Students' Perceptions of the Use of Wordwall and ZepQuiz Integrated into the Think-Pair-Share Strategy in English Learning

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Abstract

This study investigates students' perceptions of the integration of Wordwall and ZepQuiz into the Think-Pair-Share (TPS) strategy in English learning. Speaking is recognized as one of the most challenging skills for vocational high school students, requiring not only vocabulary and grammar but also confidence and fluency. To address these challenges, digital platforms such as Wordwall and ZepQuiz were combined with the TPS cooperative learning strategy to provide an interactive and collaborative classroom atmosphere. A mixed-methods approach was employed, with quantitative data collected from pre-test and post-test speaking assessments, and qualitative data gathered through open-ended questionnaires. The study involved 25 tenth-grade students of SMK NU 1 Karanggeneng in the 2024/2025 academic year. Findings revealed that students expressed highly positive perceptions of the integration, with overall mean scores above 4.0 across components, including digital media, affective factors, collaborative learning, and improved experience. Qualitative responses confirmed that students felt more motivated, confident, and engaged in the learning process, appreciating the combination of structured TPS steps with the interactivity of digital platforms. The study concludes that the integration of Wordwall and ZepQuiz into TPS fosters a supportive, motivating, and student-centered learning environment that enhances students' willingness to participate in speaking activities. These results highlight the importance of considering learners' perceptions in implementing instructional innovations, offering valuable implications for teachers and student

Keywords: students' perceptions, Wordwall, ZepQuiz, Think-Pair-Share, speaking skills

Introduction

Learning English as a foreign language in Indonesia still faces challenges, especially in speaking skills. Students often struggle with limited vocabulary, low confidence, and speaking anxiety. Teacher talk plays an essential role in facilitating classroom interaction and shaping students' opportunities to practice English(Irmayani & Sofeny, 2017). To overcome these issues, teachers need to integrate innovative strategies and digital media(Rahmawati et al., 2024).

Speaking is one of the fundamental skills in English learning because it plays a significant role in enabling students to express their thoughts, feelings, and ideas in real communication contexts. For vocational high school students, speaking competence is particularly essential as it prepares them for future workplace demands, where communication skills are highly valued. However, speaking remains a challenging skill for most learners since it requires the integration of vocabulary mastery, fluency, pronunciation, and confidence simultaneously

(Brown, 2004). Many students still face difficulties such as hesitation to speak, limited lexical resources, and low motivation, which lead to poor performance in oral communication. This indicates the need for innovative strategies and media that can engage students more actively in the speaking process.

One of the cooperative learning strategies that has been proven to encourage student interaction and participation is Think-Pair-Share (TPS). Developed by Apriyanti and Ayu, (2020) TPS emphasizes three structured steps: thinking individually, discussing with a partner, and sharing with the whole class. This approach not only supports students in developing their ideas but also reduces anxiety and creates a supportive environment for oral communication. Previous studies have confirmed the effectiveness of TPS in enhancing collaborative learning, building confidence, and improving speaking skills (Huyen & Lan, 2021;Raba, 2017). In English classrooms, TPS has been widely adopted as a method to foster active learning and student-centered communication.

In parallel with learning strategies, the integration of digital platforms in language learning has become increasingly relevant in the 21st century. Technology-based media have been reported to increase student engagement, motivation, and autonomy in the learning process. Among these, Wordwall and ZepQuiz have emerged as interactive tools that can enhance learning experiences. Wordwall provides teachers with opportunities to design game-based activities that stimulate vocabulary enrichment and practice in a fun way (Manurung & Ria, 2018; Mursyidin et al., 2022). Meanwhile, ZepQuiz offers real-time quizzes that promote competition, collaboration, and immediate feedback, which can significantly contribute to learners' motivation and speaking practice (Saputra et al., 2024). By integrating these platforms with TPS, teachers can create an engaging and structured environment that combines collaboration with interactivity. Appropriate feedback and innovative learning strategies are crucial since they not only enhance students' performance but also improve the overall quality of the learning process (Zahro, 2023).

The findings of previous studies suggest that the integration of innovative learning media, such as Wordwall and ZepQuiz, within the Think-Pair-Share strategy can be more effective in enhancing students' English learning compared to traditional instruction, and students' perceptions play a crucial role in determining this effectiveness (Sofeny, 2015). Although several studies have reported the benefits of TPS and digital media in English learning, the majority of existing research has concentrated on the effectiveness of these strategies in improving students' performance quantitatively, such as their test scores or speaking proficiency levels (Manurung & Ria, 2018). However, fewer studies have explored how students actually perceive the integration of these tools into classroom practice. In fact, students' perceptions are crucial because they provide insights into learners' experiences, motivation, and willingness to engage in innovative

learning environments. Positive perceptions can encourage active participation and better outcomes, while negative perceptions may hinder the success of instructional innovation despite its potential effectiveness.

