An Analysis of Wayground Application's Use as a Self-Study Tool at SMAN Jatinangor

Revi Nur Ridwan*[1], Eva Meidi Kulsum[2], Yulfi Tsaniya Fauziyyah[3]
[1,2,3]Universitas Ma'soem, Indonesia
E-mail: revinurr@gmail.com

Article Info
Article History
Received: 2025-10-07
Revised: 2025-11-13
Published: 2025-12-02

Keywords:
English Learning Media;
EFL;
Game Based Learning;
Students' Perception;
Wayground.

Abstract
The integration of digital learning tools has become increasingly vital in modern education, particularly to address issues of student disengagement and lack of motivation. The interactive aspects of Wayground, a game-based learning platform, are designed to increase student engagement and interest. This research aims to investigate Student Perception on the use of Wayground Application as English Learning Media in Class XI-8 at SMAN Jatinangor and to identify the problem they face when using it. A qualitative descriptive method was used involving 21 eleventh grade students as questionnaire respondents and 6 students for interviews. The questionnaire used in this study was adopted from Saputri (2022). Data were collected through a Likert scale questionnaire and semi structured interview. The findings reveal that students generally have a positive perception of Wayground in terms of convenience, excitement, and practicality. Most students agreed that Wayground is easy to use, enjoyable, and helpful in reviewing English material. However, the study also found several technical and affective barriers. Technical issues such as unstable internet and login problem distrupted learning, while affective barriers like time pressure and leaderboard anxiety reduced comfort. Despite these challenges, the interactive and game like nature of Wayground supported student engagement and motivation. The study implies that while Wayground is an effective learning tool, its implementation must consider both technical readines and student affective responses.

Artikel Info
Sejarah Artikel
Diterima: 2025-10-07
Direvisi: 2025-11-13
Dipublikasi: 2025-12-02

Kata kunci:
English Learning Media;
EFL;
Game Based Learning;
Students' Perception;
Wayground.

Abstrak
Integrasi alat pembelajaran digital telah menjadi semakin penting dalam pendidikan modern, khususnya untuk mengatasi masalah kurangnya keterlibatan dan motivasi belajar siswa. Aspek interaktif dari Wayground, sebuah platform pembelajaran berbasis permainan, dirancang untuk meningkatkan keterlibatan dan minat siswa. Penelitian ini bertujuan untuk menyelidiki persepsi siswa terhadap penggunaan aplikasi Wayground sebagai media pembelajaran bahasa Inggris di Kelas XI-8 di SMAN Jatinangor serta mengidentifikasi masalah yang mereka hadapi dalam penggunaannya. Metode yang digunakan adalah deskriptif kualitatif dengan melibatkan 21 siswa kelas XI sebagai responden kuesioner dan 6 siswa untuk wawancara. Kuesioner yang digunakan dalam penelitian ini diadaptasi dari Saputri (2022). Data dikumpulkan melalui kuesioner skala Likert dan wawancara semi-terstruktur. Temuan penelitian menunjukkan bahwa secara umum siswa memiliki persepsi positif terhadap Wayground dari segi kemudahan, kesenangan, dan kepraktisan. Sebagian besar siswa setuju bahwa Wayground mudah digunakan, menyenangkan, serta membantu dalam meninjau materi bahasa Inggris. Namun, penelitian ini juga menemukan beberapa hambatan teknis dan afektif. Hambatan teknis seperti koneksi internet yang tidak stabil dan masalah login mengganggu proses pembelajaran, sedangkan hambatan afektif seperti tekanan waktu dan kecemasan akibat leaderboard mengurangi kenyamanan. Meskipun terdapat tantangan tersebut, sifat interaktif dan berbasis permainan dari Wayground tetap mendukung keterlibatan dan motivasi siswa. Penelitian ini menyiratkan bahwa meskipun Wayground merupakan alat pembelajaran yang efektif, penerapannya harus mempertimbangkan kesiapan teknis serta respons afektif siswa.

