UNVEILING JUNIOR HIGH SCHOOL STUDENTS' PERCEPTIONS TOWARDS WIZER.ME PLATFORM

THESIS

BY

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ABSTRACT

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The integration of technology in education has significantly transformed teaching and learning processes, especially in the realm of English language instruction. This study examines the use of Wizer.me, an educational technology platform, in enhancing English language learning at SMPI Al-Ma'arif Singosari. Leveraging multimedia technology, Wizer.me facilitates interactive and personalized learning experiences, making language acquisition more engaging and effective. Despite its potential, the effectiveness and perceptions of such platforms can vary among students. This research aims to investigate the benefits, challenges, and student perceptions associated with Wizer.me.

The study employed a qualitative case study approach, involving in-depth interviews and observations of six junior high school students who were selected based on consideration of students' achievement levels and gender. Data collection was conducted through semi-structured interviews and classroom observations, ensuring a comprehensive understanding of students' experiences. The interviews was done using the participants' national language (Bahasa Indonesia) to avoid misunderstandings and to expand the understanding of the phenomena investigated in this study, The data is analyzed using Creswell's (2017) framework, focusing on transcription, coding, and interpretation of interview data.

The study found that Wizer.me enhances interactivity and engagement through features like interactive quizzes, multimedia integration, and direct feedback, which boost students' motivation and understanding of complex concepts. The platform supports independent learning and allows teachers to monitor progress in real-time. However, the research identified several challenges. Limited technological knowledge among students can hinder their ability to utilize Wizer.me full potential. The complexity of the platform's features can be confusing, especially for new users. Technical difficulties, such as unstable internet connections, also pose significant barriers. Furthermore, some students find the feedback process on Wizer.me was overwhelming. Despite these obstacles, Students generally perceive Wizer.me positively, citing it as a fun and engaging platform that prevents boredom and fatigue in studying. They appreciate its interactive features, which cater to various learning styles and promote independent learning. The study concludes that while Wizer.me offers substantial

benefits for enhancing the learning process, addressing the identified challenges is crucial for maximizing its effectiveness.

CHAPTER I

INTRODUCTION

This chapter presents the research introductory of this project. It includes research context, research focus, research objective, scope and limitation, significance of the study, and definition of key term.

1.1 Research Context

Technology has long been a very interesting topic of conversation in various fields, especially in education. Technology gives a new color to the teaching and learning process. It is in line with Ghina et al (2022) that technology has evolved in every field, including education. Nowadays, teaching-learning should be more adaptive in utilizing the technology. It is also supported by Mala et al (2023). They stated that there are a variety of technology instruments and software that can be utilized to improve language teaching and learning while Szymkowiak et al. (2021) expressed that the development of technology has had an impact on how we study and gain knowledge. On the other side, the Internet offers quick access to information technology across a variety of industries, which increases productivity and saves time. It was supported by Hollands and Escueta (2020) that by the most recent advancements in artificial intelligence and big data processing, the current digital age and its new technologies, including the techniques and approaches for teaching and learning foreign languages (FL), had an unprecedented impact on educational processes and pedagogy. While Toshpulatova and Ilhomjonova (2023) stated that technological advances play an important role in the world of education because teaching and learning English

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skills now is lot simpler than it was ten or twenty years ago. Even with all these developments, many individuals have a tendency to ignore these advantages and how they might assist them become more proficient in the English language.

The emergence of multimedia technology and its applications for teaching, displaying audio, visual, and animation effects, brings its own color to English language teaching and creates a favorable framework for reform and exploration of English language teaching models in the new era. By the rapid advancement of science and technology, multimedia technology has been shown to be beneficial in encouraging participation and student initiative during the classroom English language learning process. Ahmadi (2018) said that the use of technology has grown to be a critical component of learning both inside and outside of the classroom. Technology is typically used in every language class. Language learning has benefited from and been made better by the use of technology. Teachers can modify classroom activities by using technology which improves language acquisition. Technology's significance as a tool to assist teachers in facilitating language learning for their students keeps growing. Mandasari and Aminatun (2020) argued that the process of acquiring the English language involves technology. It turns into a tool for learning English that can take the form of hardware or software. With internet, technology makes it simple to spread information globally. In other words, the internet is very important in many sectors, but notably in the sphere of education.

One of the latest technological developments which raise more and more interest in education is Educational Technology (Ed-tech). This is related to a study conducted by Tran et al (2023), they stated that The rise of educational

technology applications (Ed-tech apps) has positively impacted the overall quality of education, particularly in the realm of English language instruction. Through the utilization of these Ed-tech apps, students are afforded greater access to real-world experiences, thereby enhancing their motivation and engagement in the learning process. However, the prevalence of Ed-tech apps differs depending on the specific educational context. It has been noted that English as a Foreign Language (EFL) instructors demonstrate proficiency and eagerness to utilize Ed-tech Apps to enhance students' enthusiasm and disposition toward English language acquisition (ELL). However, the efficacy of employing Ed-tech Apps in English language instruction is perceived diversely by educators. Within the scope of present research, Ed-tech Apps such as Microsoft Teams, Google Classroom, Padlet, and Quizizz are employed as supplementary and alternative instructional tools in the teaching and learning process, as this educational framework is thought to bolster student learning. While Aljafen (2021) believed that in addition to encouraging collaboration, cooperation, and engagement, educational technology in EFL offers the ability to introduce innovation and authenticity into language instruction and learning processes. As a result, education can follow fresh paths that guarantee these attributes while still improving students' language proficiency.