Based on this research gap, the present study aims to investigate students' perceptions of the use of Wordwall and ZepQuiz integrated into the Think-Pair-Share strategy in English learning. By focusing on learners' perspectives, this study not only addresses the limitations of previous research but also contributes to a deeper understanding of how digital platforms combined with cooperative strategies can support students' speaking skill development. The findings are expected to provide valuable implications for English teachers and future researchers in designing innovative, student-centered, and engaging speaking activities.

Literature Review

Speaking Skill in English Learning

Speaking is a central component of English language learning because it allows learners to convey ideas and interact effectively in real communication. According to Brown, (2004) speaking is considered the most complex skill since it integrates vocabulary, pronunciation, grammar, and fluency. (Apriyanti & Ayu, 2020) adds that students often find speaking more challenging than other skills due to anxiety, lack of confidence, and limited exposure to authentic communication. Previous studies have shown that students in vocational high schools particularly struggle with oral performance because they rarely practice speaking in interactive contexts (Harmer, 1987) Many students often feel anxious and lack confidence when asked to speak in English, which affects their fluency and accuracy (Suhartono et al., 2017). These findings underline the need for strategies and media that promote confidence and provide opportunities for frequent speaking practice.

Think-Pair-Share (TPS) Strategy

The Think-Pair-Share strategy, introduced by Apriyanti and Ayu, (2020) has been widely used in cooperative learning. TPS involves three main steps: individual thinking, pair discussion, and class sharing. This strategy encourages student engagement, fosters collaborative learning, and reduces speaking anxiety by providing learners with time to prepare their ideas before speaking (Raba, 2017) Research on TPS has demonstrated its effectiveness in promoting interaction and improving speaking performance. However, despite its effectiveness, TPS implementation may face challenges such as students' varying levels of participation or lack of enthusiasm if not supported by engaging media.

Wordwall as a Digital Learning Tool

Wordwall is an online platform that enables teachers to design interactive and game-based activities. Studies have highlighted its role in increasing motivation and supporting language practice. (Manurung & Ria, 2018) found that Wordwall activities can effectively enhance vocabulary mastery and provide students with enjoyable learning experiences. Wordwall promotes students' involvement and reduces boredom during English classes. Although research indicates positive outcomes, most studies have emphasized cognitive gains such as vocabulary improvement, while fewer studies have explored learners' affective perceptions of using Wordwall in speaking-oriented activities.

ZepQuiz as a Real-Time Quiz Platform

ZepQuiz is another interactive tool that allows teachers to conduct live quizzes and assessments. Its real-time features make it possible for students to receive immediate feedback, thereby improving their learning motivation. Emphasized that digital quiz platforms, including ZepQuiz, increase classroom interaction and create a dynamic atmosphere. Previous research has demonstrated that quiz-based learning enhances student engagement and strengthens collaborative participation (Cho & Back, 2025). However, similar to Wordwall, most studies on ZepQuiz have focused on learning effectiveness rather than students' perceptions, leaving a gap in understanding learners' subjective experiences of this platform.

Students' Perceptions in Language Learning

Learners' perceptions are an essential factor in determining the success of teaching innovations. According to Fraenkel et al., (2012) positive perceptions toward instructional strategies foster motivation, while negative perceptions may hinder students' participation (Quirk et al., 2019). Further argue that affective factors such as attitudes, motivation, and interest strongly influence language learning outcomes. Previous studies on students' perceptions of digital learning media generally indicate favorable responses, as learners appreciate interactive and engaging platforms. Nonetheless, few studies have specifically investigated how students perceive the integration of Wordwall and ZepQuiz within cooperative learning strategies such as TPS.

Research Gap and Contribution

Based on the reviewed studies, it can be concluded that TPS has been proven effective in encouraging student participation and improving speaking skills. Likewise, Wordwall and ZepQuiz have shown positive impacts on motivation, engagement, and learning outcomes. However, most previous research has focused primarily on the effectiveness of these tools and strategies in quantitative terms,

while little attention has been paid to students' perceptions of their integration in speaking instruction. This indicates a clear research gap. The current study contributes by addressing this limitation, exploring how students perceive the use of Wordwall and ZepQuiz within the TPS strategy in English learning. By doing so, it provides deeper insights into the affective and experiential aspects of digital media integration in collaborative learning environments.

