Integrating Wayground in teaching short functional texts: Impacts on students' motivation

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Article Info	Abstract
	In digital era, everything generated with internet and apps which has crucial role in daily activity. Not only in a daily basis, but also in education area needs to change due to the circumstance. Especially when it comes to learn, the teacher needs to follow the trend to maintain the students' motivations to learn, so that it will help them to understand the problem in English class and creating good grade. This could happen if the teacher tries to be understood the students need and start using digital learning method than the conventional. This study aims to evaluate the use of Wayground as a digital learning medium in teaching short functional texts and to explore its impact on the learning motivation of eighth-grade students at one public junior high school in Cepu, a city in Central Java, Indonesia. A qualitative descriptive approach was applied, with data collected through observation, teacher interviews, and student questionnaires. The results show that integrating Wayground into English lessons significantly enhances student interest and engagement, particularly in writing skills. Most students responded positively to the interactive format, stating that learning became more enjoyable and motivating. These findings suggest that digital tools like Wayground can be effective in creating a more dynamic and student-centered learning environment.

INTRODUCTION

In the field of education, the teaching and learning process must continually adapt to students' needs and the evolving demands of the modern era. One essential component of education is language learning, particularly writing, which allows students to articulate their thoughts and emotions clearly through meaningful expression (Purmama et al., 2019). However, the effectiveness of such learning relies heavily on students' motivation and interest—factors that are critical to the success of English as a Foreign Language (EFL) instruction. Motivation and interest not only support the learning process but also significantly impact student achievement (Fadilah, 2023).

In alignment with Indonesian Government Regulation No. 74 of 2008, pedagogical competencies emphasize the importance of integrating technology and media in the learning process to enhance student outcomes. Teaching media serve as powerful tools for delivering content in engaging ways, especially in language learning, where abstract concepts like vocabulary, grammar, and writing are better understood through visual and interactive means (Purnaningsih, 2017). With the integration of digital tools into classrooms, teachers are able to transform monotonous lessons into dynamic and interactive sessions that stimulate students' curiosity.

Moreover, learning media also function as instruments of evaluation. According to Aditiyawarman (2022), evaluations help assess both student progress and teaching effectiveness. Teachers can gain valuable insights into how students engage with the content and can adapt their methods accordingly. In this regard, digital platforms not only serve as delivery tools but also support ongoing assessment and reflection.

A variety of digital tools have been implemented to improve student engagement and motivation. For example, the use of visual media such as images and cartoons has been found to enhance students' creative thinking and enjoyment in language learning (Taufik et al., 2023). Despite these technological advances, classroom observations at a public junior high school in Cepu revealed that many Grade 8 students still exhibited low motivation to learn English. Teachers reported that students often struggled with pronunciation, grammar, and vocabulary acquisition—common barriers in EFL contexts. Besides, students are struggling in writing especially in this case for Functional Text. Functional text is english material for students which have lowers words to write and it aims to share short information among people. Learning this material, students hopefully can understand how to communicate effectively to spread information in english Compounding these challenges were structural issues such as limited teaching staff (only three English teachers for fifteen classes) and resource constraints. As a result, students' learning outcomes were often below expectations.

To address these issues, educators at the public junior high school began exploring game-based learning tools to enhance motivation and foster student engagement. Among the various platforms available, Wayground emerged as a preferred choice due to its interactive features and user-friendly design. Teachers incorporated Wayground into lessons on functional texts—such as notices and short messages— with the aim of creating a more enjoyable, competitive, and student-centered learning environment.

Wayground is a digital platform that enables teachers to create interactive quizzes that students can complete in real-time or asynchronously. It offers various features such as avatars, memes, music, and real-time scoring, which are designed to increase student participation and enjoyment (Aditiyawarman et al., 2022; Solikhah & Cindyra Galuhwardani, 2023). It is design reflects gamification principles, which have been shown to improve both motivation and learning outcomes by making learning more playful and engaging (Purmama et al., 2019).

Several studies have highlighted the educational value of Wayground. For instance, Daulay (2023) found that Wayground improved students' performance and retention in writing skills. In another study, Wahidin (2022) emphasized the importance of evaluating learning media to ensure its effectiveness. These findings support the hypothesis that integrating game-based platforms like Wayground into EFL classrooms can enhance both the quality and effectiveness of instruction.