I. INTRODUCTION

In recent years, one of the key challenges that educators face in today's classrooms is the diminishing motivation and engagement of students. This problem has become more pronounced with the over-reliance on traditional, teacher-centered teaching methods. In classrooms dominated by this traditional approach, students are often passive recipients of knowledge, with the teacher being the primary

source of information. As a result, students typically have limited opportunities to actively engage, express their opinions, or explore concepts independently. This lack of active participation stifles their development as creative and critical thinkers, hindering their curiosity and overall intellectual growth (Ryan & Deci, 2017). As students' engagement with the learning process declines, so does their intrinsic motivation, leading them to memorize facts without a deeper understanding of the material. This situation often results in disengagement, where students become reluctant to participate in class discussions, frequently disengage from the learning process, and, in some cases, perceive education as boring and irrelevant (Fredricks et al., 2004).

The shortcomings of traditional teaching methods are further compounded by strategies that fail to encourage student interaction or independent exploration. This makes it easier for students to forget what they have learned, as they don't have enough opportunities to actively engage with the material. Additionally, there is a growing mismatch between the conventional methods of teaching and the learning preferences of today's students, particularly the younger generations. The weaknesses of traditional strategies, such as rote memorization, lengthy lectures, and reliance on textbooks, have become more evident as student participation in class declines. These approaches are increasingly outdated and no longer meet the needs of today's learners (Prensky, 2001). The learning styles of today's students, especially Generation Z (born 1997–2012) and Generation Alpha (born 2013–present), are shaped by their exposure to a digital, interactive, and fast-paced world. These students are accustomed to learning in an environment that is visually engaging, quick-paced, and often gamified, making traditional teaching methods seem obsolete and unappealing.

In particular, Gen Z learners have shown a preference for gamified learning experiences, especially through mobile applications, which align with their digital preferences. As Oates (2023) points out, this generation finds gamification in education particularly appealing, and it enhances their learning engagement. Students of today are more inclined toward immersive, technology-based learning environments that provide brief, interactive learning experiences with immediate feedback (Kirschner & Stoyanov, 2020). This shift in students' learning preferences has prompted teachers to seek innovative approaches that integrate modern technology into the classroom to enhance student engagement and meet their digital habits.

In response to these challenges, many educators have begun to implement modern educational technology in their teaching practices. The goal is to better engage students and align with their digital behaviors and preferences (Schindler et al., 2017). Numerous online platforms and applications, such as Wayground, Kahoot, Duolingo, and Sporcle, provide game-based learning opportunities that encourage active participation and motivation (Zarzycka-Piskorz, 2016). These applications also support independent learning by allowing students to reinforce and practice concepts outside the classroom, which can help them retain information more effectively (Wang & Tahir, 2020). Moreover, many of these platforms offer real-time tracking and analytics, enabling teachers to monitor students' progress and adjust their teaching strategies based on individual performance (Licorish et al., 2018).

One such platform, Wayground, has gained significant popularity among educators for its ability to combine game-based elements with educational content. Unlike many other applications that focus solely on entertainment or assessment, Wayground offers a comprehensive learning experience that includes student engagement, progress tracking, and motivation. This has made Wayground particularly appealing to teachers who are seeking dynamic and interactive learning resources that cater to the needs of modern students. The platform's increasing use in classrooms reflects the growing demand for tools that make learning more engaging and interactive.

Wayground is especially beneficial for improving English language proficiency. As Zhao (2019) notes, Wayground is a user-friendly, interactive platform that integrates game-based learning, allowing students to engage in multiplayer online games while simultaneously improving their language skills. This gamified approach not only makes learning enjoyable but also enhances student motivation and keeps them engaged in the learning process. Furthermore, the platform provides instant assessment results, which help teachers and students monitor progress in real time, making it an efficient tool for tracking performance.