Research Methods

This study employed a mixed-methods approach combining both quantitative and qualitative data to explore students' perceptions of the use of Wordwall and ZepQuiz integrated into the Think-Pair-Share (TPS) strategy in English learning. The design allowed the researcher to obtain a comprehensive understanding of the effectiveness of the integration and how students experienced it in the classroom. The quantitative data were collected from pre-test and post-test to measure students' speaking improvement, while the qualitative data were obtained through open-ended questionnaires focusing on students' perceptions.

The research was conducted at SMK NU 1 Karanggeneng in the academic year 2024/2025. The population of this study consisted of all tenth-grade students of the vocational high school, while the sample was drawn purposively from one class consisting of 25 students. The sample was selected based on accessibility and relevance to the speaking course being taught.

The data collection techniques involved two main instruments. First, speaking tests were administered before and after the implementation of the treatment to evaluate students' speaking performance. The tests were assessed using Brown's (2004) speaking rubric, covering pronunciation, grammar, vocabulary, fluency, and comprehension. Second, an open-ended questionnaire was distributed to gather students' perceptions after experiencing the integration of Wordwall and ZepQuiz in TPS activities. The questionnaire items were designed to elicit responses related to motivation, engagement, affective factors, and overall impressions of the learning process.

In terms of operational definition of variables, the independent variable of this study was the integration of Wordwall and ZepQuiz into the Think-Pair-Share strategy, while the dependent variable was students' perceptions of the learning experience. Perceptions were defined as students' affective and cognitive responses toward the learning process, including their motivation, interest, confidence, and attitudes toward the strategy and media used.

The procedure of the research was conducted in several steps. First, the researcher carried out a pre-test to measure the students' initial speaking performance. Second, the teaching intervention was implemented, in which Wordwall and ZepQuiz were integrated into TPS activities during the speaking

lessons for several meetings. Third, a post-test was conducted to examine the improvement in speaking skills after the treatment. Finally, students were given an open-ended questionnaire to provide feedback and express their perceptions about the integration of the two digital platforms with TPS.

For data analysis, the quantitative data obtained from the pre-test and post-test were analyzed using SPSS version 21. Descriptive statistics, normality tests, and paired sample t-tests were applied to determine whether there was a significant difference in students' speaking performance before and after the treatment. Meanwhile, the qualitative data from the questionnaires were analyzed using thematic analysis, in which students' responses were categorized into themes such as motivation, collaboration, affective factors, and digital media. The integration of both quantitative and qualitative results provided a more comprehensive understanding of the research findings.

Findings and Discussion

Findings

To explore students' perceptions toward the integration of Wordwall and ZepQuiz in the Think-Pair-Share (TPS) strategy, data were collected through an open-ended questionnaire distributed after the completion of the treatment. The questionnaire included items addressing several dimensions such as digital media, affective factors, collaborative learning, and improved experience. Students' responses were analyzed quantitatively in terms of mean scores and qualitatively through thematic analysis.

Table 1. Digital Media Integration in Speaking Skills

Item	Mean	Interpretation
Wordwall makes learning more fun	4.20	Positive perception
ZepQuiz helps me learn the material more	4.24	Positive perception
Wordwall helps me memorize vocabulary more easily	3.84	Fairly positive
ZepQuiz makes me think faster when answering oral questions	4.00	Positive perception
My pronunciation improved after practicing with Wordwall or ZepQuiz	3.76	Moderate perception

	Mean	Interpretation
Average	4.01	Positive perception

Students felt that ZepQuiz helped them understand material better and trained quick thinking, while Wordwall made learning more fun. Pronunciation improvement, however, was rated slightly lower.

Table 2. Affective Factors in Speaking Skills

Item	Mean	Interpretation
I feel more motivated to speak using Wordwall and ZepQuiz	4.00	Positive perception
I feel comfortable discussing with my partner before presenting	3.96	Positive perception
Think-Pair-Share makes me feel braver to speak	4.20	Very positive
I feel more confident in speaking English after using this method	4.04	Positive perception
Average	4.05	Positive perception

Students indicated that TPS supported by digital media increased motivation and reduced anxiety. Confidence and bravery to speak received the highest ratings.

Table 3. Collaborative Learning Through TPS

Item	Mean	Interpretation
TPS makes me more active in learning	3.92	Positive perception
I get many ideas from friends when discussing (Pair)	4.04	Positive perception
I am able to express my opinions more clearly after discussion	4.20	Very positive
I feel my speaking is more fluent when practicing TPS	3.92	Positive perception
Average	4.02	Positive perception

Students agreed that TPS encouraged cooperation and idea sharing. Expressing opinions clearly after discussion was rated the most beneficial.