However, while numerous studies have investigated the effectiveness of digital media in general, relatively few have explored how game-based platforms specifically influence students' motivation in learning short functional texts. Even fewer studies focus on Indonesian secondary schools, particularly in rural or under-resourced settings like Cepu. This research thus aims to fill that gap by evaluating the implementation of Wayground at a public junior high school in Cepu, focusing on how it affects students' motivation to learn English writing.

The novelty of this study lies in its dual focus: (1) the evaluation of Wayground as a digital learning medium for teaching short functional texts, and (2) the examination of its impact on students' learning motivation in a real-world classroom setting. While previous studies have addressed either media effectiveness or student motivation in isolation, this research combines both aspects, providing a more holistic view of the teaching-learning dynamic. Additionally, this study adopts a qualitative case study approach, which allows for a deeper exploration of classroom practices and stakeholder perspectives.

The theoretical framework underpinning this study draws on media theory, motivation theory, and educational evaluation principles. Learning media theory posits that instructional tools serve not only to deliver content but also to create interactive and engaging experiences (Rahim, 2022). Motivation theory, particularly the work of Wulandari (2022) on intrinsic and extrinsic motivation, helps explain how game-based learning can stimulate students' internal desire to learn. Evaluation theory, as described by Warsita (2019), emphasizes the need for systematic assessment of learning tools to ensure alignment with educational goals.

In terms of practical relevance, this study provides valuable insights for teachers, school administrators, and curriculum designers seeking to improve student engagement in English language instruction. The findings could also contribute to the broader discourse on digital transformation in education, particularly in the context of post-pandemic learning recovery. As schools around the world continue to grapple with issues of student motivation and learning loss, the integration of engaging, technology-enhanced tools like Wayground becomes increasingly significant.

Based on the issues identified and the theoretical underpinnings, this study is guided by two research questions: (1) How do teachers use Wayground to teach short functional texts in English writing? and (2) What are students' perceptions of Wayground in terms of its impact on their learning motivation? Through classroom observations, teacher interviews, and student questionnaires, this research aims to provide comprehensive answers to these questions.

In conclusion, this research is positioned at the intersection of technology-enhanced learning, motivation studies, and instructional evaluation. By focusing on a practical application of Wayground in an Indonesian junior high school, it aims to offer empirical evidence and actionable insights that can support more effective and engaging English language teaching practices.

METHODS

This study employed a qualitative case study approach to explore how the implementation of Wayground as a learning media influenced students' motivation in learning short functional texts, specifically within the context of English writing classes at a public junior high school in Cepu. The qualitative approach was chosen to allow an in-depth examination of classroom interactions, teaching practices, and students' responses toward the use of digital tools in language learning. This approach enabled the researcher to capture the real classroom dynamics and understand the phenomena from the participants' perspectives.

The research was conducted with a focus on Grade 8 students and an English teacher who utilized Wayground as part of her classroom instruction. In order to preserve confidentiality, the teacher and students involved in the study are not identified by name. The participants were purposefully selected based on their involvement in English writing activities using Wayground, and their relevance to the research objectives. The sample included one teacher and two Grade 8 classes, comprising approximately 61 students in total.

Data were collected using three main instruments: observation, interviews, and questionnaires. Classroom observations were conducted passively by the researcher, who attended English lessons without direct involvement, documenting the learning process, students' behaviors, and the teacher's methods in using Wayground. These observations aimed to capture the natural flow of instruction and student engagement when Wayground was integrated into the lesson. During the observations, field notes were taken systematically to describe the teaching strategies, the sequence of activities, the technological setup, and students' reactions during the learning process.

In addition to observations, a semi-structured interview was conducted with the English teacher. The interview aimed to gain insights into her experience in implementing Wayground, the challenges faced, and her perception of its impact on students' motivation. The interview questions were developed based on the research focus and allowed flexibility for the teacher to elaborate on

her experiences. The responses were transcribed and analyzed to identify recurring patterns and themes relevant to the research questions.