A study by Huang et al. (2018) highlights the importance of personalized learning experiences, such as those provided by platforms like Wayground. The ability to customize learning content based on individual proficiency levels ensures that students receive tailored support to address their specific needs. This personalized approach, combined with the flexibility of independent learning, makes Wayground an effective tool for enhancing student outcomes. Moreover, Wayground's accessibility allows students to review content at their own pace, making it a valuable resource for both in-class and out-of-class learning (Wang & Tahir, 2020).

Wayground's adaptability and appeal to digital-native students, particularly those from Gen Z and Gen Alpha, align with the learning preferences of today's youth. These generations are accustomed to a digital, interactive world, and traditional teaching methods often fail to capture their attention. By integrating Wayground into the classroom, teachers can provide a learning experience that is both engaging and aligned with students' technological habits (Prensky, 2001).

Several studies have already explored students' perceptions of Wayground. Dewi (2021) found that students, particularly during online learning, viewed Wayground as an effective tool for maintaining motivation and focus. However, the study focused primarily on college students using the app for distance learning during the COVID-19 pandemic. In contrast, Saputri (2024) conducted research on high school seniors and concluded that Wayground is a helpful and enjoyable platform that enhances learning, particularly for English language acquisition. This research showed that high school students appreciated Wayground's simplicity, enjoyment, and usefulness, highlighting its potential for fostering engagement.

Despite the positive feedback, there are still gaps in the research. For instance, Dewi's (2021) study was conducted during the pandemic when distance learning was the norm, whereas this study focuses on a post-pandemic classroom environment. Additionally, Saputri (2024) emphasized quantitative measures of academic performance, while this research aims to explore the qualitative aspects of student perceptions, including motivation and emotional engagement. By using surveys and interviews, this study intends to provide a deeper understanding of how students perceive the role of Wayground in their learning journey, offering insights into its potential to enhance motivation, engagement, and comprehension.

This research aims to investigate student perceptions of the Wayground application as an English learning medium in a traditional classroom setting. It seeks to explore how students perceive Wayground's role in motivating and engaging them, as well as identifying any challenges they encounter while using the platform. The findings are expected to offer valuable insights for educators on how to effectively incorporate Wayground into their teaching practices to enhance student learning experiences.

Through this research, it is anticipated that Wayground will be recognized not only as an educational tool but as a means of transforming traditional teaching methods into a more engaging and effective learning experience for students. The results of this study may serve as a guide for teachers seeking to adapt their teaching methods to better align with the digital preferences of today's students.

II. METHOD

This study employs a qualitative descriptive research design to investigate and understand students' perceptions of using the Wayground application as an English learning tool. According to Creswell (2014), qualitative research is an approach used to explore and comprehend the interpretations made by individuals or groups regarding a social or human phenomenon. This approach allows for an in-depth exploration of students' experiences and perspectives regarding the use of Wayground in their English learning process.

Qualitative descriptive research focuses on collecting data from participants within their natural settings, providing researchers with a comprehensive understanding of the phenomenon under study. Unlike quantitative research, which emphasizes numerical data and statistical analysis, qualitative research prioritizes the interpretation of participants' views, emotions, and actions. Creswell (2014) also highlights that qualitative research is inductive, meaning that themes and patterns emerge from the data rather than being predetermined. This approach enables researchers to collect detailed and descriptive data, making it particularly useful for exploring complex issues, such as how students perceive

the learning process when using digital tools like Wayground.

The research was conducted between January and April 2025 at SMA Negeri Jatinangor, located on Jalan Hegarmanah, Kec. Jatinangor, Sumedang Regency, West Java 45363. This location was chosen because it is a school where students are already familiar with the Wayground application as part of their English curriculum. Therefore, SMA Negeri Jatinangor provided an ideal setting for this study to explore students' perceptions of using Wayground in their English language learning.

