

CHAPTER IV

FINDINGS AND DISCUSSION

The research findings and discussion are contained in this chapter. The research findings show the results of the description of participants' pictures about emotional information and teachers' difficulties in teaching vocabulary using the wordwall application. The discussion of this research contains a more detailed explanation of the findings.

A. Findings


The findings drawn from the field data are explained. The data was gathered through participant drawings meant to assist teachers in communicating their feelings and challenges when teaching vocabulary through the wordwall application. The explanations of each drawing that the participants took provide the following data. The researcher gathered the descriptions through interviews in order to gain a better understanding of the context and motivations behind the drawings, as well as the reasons why the drawings may be interpreted as expressing the emotions of teachers and their challenges when teaching vocabulary through the use of the wordwall application.

1. The Teacher's Emotional Experiences in Teaching Vocabulary Using the Wordwall Application

This demonstrates how the researcher used the wordwall application to record the teachers' emotional experiences when teaching vocabulary by providing them with two photographs. Every one of the two images was

analyzed by researchers.

Additionally, the images were complemented by the findings from one-on-one interviews with two teachers. Teachers' emotional experiences when teaching vocabulary with the wordwall application were also noted by researchers in their comments.


Table 4. 1 Teachers Emotional Experiences of Teachers (S)		
	<p>This picture is when I just finished assembling the bricks that I had purchased earlier. The reason I took this photo is because I saw that patience can produce beauty. Of course, at the introduction stage, I felt a little anxious when I found out that the projector I was going to use could not be used during class hours, so I had no choice but to find a solution. This feeling is the same when I have to understand the rules of the bricks that I am going to assemble, I wonder if I can assemble these bricks until finished. At the stage of using Wordwalls in class when teaching vocabulary, I feel enthusiastic and calm when I see students when they are taught vocabulary they pronounce it enthusiastically</p>	<p>Context and Reasons</p> <p>Negatif Emotion</p>

	<p>and when they enter the vocabulary testing phase it is done to find out whether they have memorized the vocabulary in themselves or have forgotten the vocabulary that has just been learned using a quiz show on the Wordwall. It turns out that they are very excited to answer quizzes related to vocabulary plus there are pictures in each quiz. This feeling is the same as what I felt when I started assembling the bricks by gradually following the instructions that were already visible a little bit at the bottom, with enthusiasm and confidence being able to complete the bricks can calm me down to continue assembling until the end. In the next stage, the reviewing and organizing stage. I feel happy after seeing students practicing with the Wordwall about the vocabulary of the rooms in the school, students may be able to reflect on what they have learned such as knowing new vocabulary for them so that they have progress because of the addition of new vocabulary related to their world. This feeling is the same as what I felt when I saw the results of the bricks with the cuteness of the animation that was already visible from the results of the hard work and patience in assembling it that had to be done. In the last stage, I felt aware and motivated that with the timer</p>	<p>Positive Emotion</p> <p>Positive Emotion</p> <p>Positive Emotion</p>
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	<p>and ranking features in the Wordwall, my students were more enthusiastic in thinking about the answers to the vocabulary displayed in the quiz. This is like competing in a game that makes students feel not bored and scary when learning English vocabulary so that by using this Wordwall I realized that there was a level of interest in children to learn English, especially vocabulary, which can be done in a fun way. So, I have to continue to develop and learn more deeply, maybe there are some features that I have not used that are useful for developing children's vocabulary and interest in learning English.</p>	
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Anxiety, enthusiasm, and other feelings were all present during the teacher's experience teaching vocabulary using the Wordwall app. In the beginning, technological difficulties like the lack of a projector presented roadblocks that needed to be quickly resolved. But once the lecture started, students' excitement increased as they actively participated in vocabulary drills. They successfully retained new terminology thanks to their enthusiasm to engage in quizzes that were accompanied by visual aids. This procedure was similar to the teacher's experience putting bricks together, where perseverance and patience produced a rewarding outcome. As students considered their development and meaningfully increased their vocabulary, the reviewing and organizing process further strengthened learning.

Additionally, Wordwall's timer and ranking system helped to make studying more engaging and fun while lowering students' levels of boredom and anxiety. Students remained motivated and were encouraged to consider their responses critically thanks to this gamified approach. The instructor came to the realization that using technology to teach vocabulary may greatly improve student retention and engagement. Nonetheless, obstacles like restricted customization options and game options need constant learning and adaptation. The experience demonstrated the value of making the most of the resources at hand in order to provide students with an engaging and productive learning environment, notwithstanding these drawbacks.

