing and customization is highly appreciated by teachers. This feature allows teachers to compose quizzes that are more contextualized, according to local needs and student learning styles, rather than simply taking generic material. Thus, Wayground functions not only as a digital question bank, but also as a pedagogical tool that supports more targeted, focused and adaptive learning strategies. This ability to modify content makes Wayground a relevant tool for an effective and contextualized learning process, in line with the view of (Fadiyah et al., 2023) that teachers can be creative in making questions tailored to student needs and learning objectives. This also supports the statement of Sulindra et al. (2023) that Wayground can be used as a tool that allows educators to provide learning that is easy, fun, and achieves the expected learning objectives.

This content adaptation reflects the active role of teachers as learning designers in the digital era, who not only use technology for convenience, but also because it supports effective learning practices and is relevant to students' needs in the classroom. The successful use of Wayground relies

heavily on the teacher's ability to manage and customize the available content, not solely on its gamification features.

2. Implementation

The results showed that the implementation of Wayground had a positive impact on students' motivation, engagement and participation in English learning thanks to its interactive and competitive format. In addition, Wayground is considered flexible as it can be used for a variety of activities and supports the development of students' language and collaboration skills. However, the main challenge faced is infrastructure constraints, specifically internet connection issues that can disrupt the smooth running of the learning process.

a. Wayground Increases Student Engagement and Interest in Learning

The used of Wayground is proven to significantly increase students' engagement and interest in English learning through its interactive and competitive gamification design. Features such as points, competition and real-time feedback motivate students to actively participate. This success is also supported by 'Generation Z' students' familiarity with the digital interface, which reduces barriers to use. Wayground also changed the classroom dynamic from teacher-centered to active student participation, encouraging a more constructivist approach to learning.

These findings align with existing literature on gamification in education. (Rahmah & Saragih, n.d.) also found that Wayground significantly increased students' interest in English learning, while Maharani et al. (2024) highlighted its ability to increase motivation and engagement through interactive features, making it more engaging than traditional methods. The consistent positive impact observed across various studies underscores the effectiveness of Wayground as an educational tool to foster students' enthusiasm and active participation in language classes.

In conclusion, the empirical evidence from this study, supported by previous research (Maharani et al. 2024) firmly establishes Wayground as an effective gamification platform to increase students' engagement, motivation and interest in English language learning. Its interactive and competitive design successfully creates a dynamic learning environment that encourages students' active participation.

b. Wayground Increases Student Participation and Motivation

The used of Wayground significantly increased student motivation and participation in English learning. Teachers agreed that gamification features such as the point system and engaging visuals made students more enthusiastic and active. In addition, students' familiarity with technology and digital devices is also a major supporting factor that reduces their reluctance to learn, thus increasing comfort and active participation.

The competitive aspect of Wayground also proved to be highly motivating. Teachers noted that students became 'more enthusiastic... then the results of the game we can also show the children who got the highest score well that can motivate students to learn more.' This feature sparked a spirit of healthy competition, encouraging students to study harder to achieve the best results. This finding is supported by Yanuarto and Hastinasyah (2023) who stated that the competition-like appearance of quizzes with point rankings makes students more active and competitive, creating a fun learning atmosphere and increasing enthusiasm.

Overall, the use of Wayground significantly increased students' motivation and participation in English learning. Gamification elements such as the points system and attractive visual displays, coupled with competitive features and alignment with students' digital habits, create a dynamic learning environment and encourage students' active engagement emotionally and cognitively.

c. Student Collaboration in Technology-Based Learning to Enhance Students' Social and Digital Skills

Based on the interview results, the use of Wayground in group activities significantly improved students' collaboration skills. The teacher explained that when working in groups, students become "more able to collaborate", discuss, and solve problems together. This activity not only builds social

skills, but also familiarizes students with using technology productively, thus developing 21st century skills such as teamwork and digital literacy.

Wayground, in this context, becomes a tool that supports active and collaborative learning in the classroom. This finding is in line with Nugroho et al. (2025) who found an increase in students' collaboration and communication skills as evidenced by their increased involvement in lectures. In addition, Urbanus (2024) also supported that technology encourages collaboration between teachers and students through various digital learning platforms.

In conclusion, the use of Wayground in the context of group work has a positive impact on the development of students' collaborative abilities and digital literacy. Through group activities, students not only learn to solve problems together, but also hone their communication, teamwork and problem-solving skills. This activity also familiarizes students with using technology productively in the learning process. Thus, Wayground functions not only as an evaluation tool or learning media, but also as a means to equip students with essential 21st century skills, such as collaboration and the use of technology in an educational context.

d. Flexibility of Wayground Function in Supporting Various Learning Activities

Based on the interviews, Wayground is a very flexible tool. Apart from being an evaluation, Wayground can be used as an icebreaker to start a lesson. Its flexibility is also supported by its ability to integrate various file formats such as PowerPoint and PDF, thus allowing teachers to create a more dynamic and customized learning experience.

Overall, Wayground proved to be a versatile tool that supports teaching and learning. Teachers can use it not only for assessment, but also for starter activities, reinforcement of material, as well as delivery of content in various forms. This flexibility makes Wayground an effective medium in English language learning, especially in creating an interactive and adaptive classroom to students' needs. This finding is in line with Rahmania et al. (2023) who highlighted the features of Wayground in increasing student motivation and engagement, as well as Fadiyah et al. (2023) which states that Wayground features can create innovation and efficiency in learning media. Wayground's ability to integrate various learning resources without the need to switch platforms also supports learning approaches that combine media, strategies, and content according to student needs, in line with learning models such as flipped classrooms and blended learning that increase student engagement and motivation (Urbanus, 2024)

e. Wayground as a Multiskill Platform for English Language Learning

Based on the interviews, teachers believe that Wayground is a flexible tool that can be used to support mastery of the four main skills of English: listening, speaking, reading and writing. Teachers can customize the design of questions and activities on this platform, for example by creating text comprehension questions for reading or sentence construction exercises for writing. This shows that Wayground can be utilized holistically to develop various aspects of language skills.