Furthermore, a questionnaire was distributed to the students who had participated in learning activities using Wayground. The questionnaire was designed to measure students' perceptions of their own motivation before and after the integration of Wayground in their English writing lessons. It included both closed-ended and open-ended items, which were previously validated by experts to ensure clarity and relevance. The questionnaire explored aspects such as students' interest, enthusiasm, engagement, and preferences in using the Wayground platform. The collected responses were analyzed descriptively to summarize trends and support qualitative findings.

To ensure the validity and reliability of the findings, the study employed data triangulation by combining observational data, interview transcripts, and student questionnaire results. This method allowed the researcher to cross-verify the data and strengthen the credibility of the conclusions drawn. The analysis followed Miles and Huberman's interactive model, which includes data reduction, data display, and conclusion drawing. After collecting the raw data, the researcher organized and condensed the findings to focus on relevant themes, such as student engagement, classroom atmosphere, and instructional strategies. These themes were then compared across the three data sources to identify consistent trends and possible contradictions (Wardana, 2024).

In sum, the methodology of this study was designed to provide a comprehensive understanding of how game-based learning platforms like Wayground influence the teaching of English writing, particularly in relation to student motivation. By observing real classroom practices, engaging with the teacher's insights, and analyzing students' experiences, this research contributes to the growing body of literature on the integration of educational technology in language learning.

Respondents

The respondents in this study were selected through purposive sampling based on their direct involvement in the teaching and learning process that utilized Wayground as a digital learning tool. The study involved one English teacher and a group of Grade 8 students who had been engaged in learning activities using Wayground for approximately six months. The teacher, who had experience integrating digital media into her teaching practices, was chosen for her active use of Wayground in teaching short functional texts. To preserve confidentiality and uphold research ethics, the identity of the teacher is kept anonymous.

The student respondents consisted of 61 eighth-grade students enrolled in two English classes where Wayground had been regularly implemented. These students were considered suitable for the study because they had direct exposure to the learning media under investigation and were able to provide valuable insights regarding their learning experience and motivation. The selection was based on the researcher's observations and the teacher's recommendations, ensuring that the sample reflected the broader learning environment at the school.

The students came from diverse academic backgrounds, and the classes represented a mix of learning abilities and motivation levels. By involving a teacher and multiple students across different class sections, the study aimed to capture a more comprehensive and nuanced understanding of how Wayground influenced classroom dynamics, student engagement, and motivation in learning English writing.

Instruments

This study utilized three primary instruments to collect data: observation guidelines, interview protocols, and student questionnaires. The observation guidelines were designed to help the researcher systematically document classroom activities during the implementation of Wayground, including teacher-student interactions, student engagement, and the flow of the lesson. The interview protocol consisted of open-ended questions addressed to the English teacher, aimed at exploring her experiences, perceptions, and strategies in using Wayground to teach functional texts. These interview questions were flexible enough to allow elaboration while staying focused on the core research objectives. Meanwhile, the student questionnaire was used to gather learners' responses regarding their motivation and experiences with Wayground. It included a combination of Likert-scale questions and open-ended prompts, enabling students to express both structured and personal reflections on the use of the platform. The instruments were validated through expert consultation to ensure clarity, relevance, and alignment with the research objectives.

Data collection procedures

The data collection was conducted over a period during which Wayground was actively used in the classroom. The researcher first engaged in passive classroom observations, attending English lessons without participating, to capture the authentic learning process. Notes were taken throughout the sessions, focusing on student behavior, the use of technology, and the structure of the learning activities. Following the observations, a semi-structured interview was conducted with the English teacher. The interview lasted approximately 30 minutes and was audio-recorded with the teacher's consent to ensure accuracy during transcription and analysis. Afterward, a questionnaire was distributed to the students who had participated in the observed classes. The questionnaire was administered in-person and collected on the same day to ensure a high response rate. All data were collected ethically, with respondents being informed of the study's purpose and their rights to confidentiality and voluntary participation (Hadinata, n.d.).

Data analysis

The data obtained from observation, interviews, and questionnaires were analyzed using a qualitative descriptive approach. The analysis process followed the model proposed by Miles and Huberman, which includes three stages: data reduction, data display, and conclusion drawing (Wardana, 2024). During data reduction, the researcher identified and focused on key information relevant to student motivation, instructional strategies, and the functionality of Wayground as a learning medium. These data were then organized and displayed in thematic categories to facilitate interpretation. The themes were compared across data sources to identify consistencies and discrepancies. For example, observational data were cross-referenced with teacher responses and student feedback to validate emerging patterns. The questionnaire results were also interpreted descriptively, with percentages calculated for closed-ended items and thematic grouping applied to open responses. This triangulated analysis strengthened the reliability of the findings and enabled the researcher to draw meaningful conclusions regarding the impact of Wayground on students' motivation in English writing.