Table 4. 2 Teachers Emotional Experiences of Teachers (Z)		
	<p>I wondered whether or not everyone's reaction to this bucket was the same when I shot this picture of the bucket series. The biggest challenge I have when utilizing the Wordwall app to teach vocabulary is that I become upset when I am limited by resources like projectors and the internet. It can be challenging to teach vocabulary when there is no projector and the internet is occasionally cut off during class. This is because not all schools have all the necessary equipment in every classroom, even though it is essential for</p>	<p>Context and Reasons</p>

	<p>word games that can be used to teach vocabulary. These include flashcards that help students remember the words they have learned, spelling words that help students remember words, and other games that can be chosen based on the needs of the students.</p> <p>Facilities are also offered, like a timer that can encourage students to take on more challenging tasks and improve their accuracy while responding to questions or filling in word gaps. Based on this, teachers can make the most of the application and use it effectively by beginning with the vocabulary introduction, reinforcing the vocabulary taught to the use of vocabulary in sentences, and utilizing all of Wordwall's features to make vocabulary learning engaging and enjoyable for students. Some elements, including the restricted selection of games available, are challenging to utilize, though.</p>	Positive Emotion
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Teaching vocabulary with Wordwall can be challenging, especially since not all classrooms have access to resources like projectors and the internet. Teachers find it difficult to efficiently give content to students as a result. The requirement to alter font styles and colours to capture children's attention and the limited number of games that align with the subject matter are further obstacles. It takes more time and effort for teachers to make games by hand. Attempting

to assemble decorations with multiple colour and model options is similar to this task.


Teachers talk to more seasoned colleagues and make the most of Wordwall's capabilities in an effort to find answers to these problems. Spelling games to improve comprehension, flashcards to help students remember information, and timers to assist students concentrate on finishing assignments are some useful tools for vocabulary development. By using this technique, educators may maximize the use of Wordwalls, from introducing vocabulary to using it in sentences, enhancing student engagement and enjoyment. The selection of games that are accessible, particularly for those without a membership, is still limited, though.

2. The Teacher's Difficulties in Teaching Vocabulary Using the Wordwall Application

Teachers' answers to the difficulties they encountered when teaching English were recorded by the researchers using a wordwall program that displayed two images. Researchers looked at the two images.

Additionally, the photographs were complemented by the findings of in-person interviews with two teachers. The challenges teachers faced when utilizing the wordwall program to teach vocabulary were also brought to light by the researchers.

Table 4. 3 Teachers Difficulties of Teachers (M)

	<p>When I took a photo of this menu, I wondered if everyone felt the same way when they saw this menu. This photo illustrates my feelings when facing the problem. The main obstacle when teaching vocabulary using the Wordwall application is because I feel frustrated when constrained by facilities, such as projectors and the internet. Sometimes not all schools have complete facilities in each class, so when there is no projector, they have to borrow from another class, and the internet is sometimes disconnected in the middle of learning. Teaching vocabulary will be difficult when there is no projector, even though it is very necessary so that all students can see and understand the vocabulary material. I feel the same when I am frustrated and confused about choosing a menu that suits my heart's desire. Then, when in class, maybe the obstacle I face when teaching English vocabulary using a Wordwall is the difficulty of changing the color variations and letter shapes to attract students' attention and there are no games according to the material that are immediately available when we search, so we have to create our games manually. This is like the difficulty of being faced with various types of drinks and various flavors with many</p>	<p>Context and Reasons</p> <p>Negative Emotion</p> <p>Difficulty</p> <p>Negative Emotion</p> <p>Difficulty</p>
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	<p>choices. After that, I started looking for a solution when I was asked to determine the menu options, I asked for recommendations from friends who had tried various flavors, so that the deadlock that I faced before disappeared because I got enlightenment and finally I was able to choose the right option. I also felt this when faced with the Wordwall problem, I found a way that could be done to adapt teaching strategies with Wordwall to be more effective in vocabulary learning is to utilize the various features and facilities available in Wordwall effectively in supporting vocabulary learning. For example, various types of word games can be used in vocabulary teaching, such as flashcards that can improve students' memory of vocabulary learned, spelling words that train students to remember vocabulary, and other types of games that of course can be chosen according to students' needs so that they can improve their vocabulary. In addition, there are also facilities provided, such as a timer that can provide an injection of enthusiasm to be more challenged and train students' accuracy in answering questions or filling in vocabulary that is still empty. Based on this, teachers can maximize the application and its use properly by starting vocabulary introduction, providing reinforcement of the vocabulary taught to the use of</p>	<p>Positive Emotion</p>
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	<p>vocabulary in sentences, and teachers can utilize all the features available in Wordwall to make vocabulary learning interactive and fun for students. However, there are also some features that are difficult to use, such as the limited types of games used. So, when my account is not subscribed, I am only allowed to create 3 game activities, and the rest cannot.</p>	<p>Positive Emotion</p> <p>Difficulty</p>
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The primary obstacle when utilizing the Wordwall program to teach vocabulary is the lack of resources like projectors and internet connectivity, which aren't always available in classrooms. As a result, children have difficulty seeing and understanding the lexical content. In order to capture children's attention, teachers also find it difficult to alter the shapes and colours of letters. Teachers are forced to create their own games by hand because there aren't many pre-made ones that match the subject. The frustration of choosing a suitable menu item from a wide range of options without any prior information is analogous to these challenges. To overcome these obstacles, teachers seek advice from more experienced colleagues and explore ways to adapt their teaching strategies while skilfully utilising Wordwall's capabilities. Numerous word activities, such as spelling bees and flashcards, help students increase their vocabulary.