The participants in this study were students from class XI-8 at SMA Negeri Jatinangor, enrolled in the 2024/2025 academic year. The focus of this study is on understanding their perceptions of using Wayground as an English learning tool. This particular class was selected to gain insights into how high school students engage with and perceive the use of a gamified learning platform like Wayground for enhancing their English proficiency.

To gather data, the researcher utilized two main data collection techniques: questionnaires and interviews. These methods were chosen to provide a comprehensive understanding of students' perceptions of using Wayground as an English learning tool.

The questionnaire used in this study was adapted from Saputri (2024) and was designed to measure students' perceptions of Wayground based on three key indicators: ease of use, enjoyment, and practicality. The questionnaire consisted of closed-ended questions and was divided into two sections. The first section gathered demographic information, such as students' names, class, and gender. The second section contained questions related to students' opinions on the usability, excitement, and practicality of using Wayground.

A Likert scale was applied to assess the responses from the questionnaire. This scale helped to measure the students' attitudes and perceptions, categorizing their responses from "strongly agree" to "strongly disagree." The use of the Likert scale provided a systematic way of analyzing students' perceptions and allowed for easy categorization of their feedback.

In addition to the questionnaire, the researcher conducted semi-structured interviews with a subset of participants. These interviews were used to obtain a more detailed understanding of students' experiences with Wayground. The interviews were semi-structured, meaning that while the researcher had prepared specific questions, there was flexibility for participants to elaborate on their responses. Purposive sampling was employed to select participants who could provide valuable insights into the research topic. The interview questions covered topics such as the convenience of using Wayground, how it compared with other educational tools, challenges faced by students, and suggestions for improvement.

The data obtained from both the questionnaire and the interviews were analyzed using a qualitative descriptive approach. According to Miles et al. (2014), qualitative data analysis is carried out in three stages: data collection, data display, and drawing conclusions. During the first stage, the researcher collected data at the research site using questionnaires and interviews. The collected data were then organized and analyzed carefully.

In the second stage, the data were presented in an organized and comprehensible format, such as tables, graphs, or narratives, to facilitate interpretation and drawing conclusions. The displayed data were intended to highlight patterns and trends in students' perceptions of using Wayground. In the final stage, the researcher drew conclusions based on the themes and patterns that emerged from the data analysis. These conclusions were supported by substantial evidence from both the questionnaire responses and interview data.

The questionnaire data were analyzed by applying the Likert scale, which allowed for categorizing students' responses into intervals such as "very positive" or "very negative." The interview data were processed by transcribing the recorded interviews, identifying relevant information, and providing a thorough explanation and analysis of the responses.

By combining qualitative and quantitative elements, this study provides a comprehensive understanding of students' perceptions of Wayground as an English learning tool. The results of this research are expected to offer valuable insights to educators on how to optimize the use of technology in education, improving teaching methods and enhancing students' learning experiences.

III. RESULT AND DISCUSSION

A. Result

Table.1 Questionnaire Results

Question	SA 5	A 4	N 3	D 2	SD 1	Total Score	Score Mean
Q1	10	8	3	-	-	97	4,39
Q2	7	8	6	-	-	85	3,85
Q3	8	5	8	-	-	78	3,53
Q4	5	9	6	1	-	79	3,58
Q5	11	7	3	-	-	92	4,17
Q6	7	6	7	-	1	81	3,67
Q7	6	7	8	-	-	82	3,71
Q8	5	7	9	-	-	80	3,62
Q9	7	5	8	1	-	81	3,67
Q10	6	4	10	1	-	78	3,53
Q11	4	4	12	1	-	74	3,35
Q12	2	9	10	-	-	76	3,44

1. *Students Perception on The Use of Wayground*

The results are divided into three primary indicators: convenience of use, excitement towards using the app, and practicality of its application in learning.

a) *Convenience of Applying Wayground*

The first indicator focused on the convenience of using Wayground as a learning tool in English classes. The findings revealed a very positive perception from the students regarding the ease of use and practicality of the application. For question 1, which asked whether using Wayground was easy, the mean score was 4.39, indicating that students found the application user-friendly. Question 2, which asked whether Wayground helped students review course material during in-class exercises or quizzes, had a slightly lower mean score of 3.85, still indicating a positive response. The overall mean score for this indicator was 4.12, which places it in the "very positive" category according to the Likert scale used in this study.