FINDINGS AND DISCUSSION

This study aimed to explore how the integration of Wayground as a digital learning tool influences English writing instruction, especially on short functional texts, and how it affects students' motivation to learn. The findings are presented based on classroom observations, teacher interviews, and student questionnaire data. The results are discussed with reference to relevant theories and previous research, to provide a deeper understanding of the practical use and pedagogical value of Wayground in the EFL context.

Teachers Use Wayground to Teach Short Functional Texts in Writing

The implementation of Wayground in English writing classes at a public junior high school in Cepu was driven by the need to overcome students' low engagement with the English subject, particularly in writing activities. Observations showed that traditional media were not effective in capturing students' interest, and lessons were often perceived as monotonous. To address this, the teacher introduced Wayground after the semester break and used it consistently over six months.

During classroom implementation, Wayground was used to teach short functional texts—specifically notices. The learning process followed several clear stages: preparation (setting up devices and internet access), instruction (explaining the lesson objectives), engagement (students joining a Wayground game), interaction (answering questions), and assessment (projecting the leaderboard and conducting a review). Teachers also assisted students who faced technical issues during the sessions.

This teaching model aligns with constructivist theory, which emphasizes active student involvement in learning through interactive tools. The use of Wayground turned passive learners into active participants. The competition element in Wayground stimulated intrinsic motivation, as described by Ryan and Deci, (2000), where learners feel competent, autonomous, and related. Moreover, teacher feedback during and after activities enhanced student confidence.

The teacher reported that the platform's advantages included ease of use, efficiency, practicality, and flexibility. Wayground eliminated the need for printed materials, supported real-time assessment, and helped improve classroom dynamics. It also allowed lessons to be conducted even outside traditional classroom spaces, like in auditoriums. These findings are consistent with

prior studies, such as (Safitri & Purnamasari, 2024), who also found that Wayground contributed to a livelier classroom atmosphere and supported teachers in delivering materials effectively.

Despite the advantages, several challenges were encountered. Device limitations and unstable internet access sometimes hindered the learning flow. However, the teacher addressed these challenges through pre-class preparations and technical support, ensuring that all students could participate. Such adaptability highlights the importance of teacher readiness when incorporating digital tools in the classroom.

Overall, the findings demonstrate that Wayground, when used strategically, serves as a beneficial tool in teaching functional texts. It encourages student participation, facilitates immediate feedback, and supports differentiated instruction by allowing varied question types and learning paces.

Students' Perceptions on the Use of Wayground to Increase Motivation

Students responded positively to the use of Wayground in their English writing lessons. Based on questionnaire data from 61 students in classes 8A and 8B, the overall satisfaction rate reached 80.1%, categorized as "Good" across multiple indicators: content quality (75%), learning quality (76%), and technical quality (77%). These results suggest that students not only enjoyed using the platform but also believed it improved their motivation and learning experience.

Prior to the use of Wayground, many students perceived English as a difficult subject and showed low interest and motivation. After the introduction of Wayground, students exhibited greater enthusiasm, mainly due to its interactive features, engaging visuals, and gamified elements such as avatars, scoring systems, and leaderboards. These features contributed to a competitive yet fun learning environment, motivating students to engage more actively.

Students also expressed appreciation for the supportive role of the teacher, who not only guided them through the technical aspects but also offered encouragement and recognition. This kind of teacher- student interaction supports social learning theory Wulandari (2022), where learning is reinforced through modeling, feedback, and positive reinforcement.

In line with studies by Dhamayanti (2021). The use of Wayground enhanced classroom engagement, built students' confidence, and supported the mastery of learning content. Students noted that learning became less monotonous and more enjoyable, which helped them better retain the material. These observations align with the cognitive evaluation theory, which posits that fun, control, and competence are key drivers of intrinsic motivation (Ricardo & Meilani, 2017).