The availability of a timer motivates students to engage completely in their study. Making the most of these features allows teachers to increase the interaction and fun of vocabulary study. But some restrictions still apply, such the limited quantity of games that can be made without a subscription.

Table 4. 4 Teachers Difficulties of Teachers (N)

	<p>I had just completed stringing the bracelet when I took this photo. I shot this photo because I believe that beauty can come from patience. Naturally, I was a little nervous at the introduction phase when I learned that the projector I had in mind was not available for use in class, so I had to come up with a workaround. I experienced the same emotion when I had to figure out how to build the bracelet I wanted to put together, and I questioned whether I could finish it. When the students were taught vocabulary using Wordwall in the classroom, I was excited and at ease when I saw how enthusiastically they recited the material. When they went on to the vocabulary test phase, the purpose was to determine whether they had retained the material on their own or had forgotten it by using the Wordwall quiz. It came out that students were quite eager to complete the vocabulary-related quizzes, each of which included an image. I experienced the same emotion as I began putting the bracelet together by following the directions slowly after seeing a portion of the bottom. I was excited and confident that I could finish the bracelet, which helped me to relax and keep putting it together until the very end. The following step is the arranging and checking phase. I feel</p>	<p>Context and Reasons</p> <p>Negatif Emotion</p> <p>Positive Emotion</p>
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	<p>happy after seeing students practicing with the Wordwall about the vocabulary of the rooms around the school, students may be able to reflect on what they have learned such as knowing vocabulary that is new to them so that they have progressed because of the increase in new vocabulary related to their lives. This is the same feeling I had when I saw the beautiful bracelet that was already visible as a result of the hard work and patience in assembling it that had to be endured. In the final step, I became aware and inspired that my students were more willing to consider the answers to the vocabulary questions presented in the quiz thanks to the timer and ranking elements in Wordwall. Students who use our Wordwall to learn English vocabulary feel less anxious and bored because it's like playing a game. I came to see that there are enjoyable ways to increase kids' enthusiasm in learning English, particularly vocabulary. Perhaps there are certain characteristics that I haven't utilized that are helpful for expanding vocabulary and igniting children's enthusiasm in learning English, so I need to keep growing and studying more thoroughly.</p>	<p>Positive Emotion</p> <p>Positive Emotion</p> <p>Negatif Emotion</p>
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There are a number of facilities-related barriers to using the Wordwall app to teach vocabulary, including the lack of a projector and erratic internet access in the classroom. Given how much Wordwall depends on visual aids to improve vocabulary comprehension, these barriers may lessen the efficiency of instruction. Teachers must discover alternate solutions due to these facilities' lack of readiness in order to maintain learning at its best. Apart from technical

constraints, another obstacle encountered when utilizing Wordwall is the inability to alter components like color and letter shapes, as well as the restricted selection of games accessible. Students may find learning less appealing as a result. In this situation, teachers must create more flexible teaching methods by making the most of Wordwall's capabilities, like image-based tests, flashcards, and spelling drills, in order to help students retain and comprehend terminology. Students are more motivated to learn vocabulary when using Wordwall, despite the fact that there are a number of challenges. Features like rating systems and timers can boost student engagement and create a competitive environment that motivates them to study more. In order to make vocabulary learning more engaging, enjoyable, and successful, educators must thus keep experimenting with and modifying Wordwall's usage.