These findings were supported by the interview data. For instance, S4, one of the students interviewed, described the application as "simple and smooth" and mentioned that there were no technical issues that interfered with their learning experience. This suggests that, for some students, Wayground was both convenient and seamless to use. However, contrasting experiences were noted as well. For example, S19 mentioned facing technical difficulties such as login issues and sudden disconnections during quizzes, especially when the time was running out. This caused stress and disrupted their focus, suggesting that while many students find the app convenient, technical barriers can affect the overall experience.

These contrasting views highlight that while Wayground is generally perceived as a convenient and helpful learning tool, external factors like internet connectivity and system stability may impact students' experiences. These findings align with those of Mayer (2020), who emphasized that when technology is easy to access and free from distractions, learners are able to focus better on the material being taught.

b) *Excitement Towards Using Wayground*

The second indicator measured the students' excitement and enthusiasm when using Wayground for English learning. Based on the results of questions 3 to 7, students' responses indicated a generally positive perception of how engaging and motivating the platform was. The mean score for question 3, asking whether Wayground enhanced classroom engagement, was 3.53. Question 4, which asked if it stimulated students' interest in learning English, had a mean score of 3.58. The highest score of 4.17 was recorded for question 5, asking whether using Wayground was fun, reflecting the strong appeal of its gamified features. The overall mean score for this indicator was 3.73, indicating a positive perception of the app's ability to engage and motivate students.

Interview responses further supported these findings. S15 stated that using Wayground felt like playing a game, which made learning more enjoyable and less stressful. S19 also shared that Wayground helped them stay focused and engaged in the lesson. These responses highlight the positive impact of Wayground's game-like

elements in maintaining student interest and motivation, which aligns with previous research by Dewi (2021), who found that interactive platforms like Wayground foster higher engagement compared to traditional learning methods.

However, some students also reported experiencing stress due to the time limits in the quizzes. S19, for instance, noted that the time pressure caused anxiety, especially when errors occurred near the end of the quiz session. While the gamified format generally reduced boredom and increased engagement, the time constraints introduced a source of pressure for some students, affecting their overall experience.

c) *Practicality of Using Wayground*

The third indicator focused on the practicality of using Wayground as a learning tool. The results from questions 8 to 12 showed that students found Wayground practical and effective in supporting their learning process. Question 8, which asked whether Wayground reduced test anxiety, received a mean score of 3.62, while question 9, comparing Wayground with paper-based quizzes, had a mean score of 3.67. Question 10, which asked whether Wayground helped students interact with their classmates, scored 3.53. The lowest score of 3.35 was recorded for question 11, which asked whether Wayground reduced distractions caused by other digital devices. Question 12, regarding students' desire to use Wayground more in the future, received a mean score of 3.62.

The overall mean score for this indicator was 3.52, placing it in the positive category, suggesting that students generally found Wayground practical for enhancing their learning experience. In the interviews, students like S15 and S20 reported that Wayground made it easier for them to recall information, especially because of features like multiple-choice questions and immediate feedback. S19 also appreciated the bonus points for wrong answers, which helped her better understand her mistakes and correct them more effectively.

Despite these positive perceptions, some students pointed out areas for improvement. S19 mentioned that while Wayground was helpful for reinforcing memory, its fast-paced, competitive nature sometimes made it difficult to retain information. This finding is consistent with Rakaj (2025), who noted that while students preferred Wayground for its interactive format, some learners struggled to retain content due to the app's focus on performance rather than comprehension.