Nevertheless, some students still encountered obstacles, including difficulty accessing Wayground due to unstable internet and a lack of personal devices. These challenges, while not dominant, highlight the need for school-level infrastructural support to ensure equitable access to technology- enhanced learning (Sattar et al., 2021).

Table 1. Result of Indicators

No	Indicators	Percentage	Categories
1	The Quality of Contents	75%	Good
2	The Quality of Learning	76%	Good
3	The Technical Quality	77%	Good

Discussion

The findings of this study reinforce the growing body of research supporting the integration of gamified digital tools in English language learning. The use of Wayground not only facilitated the teaching of short functional texts but also promoted student engagement and intrinsic motivation. Furthermore, Fadiyah (2023) highlights that Quizizz contributes to an increase in students' motivation to learn, an observation that aligns with the data collected in this study. These outcomes are consistent with theoretical frameworks such as constructivism, social learning theory, and cognitive evaluation theory.

In line with the constructivist model, students were not merely passive recipients of information but active participants in the learning process. The Wayground platform encouraged exploration, collaboration, and critical thinking—components essential to building writing skills.

The interactive design supported Vygotsky's idea of scaffolding, allowing the teacher to offer immediate support and adjustment based on real-time feedback.

The role of the teacher proved to be a key factor in the successful application of this tool. Her reflective practice, willingness to adjust her instructional strategies, and encouragement of peer interaction aligned well with Bandura's social learning theory. Students learned through both observation and guided participation, benefiting from a positive and motivating classroom atmosphere.

Furthermore, the intrinsic motivation fostered by Wayground aligns with Deci and Ryan's self- determination theory. Students were driven not only by external rewards such as scores and rankings but also by an internal desire to improve and engage with the content. The sense of autonomy, competence, and relatedness promoted through game-based learning elements contributed to a more positive attitude toward English writing.

Comparison with prior studies shows consistent findings. Research by Daulay (2023), Solikhah and Cindyra Galuhwardani (2023), and Fadilah (2023) confirm the positive impact of Wayground on students' motivation and academic outcomes. This study adds a unique contribution by focusing specifically on short functional texts a type of writing often overlooked in the context of gamified learning.

Other things, Susilo (2024), this is especially important when the issues involve critical factors such as internet access and device availability. the challenges observed must not be overlooked. As the teacher indicated, infrastructure and accessibility remain limitations in implementing educational technology at a larger scale, particularly in rural or underfunded schools.

Based on the results, Quizziz has impact on student and learning english in the class. In conclusion, the use of Wayground in this study demonstrated its potential not only as a formative assessment tool but also as a powerful motivator in language instruction. It enhanced student engagement, improved learning dynamics, and provided insights for both teachers and learners. However, its successful implementation requires careful planning, continuous reflection, and support from school infrastructure to overcome logistical barriers.

CONCLUSION

The This study aimed to explore the use of Wayground in teaching short functional texts and to examine its effect on students' learning motivation. Through qualitative observation, interviews, and documentation, the research revealed that Wayground positively influenced students' engagement, participation, and enthusiasm in learning English, particularly in understanding short functional texts. The interactive and game-based features of Wayground transformed the learning atmosphere into a more dynamic and enjoyable experience, thereby enhancing students' intrinsic motivation.

Beyond the mere use of digital tools, the implementation of Wayground in the classroom demonstrated how technological integration, when aligned with pedagogical strategies, can address common challenges in language learning, such as low student participation and limited interest in reading. The findings reinforce the notion that motivation is a crucial component in second language acquisition, and that gamified learning platforms like Wayground can serve as effective mediators in fostering a more student- centered learning environment.

In synthesis, the findings are compatible with the objectives of this study, which focused on the motivational impact and instructional effectiveness of Wayground. The study contributes to the growing body of research advocating for the incorporation of technology in language teaching, especially in contexts where student motivation needs to be nurtured actively.

Practically, teachers are encouraged to adopt and adapt gamified platforms not merely for entertainment, but as purposeful pedagogical tools that can promote comprehension and sustained interest in English learning. For future research, it is suggested to conduct longitudinal studies to measure the long-term effects of Wayground on academic performance and motivation. Additionally, quantitative approaches can be employed to complement the findings of this case study and provide broader generalizations across different educational settings and levels.

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