Table 4. Improvement in Speaking Skills

Item	Mean	Interpretation
It is easier for me to express ideas orally after learning with TPS, Wordwall, and ZepQuiz	4.04	Positive perception
I had an improvement in overall speaking skill	4.16	Very positive
Average	4.10	Very positive

Over 80% of students felt that the integrated method improved their fluency, confidence, and ability to express ideas orally. Open-ended responses confirmed the positive trends. Students highlighted that Wordwall made vocabulary practice more engaging, ZepQuiz provided excitement through real-time quizzes, and TPS gave them the confidence to prepare, discuss, and share ideas. Overall, students felt more motivated, less anxious, and more engaged in speaking English.

The descriptive results showed that students' perceptions were highly positive.

Table 5. Students' Perceptions of Wordwall and ZepQuiz in TPS

Component	Mean	Interpretation
Digital Media	4.008	Positive Perception
Affective Factors	4.050	Positive Perception
Collaborative Learning (Tps)	4.020	Positive Perception
Improvement In Speaking Skills	4.100	Very Positive Perception
Overall Mean	4.045	Positive Perception

The table indicates that all components received mean scores above 4.0, reflecting favorable responses from students. The highest mean score (4.10) was found in the improved experience component, suggesting that students appreciated the integration of strategy and digital platforms as a whole. Affective factors also received high ratings, showing that students felt more motivated, confident, and comfortable when learning to speak through Wordwall and ZepQuiz in TPS activities.

Qualitative analysis of the open-ended responses further confirmed the positive trends. Many students reported that the learning atmosphere was more enjoyable and less monotonous. They highlighted that using Wordwall made learning vocabulary and practicing speaking more engaging, while ZepQuiz provided excitement through real-time competition and instant feedback. Students also appreciated the TPS structure, which allowed them to prepare ideas before speaking, collaborate with peers, and share confidently in class. Overall, the responses revealed that the integration increased students' willingness to speak, reduced anxiety, and enhanced engagement.

Discussion

The findings suggest that students hold positive perceptions toward the use of Wordwall and ZepQuiz integrated into the TPS strategy in English learning. The high mean scores in all components indicate that learners found the integration beneficial not only in terms of improving their speaking practice but also in creating a supportive and motivating classroom environment. This supports (Fraenkel et al., 2012) who emphasized that positive perceptions can foster motivation and active participation in language learning.

The role of digital media was particularly important in shaping students' perceptions. Wordwall and ZepQuiz transformed the classroom into a more interactive and engaging space, which aligns with (Manurung & Ria, 2018) who found that interactive media reduces boredom and increases student involvement. Similarly, the affective dimension of learning was strongly supported by the digital tools, as students expressed increased confidence and reduced anxiety. Positive classroom atmosphere and supportive feedback can significantly reduce students' speaking anxiety and encourage more active participation (Suhartono et al., 2017). This finding resonates Huyen and Lan (2021), who highlighted that affective factors significantly influence language learning outcomes.

In addition, the TPS strategy provided a structure that enhanced collaborative learning. By thinking individually, pairing with a partner, and sharing with the class, students were able to organize their thoughts and gain confidence before speaking publicly. Importantly, the improved experience was rated highest by the students, reflecting that the synergy between TPS and digital media was well-received. While previous studies have mainly focused on the effectiveness of TPS or digital media separately (Apriyanti & Ayu, 2020)This research provides new insights by exploring students' perceptions of their integration. The results fill a gap in the literature by demonstrating that learners not only benefit from improved performance but also enjoy and positively perceive the learning process when TPS is combined with Wordwall and ZepQuiz.

Therefore, the study contributes to the ongoing discussion on technology-enhanced cooperative learning by showing that students' perceptions play a vital

role in ensuring the sustainability of instructional innovations. Positive perceptions may lead to long-term acceptance and successful implementation of interactive strategies and media in language classrooms.

Conclusion

This study concludes that students hold positive perceptions of the use of Wordwall and ZepQuiz integrated into the Think-Pair-Share strategy in English learning. The findings demonstrate that the integration not only creates an engaging and interactive classroom atmosphere but also enhances students' confidence, motivation, and willingness to participate in speaking activities. Students particularly valued the improved learning experience, as TPS provided structure for collaboration and preparation, while the digital platforms added excitement and immediate feedback to the process.

The contribution of this study lies in addressing the gap in previous research, which has often focused on the effectiveness of TPS or digital platforms separately, while neglecting students' perceptions of their combined implementation. By highlighting learners' positive responses, this research provides practical implications for teachers seeking to integrate cooperative strategies with digital media in speaking instruction. However, the study was limited to a single class in one vocational high school, which may affect the generalizability of the findings. Future studies could expand the scope by involving larger and more diverse samples, exploring long-term impacts, and comparing perceptions across different contexts and digital platforms.

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