In conclusion, the findings suggest that Wayground is generally perceived as a convenient, engaging, and practical learning tool by most students. While it effectively enhances motivation and classroom engagement, technical issues and the time pressure of quizzes can detract from the overall learning experience. Nevertheless, the students' positive perceptions of Wayground highlight its potential as an effective tool for improving English language learning in a more interactive and enjoyable way. These findings are in line with previous studies by Afra (2024) and Dewi (2021), who highlighted the benefits of gamified learning platforms in boosting student engagement and participation.

2. *Problems Students Faces in Using Wayground*

The first major issue reported by students were technical problems, which refer to issues related to the system or external factors that disrupted the smooth use of Wayground. Among the technical problems, the most commonly reported one was the application suddenly logging out or crashing, a problem caused by unstable internet connections or the lack of internet data. This issue was mentioned by 33.3% of the students (2 out of 6). Another technical challenge faced by some students was the inability to log in or submit answers due to system errors, reported by 16.7% of the students (1 out of 6). According to the interview findings, these technical issues caused significant disruptions to the students' learning

experience, making them lose focus and become frustrated.

For example, student S15 reported that the application "sometimes goes out by itself," which interrupted their participation during the quiz. Such unexpected errors not only caused frustration but also resulted in lost progress and unanswered questions, especially during time-limited quizzes. This finding is significant because it aligns with research by Dewi (2021), who noted that poor internet connectivity and app glitches often hinder students' ability to engage with online learning platforms.

Student S19 also shared a similar experience, mentioning that they encountered login failures and unexpected disconnections during quizzes, especially when time was running out. These technical issues caused increased stress and hindered their ability to submit answers on time, highlighting the detrimental impact of system instability on students' performance. These problems also point to the need for more stable internet infrastructure and reliable app systems to ensure smooth learning experiences.

Another common issue, reported by students like S8 and S20, was the reliance on others for internet hotspots due to unstable or insufficient data plans. S8 mentioned, "Sometimes I have quota, but at other times I don't have it," pointing to the challenge of managing limited internet data. This problem underscores how external factors, such as data availability and connectivity, can significantly influence the effectiveness of digital learning tools. As S20 noted, "If the internet cuts out, I wish it would just continue when I click again," reflecting students' frustration with the platform's inability to automatically reconnect and resume quizzes. These interruptions hinder the students' engagement with the learning material and can contribute to stress and anxiety, particularly when they are near the deadline for quiz submission.

The technical issues discussed above not only disrupted the flow of the learning process but also contributed to student anxiety and disengagement. These findings align with Saputri (2024), who emphasized the importance of stable internet connections and digital readiness for smooth use of gamified learning platforms. Without proper infrastructure, even the most engaging platforms like Wayground can become ineffective and frustrating for students.

The second major challenge identified by students was related to emotional and psychological factors, referred to as affective barriers. These barriers were mainly caused by the pressure and stress associated with the competitive features of Wayground, such as the leaderboard system, the timed quizzes, and the skill-based point system. These elements, designed to motivate students, often had the opposite effect by creating feelings of anxiety, stress, and discouragement, particularly among students who were falling behind or struggling with technical issues.

A common affective barrier experienced by students was the pressure caused by the leaderboard system, which ranked students based on their quiz performance. This competitive feature was mentioned by 66.7% of the students (4 out of 6) as a source of anxiety and frustration. For instance, student S18 shared that "even if you lose by just a little, it makes me upset," highlighting how the pressure to perform quickly and beat peers in the leaderboard could lead to negative emotional responses. Similarly, student S19 reported feeling "disappointed" when their rank was at the bottom of the leaderboard, indicating how constant visibility of performance rankings can undermine students' motivation and self-confidence.

Student S20 also expressed frustration with the competitive nature of Wayground, stating, "I often get furious when I see people's grades," emphasizing the emotional strain caused by constantly comparing their performance to that of others. These responses suggest that while the leaderboard system was intended to increase motivation, it often created a high-pressure environment that made students feel stressed, anxious, and discouraged.