This finding is in line with Bakri & Satria (2025) who stated that Wayground can help students develop English skills comprehensively, including speaking, writing, listening, and reading, through its features. In addition, (Inayati & Waloyo, 2022) also support that Wayground can serve as an interesting and fun learning and assessment media. These teacher perceptions reflect that Wayground is not just a quizzing tool, but a learning medium that can be integrated with various linguistic objectives, demonstrating the potential for creative use of digital technology to support an integrated skills approach in language teaching. With the right approach, teachers can design Wayground-based activities that support the development of integrated language skills, creating a more comprehensive and relevant learning experience for students.

3. Assessment

The results show that Wayground functions effectively as an assessment tool in English language learning, helping teachers monitor students' progress and understanding in real-time through the available report features. The platform also facilitates interactive teaching diagnosis, where students' confusion can be directly identified and responded to by the teacher. Therefore, Wayground not only

acts as an assessment tool, but also as a formative instrument that allows teachers to adjust their teaching strategies more responsively.

a. Wayground as a Tool for Monitoring Student Understanding

Based on the interview results, Wayground is an effective tool for monitoring student understanding and progress. With the results and report features, teachers can identify the parts of the material that have been mastered and those that need to be improved, thus allowing real-time adjustments to teaching strategies. This makes Wayground an important formative evaluation medium in supporting the gradual improvement of student learning.

With the data obtained from Wayground, teachers have a more concrete basis for assessing student understanding and making more targeted instructional decisions. This is in line with Daryanes (2023) who state that Wayground is not only an evaluation tool, but also a means to encourage active student participation, build competitive skills, and provide tools for teachers to support students' individual needs in the learning process. Wayground's ability to provide real-time student performance data is a major advantage that allows teachers to adjust teaching methods or materials based on the results obtained.

In conclusion, Wayground plays an important role as a formative evaluation tool that helps teachers monitor and assess students' level of understanding in real-time. Features such as scores, rankings, and quiz result reports provide a concrete picture of students' mastery of the material, allowing teachers to identify areas that require reinforcement or remedial work. The ability to provide instant reports also makes it easier for teachers to adjust teaching strategies in a more targeted manner. Thus, Wayground serves not only as a knowledge testing tool, but also as a means of pedagogical reflection that supports data-driven instructional decision-making.

b. Wayground as an Interactive Tool for Real-time Diagnosis Teaching

Based on the interviews, Wayground serves as more than just an evaluation tool; it encourages interaction and direct reflection in learning. After students have answered the questions, teachers seize the moment to identify material that has not been understood. Students often ask questions right away, which provides an opportunity for the teacher to provide real-time additional explanation and spark discussion, thus deepening students' understanding of the material.

Overall, Wayground serves as a tool that helps teachers create active, interactive and reflective learning. The interaction that arises after answering questions becomes a bridge for teachers to adjust teaching directly, making learning more meaningful and student-centered. This is in line with Fadiyah et al. (2023) who state that Wayground has interactive properties that prioritize cooperation, communication, and can cause interaction between students and teachers.

Wayground is an effective interactive evaluation tool. In addition to assessing student understanding, Wayground encourages classroom discussion and reflection. Spontaneous student responses help teachers identify learning difficulties and provide additional explanations directly, creating a dynamic and student-centered learning environment.

Based on the research data, the use of Wayground made a significant contribution to English language learning. In the preparation stage, teachers actively modified the available materials, demonstrating their role as flexible and pedagogically aware material designers. The implementation of Wayground managed to increase students' motivation and participation thanks to its interactive format, despite being constrained by internet connection issues. Meanwhile, as an assessment tool, Wayground functions effectively to monitor students' understanding in real-time and allows teachers to adjust teaching strategies responsively. Overall, Wayground is a comprehensive tool to improve learning effectiveness although it requires adequate infrastructure support.

CONCLUSION

This chapter is the last part of this study. It is about the conclusion and the recommendation. Conclusion refers to the summary of what is found of the analysis in this study. Recommendation refers to what the study can suggest to the future study.

Based on the findings of the research, the use of Wayground had a significant impact on English language learning from various aspects. During the preparation stage, the teachers demonstrated positive attitudes by actively making the available content student-needs relevant, indicating their role as pedagogically oriented material designers. The execution also succeeded in enhancing students' motivation and participation because of the interactive and competitive gamification process. Besides, the platform is extremely flexible, allowing for the development of collaboration skills and other educational activities. Nevertheless, the main implementation challenge is infrastructural constraints such as internet connectivity, which has a tendency of inhibiting the smoothness of the process.

For evaluation, Wayground is excellent for formative assessment with the potential of allowing teachers to monitor students' comprehension in real-time through the reports provided. In addition, Wayground facilitates interactive teaching diagnosis, where student confusion can be directly resolved by the teacher. Thus, the website not only evaluates learning outcomes, but also serves as a useful tool for adjusting teaching methods. Overall, these findings indicate that Wayground functions not only as a learning platform, but also as an integrated pedagogical, instructional, and assessment tool in English language learning. This makes Wayground a comprehensive tool for optimizing learning effectiveness.

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