

ABSTRACT

Magfirah. 2025. Capturing the Teacher's Emotional Experiences and Challenges in Teaching Vocabulary by Using Wordwall Application. Thesis. English Language Education Study Program, Faculty of Tarbiyah and Teacher Training, Antasari State Islamic University. Advisor: Afifah Linda Sari, M.Pd.

Keywords: Teachers' Emotions, Vocabulary Teaching, Wordwall Application

This study aims to find the emotional experiences and difficulties faced by teachers at SD Islam Creative when teaching vocabulary using the Wordwall application. This study uses a qualitative research design with the Photovoice method, which allows teachers to document their experiences through photos and reflective narratives. Data were collected from English teachers at SD Islam Creative through interviews, and documentation. The findings showed that when utilizing Wordwall, teachers' feelings might be both inspiring and annoying. While interactive elements like timers, rating systems, and quizzes improve student participation and vocabulary retention, technological problems like erratic internet and a shortage of projectors make implementation difficult. Additionally, some educators found it challenging to adapt Wordwall features to their lesson plans. The researcher used a thematic approach to examine the data, connecting the teachers' reflections to the students' emotional reactions to Wordwall learning. Providing professional support and enhancing Wordwall features can help teachers enhance their vocabulary instruction, according to the study's findings. To make vocabulary learning more interesting and successful, educators are urged to experiment with and modify the tool.

ABSTRAK

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Kata kunci: Emosi Guru, Pengajaran Kosakata, Aplikasi Wordwall

Penelitian ini bertujuan untuk menemukan pengalaman emosional dan kesulitan yang dihadapi oleh guru di SD Islam Creative saat mengajarkan kosakata menggunakan aplikasi Wordwall. Penelitian ini menggunakan desain penelitian kualitatif dengan metode Photovoice, yang memungkinkan guru untuk mendokumentasikan pengalaman mereka melalui foto dan narasi reflektif. Data dikumpulkan dari guru bahasa Inggris di SD Islam Creative melalui wawancara, dan dokumentasi. Temuan penelitian menunjukkan bahwa saat menggunakan Wordwall, perasaan guru mungkin menginspirasi sekaligus menjengkelkan. Sementara elemen interaktif seperti pengatur waktu, sistem penilaian, dan kuis meningkatkan partisipasi siswa dan retensi kosakata, masalah teknologi seperti internet yang tidak stabil dan kekurangan proyektor membuat penerapannya menjadi sulit. Selain itu, beberapa pendidik merasa sulit untuk mengadaptasi fitur Wordwall ke dalam rencana pelajaran mereka. Peneliti menggunakan pendekatan tematik untuk memeriksa data, menghubungkan refleksi guru dengan reaksi emosional siswa terhadap pembelajaran Wordwall. Memberikan dukungan profesional dan meningkatkan fitur Wordwall dapat membantu guru meningkatkan pengajaran kosakata mereka, menurut temuan penelitian. Untuk membuat pembelajaran kosakata lebih menarik dan berhasil, pendidik didorong untuk bereksperimen dan memodifikasi alat tersebut.