Another affective barrier that emerged was the time pressure imposed by the Wayground. For example, S15 explained that "there's just not enough time," referring to the strict time limits during

Wayground activities. Student S19 echoed this sentiment, mentioning that the time constraints, combined with technical difficulties, made them feel "panicked" when the quiz was near completion. These time-related pressures can hinder students' ability to concentrate and process the material effectively, contributing to negative emotional responses and reducing their ability to focus on the learning task.

Additionally, the skill-based point system, designed to reward quick and correct answers, was perceived by some students as creating an unfair competition. Student S18 criticized the skill feature, stating that it "makes it faster and easier to move up the leaderboard," but also created an imbalance for students who were slower or made mistakes. This issue highlights an important affective barrier where students feel discouraged when they are unable to perform as quickly or accurately as others, leading to feelings of inadequacy and frustration.

Overall, the affective barriers reported by students, such as stress from the leaderboard, time constraints, and the unfairness perceived in the skill-based point system, reflect the emotional strain that these gamified elements can impose on students. While intended to motivate, these features often led to negative emotions that hindered students' engagement and overall learning experience. These findings are consistent with research by Dewi (2021) and Afra (2024), who emphasized the need to balance competition and stress in gamified learning platforms to avoid emotional burnout and ensure a positive learning environment

B. Discussion

These findings are supported by (Afra, 2024), who emphasized that although elements of Wayground such as time pressure and competition can generate emotional strain, especially among slower learners or those with lower confidence. Furthermore, (Dewi, 2021) observed that competitive platforms may unintentionally increase student anxiety, making some learners feel inadequate or overwhelmed.

According to the findings of the interviews, students had two primary types of difficulties when utilizing Wayground: affective barriers and technical difficulties. Technically, students frequently experienced unstable internet connections, sudden logouts, login failures, distrupted learning and caused frustration. These issues interrupted quiz sessions and occasionally required restarts, which frustrated them and reduced their learning effectiveness. On the affective side, students felt anxious and under pressure, especially because of the skill-based ranking system, time limits, and leaderboards. Students' focus and general comfort level during the learning process were eventually impacted by these characteristics, which caused emotional tension, particularly when they felt behind or couldn't finish assignments on time.

IV. CONCLUSION AND SUGGESTION

A. Conclusion

This study was conducted to explore students perception on the use of Wayground application as english learning media and to identify the challenges they encountered during its use. The data were collected through questionnaires distributed to 21 students and interviews conducted with 6 students of class XI-8 at SMAN Jatinangor.

The questionnaire results showed high mean scores across all three indicators convenience (M = 4,12), excitement (M = 3,73), and practicality (M = 3,52). These values indicate that students found Wayground to be an engaging, enjoyble, and user friendly platform for classroom based English learning. The findings are further supported by inteview responses. Students recognize Wayground game like format, interactive features, and the ease with which it allowed them to participate in class activities.

However, despite the overall positive perception, students also encountered two key categories of challenges: technical problems and affective barriers. Technical issues, such as unstable internet connections, sudden logouts, login failures, distrupted learning and caused frustration. Affective barriers, like the stress from leaderboards, strict time limits, and competitive scoring systems, negatively impacted some students motivation and emotional comfort during assesments. These challenges underline the importance of addresing both technological infrasctructure and students psychological

needs when intergrating digital platforms into classroom learning.

B. Suggestion

Based on the findings, the researcher is encouraged to expand the sample size and explore more focused topics, such as how Wayground impacts specific language skills. English teachers should continue utilizing Wayground but consider student differences, such as internet access and anxiety from time limits. Adjusting leaderboards, providing flexible time, and combining Wayground with other evaluation methods like written tests would enhance its effectiveness. Students should view Wayground as a learning tool, focus on understanding the material, and communicate challenges with teachers to receive support. Reviewing quiz results after each session can also aid in improvement.