These results are corroborated by earlier studies, which demonstrate that Wordwall can assist kids in expanding their vocabulary. However, there are still barriers to the adoption of educational technology, such as inadequate infrastructure and a lack of teacher technological training. Enhancing teachers' digital competencies and providing the right infrastructure are essential for maximizing the use of technology in the classroom.

B. Discussion

The emotional experiences and challenges teachers encounter when using the Wordwall app to teach vocabulary are covered in this section. The findings highlight both the positive and negative emotional aspects that the teachers

experienced.

The findings highlight both positive and negative emotional aspects that teachers encounter over the course of teaching, in addition to the difficulties that come with using Wordwall effectively.

1. Teachers' emotional experiences in teaching vocabulary by using Wordwall Application

A wide range of emotions that change as the teaching process progresses are experienced by teachers when the Wordwall program is used into vocabulary learning. These feelings might range from excitement and motivation while interacting with students to irritation and fear when running into technical issues or modifying the tool to suit their learning requirements.

a. Preparation for Learning

During the preparation stage, There are both good and bad feelings that teachers feel. As educators create dynamic and captivating educational activities, positive feelings like inspiration, zeal, and joy emerge. These feelings support more self-assurance and motivation in the classroom. Greenier et al. (2021) assert that teachers' enthusiasm, well-being, and capacity to build strong bonds with students are all improved when positive emotions are skillfully managed in the classroom.

However, unexpected technical problems like broken projectors or erratic internet connections can also cause teachers to feel anxious and frustrated. This supports the idea put forth by Shen (2022) that worry arises from ambiguous circumstances and unforeseen interruptions and impairs teachers' capacity to conduct classes effectively. Teachers actively look for

ways to ensure learning continuity in spite of these obstacles.

b. Concentration on Learning

During this stage, pupils' engagement and development have an impact on teachers' feelings. Teachers become aware and composed when they observe their students' excitement for learning new words, particularly when they use Wordwall tools like ranking systems and timers. Samnøy et al. (2023) assert that emotional awareness, which includes the ability to identify both positive and negative emotions, improves wellbeing and learning.

However, when educators are unable to meet their own expectations for how they should teach, they become confused and uncertain. Teachers may experience emotional distress due to cognitive overload or pressure to deliver engaging lessons (Effectiveness et al., 2024). These emotional states highlight the difficulty of striking a balance between educational objectives and technological limitations.

c. Teamwork and Introspection

Aldrup et al. (2020) state that trust is crucial for creating a cooperative learning environment and preserving open lines of communication between educators and students. Wordwall assists teachers and students in developing empathy and trust by promoting collaboration and self-reflection. Teachers who adjust to technical difficulties will also develop trust and guarantee that students stay engaged despite obstacles like scarce resources.

Nonetheless, dissatisfaction is another common feeling, particularly when educators struggle to control group dynamics and technological

constraints. According to Taylor (2010), if irritation is not adequately controlled, it can turn into rage, which could have an impact on teachers' emotional health and the caliber of their instruction.

d. Review and Evaluation

Teachers are curious and satisfied when they use Wordwall assessment to see how pupils are progressing and what they have learned. These feelings motivate educators to keep refining their methods of instruction (Allan, 2019). However, when pupils perform below expectations, negative feelings like worry, disappointment, and impatience surface. According to Quoidbach (2019), instructors can create a more encouraging learning environment in the classroom by using disappointing events as teaching opportunities to teach emotional control and resilience.

2. Teachers' difficulties in teaching vocabulary by using Wordwall application?

Despite Wordwall's benefits for teaching vocabulary, teachers nevertheless face a number of obstacles that reduce the process' efficacy.

a. Dependence on Projectors

Using projectors to display Wordwall activities is a major problem for teachers. Allen (2011) and Daniel (2018) state that multimedia projectors enhance vocabulary teaching by adding interactivity and visual appeal to lessons. However, when they are broken or unavailable, teachers struggle to convey information clearly, reducing student engagement and comprehension.

b. Limited Game Variations

The limitation of pre-made activities in Wordwall may make it impossible for game-based learning to offer meaningful and dynamic language use, as highlighted by Pourgharib (2013). Wordwall provides a selection of game-based learning activities, but not many interactive exercises are available. It is difficult for teachers to implement new and varied vocabulary exercises, which may lead to monotonous learning.

c. Challenges in Customizing Visual Elements

According to Prensky (2001), altering the Wordwall's font style and color variations presents another challenge because digital native students are accustomed to visually appealing digital content, making it challenging to adapt the visual elements of the Wordwall to their preferences. This could limit student engagement and lower the overall efficacy of vocabulary training.