REFERENCES

Afra, S. F. (2024). Students Perception on the Use of Wayground and Kahoot! As Learning Media [Universitas Islam Indonesia]. https://dspace.uii.ac.id/handle/123456789/dspace.uii.ac.id/123456789/51027.

Creswell, J. W. (2014). Research design: Qualitative, quantitative, and mixed methods approaches (4. ed). SAGE.

Dewi, N. N., & Astuti, I. W. (2021). Efl students' perspective on the use of Wayground as online learning media during covid-19 pandemic. Studies in Learning and Teaching, 2(2), 59–68. https://doi.org/10.46627/silet.v2i2.76

Fredricks, J. A., Blumenfeld, P. C., & Paris, A. H. (2004). School engagement: Potential of the concept, state of the evidence. Review of Educational Research, 74(1), 59–109. https://doi.org/10.3102/00346543074001059

Huang, Y.-T., Chen, M. C., & Sun, Y. S. (2018). Development and evaluation of a personalized computer-aided question generation for english learners to improve proficiency and correct mistakes (arXiv:1808.09732). arXiv. https://doi.org/10.48550/arXiv.1808.09732

Kirschner, P. A., & Stoyanov, S. (2020). Educating youth for nonexistent/not yet existing professions. Educational Policy, 34(3), 477–517. https://doi.org/10.1177/0895904818802086

Licorish, S. A., Owen, H. E., Daniel, B., & George, J. L. (2018). Students' perception of Kahoot!'s influence on teaching and learning. Research and Practice in Technology Enhanced Learning, 13(1), 9. https://doi.org/10.1186/s41039-018-0078-8

Mayer, R. (2020). Multimedia learning (3 ed.). Cambridge University Press. https://doi.org/10.1017/9781316941355

Miles, M. B., Huberman, A. M., & Saldaña, J. (2014). Qualitative data analysis: A methods sourcebook (Edition 3). Sage.

Prensky, M. (2001). Digital natives, digital immigrants part 1. On the Horizon, 9(5), 1–6. https://doi.org/10.1108/10748120110424816

Rakaj, D. (2025). Efl students' perceptions of using Wayground as a learning tool. Theory and Practice in Language Studies, 15(2), 321–326. https://doi.org/10.17507/tpls.1502.01

Ryan, R. M., & Deci, E. L. (2017). Self-determination theory: Basic psychological needs in motivation, development, and wellness. The Guilford Press.

Saputri, N. (22). STUDENTS' PERCEPTION TOWARD USING WAYGROUND IN LEARNING ENGLISH AT THE ELEVENTH GRADE OF SMAN 2 SIAK HULU [Universitas Islam Negeri Sultan Syarif Kasim]. http://repository.uin-suska.ac.id/id/eprint/82482

Schindler, L. A., Burkholder, G. J., Morad, O. A., & Marsh, C. (2017). Computer-based technology and student engagement: A critical review of the literature. International Journal of Educational Technology in Higher Education, 14(1), 1–28. https://doi.org/10.1186/s41239-017-0063-0

Wang, A. I. (2015). The wear out effect of a game-based student response system. Computers & Education, 82, 217–227. https://doi.org/10.1016/j.compedu.2014.11.004

Wang, A. I., & Tahir, R. (2020). The effect of using Kahoot! For learning – A literature review. Computers & Education, 149, 103818. https://doi.org/10.1016/j.compedu.2020.103818

Zarzycka-Piskorz, E. (2016). Kahoot it or not? Can games be motivating in learning grammar? Teaching English with Technology, 16(3), 17–36. https://eric.ed.gov/?id=EJ1135685

Zhao, F. (2019). Using Wayground to integrate fun multiplayer activity in the accounting classroom. International Journal of Higher Education, 8(1), 37. https://doi.org/10.5430/ijhe.v8n1p37