Talking about Ed-tech issues, this is closely related to media. Many learning platforms are commonly used by teachers in learning English because the use of instructional media in the classroom is crucial for teachers since it enables them to present the lesson plan and plan engaging activities. Thus, teachers may not only use traditional media but teacher can also assist students learn by using

music, audiovisuals, and instructional technology. It is in line with Fatimah and Santiana (2017) stated in their study that there are lots of instructional media available now for teaching English that have been developed by numerous professionals. It is undeniably true that technology used for teaching English is developing quickly, assisting teachers in providing students with better learning environments. The statement was supported by Marhamah et al. (2020) that one of the key resources for teaching English is media. English is taught using a variety of instructional tools, including pictures, slide projectors, audio cassettes, charts, etc. Numerous scholars create cutting-edge learning tools that are tailored to the modern day as technology advances. Every teacher should incorporate instructional media, such as subject resources and teaching tools, as a part of their lessons. One of technology based media that can be used in learning process is Wizer.me. According to Obradovych and Obradovych (2022) teachers can design interactive worksheets with activities and exercises using the internet tool of Wizer.me. They are suitable for both remote and in-class use. Teacher and students can easily construct a wide range of activities with the tools, including matching, ordering, multiple-choice, open-ended, text filling, commenting on photos, tables, video-based tasks, and more. Although there is a large selection of pre-made worksheets in the service's open galleries, teachers can also build their own. There are creative exercises as well as games - word searches, drawings, sorting, reflection, and conversation. While Kaliappen et al (2021) said that the visually appealing worksheets on Wizer.me encourage students to study more and invest more time in their studies. Teachers can select from a variety of backgrounds and themes in the amazing worksheets available on Wizer.me. Users

can use media (video, audio, and photos) to the mixed worksheet with Wizer.me. Videos are a great way to practice or learn new skills and engage in creative endeavors. Additionally, Wizer.me saves time by automatically grading and reviewing submissions, or by going over each one individually to provide more detailed feedback. In the classroom, a user or teacher could conduct individualized teaching and learning. The teacher could tell that the pupils always enjoyed participating in these class activities. The benefit of using Wizer.me is user friendly design which makes it simple to use (Septiana et al., 2023).

According to several researchers, the effectiveness of Wizer.me in the learning process has been investigated by many researchers (Septiana et al., 2023; A'raafi et al., 2023; Manurung & Marnala, 2022; Laily, 2023; Kaliappen et al., 2020). Based on those several studies, many of them investigated whether the Wizer.me platform is effective or not in learning. However, with the recent surge in research focus, there is a growing interest in exploring students' perceptions of the Wizer.me application, aiming to gain deeper insights into its effectiveness and usability from the user's perspective. This shift towards understanding student perceptions reflects a broader trend in educational research towards embracing qualitative methodologies highlighting the importance of considering the subjective experiences and opinions of learners in evaluating educational technologies. Thus, the consideration of student perceptions emerges as a pivotal aspect in the ongoing discourse surrounding the evaluation and improvement of educational tools like Wizer.me. The researcher seeks to explore more deeply the students' perceptions about Wizer.me, their challenges and the benefits they get while using Wizer.me. There are two reasons why researcher chose SMPI Al-

Ma'arif as a place for research. These two reasons are a unique feature that stands out in implementing Wizer.me. The first reason is due to its existing implementation of Wizer.me, coupled with the proactive efforts of its English teachers in maximizing the utilization of the language laboratory to bolster the integration of educational technology (Ed-Tech). This combination of factors not only demonstrates the school's commitment to embracing innovative teaching methodologies but also signifies a conducive environment for fostering digital literacy and interactive learning experiences among students. The second reason is in implementing Wizer.me, teachers combine it with gamification in the form of point challenges and leaderboards to display users with the highest points or best achievements, it could encouraging healthy competence and motivation for students because the feature in Wizer.me does not provide leaderboard feature, teachers can only know how long students have spent working on the questions or assignments given. Teachers usually give rewards for the highest grades. So, this makes the application of Wizer.me more optimal.

1.2 Research Focus

This study aims to explore the benefits, challenges, and perceptions of using Wizer.me as an educational technology in the learning process. Specifically, the research investigated the following questions:

1. What benefits do students get of using Wizer.me as an educational technology in learning process?

2. What challenges faced by the students in using Wizer.me as an educational technology in learning process?

3. How do students perceive the use of Wizer.me as an educational technology in learning process?

1.3 Research Objectives

The primary objectives of this study are as follows:

1. To investigate the benefits that students get of using Wizer.me as an educational technology in learning process.

2. To discover what are the challenges faced by the students in using Wizer.me as an educational technology in learning process.

3. To explore the students' perception regarding to the use of Wizer.me as an educational technology in learning process.

1.4 Scope and Delimitation

1.4.1 Research Scope

1. Participants

The research involves junior high school students who have experience using Wizer.me for their language learning.

2. Wizer.me Features

The analysis concentrates on specific features of Wizer.me, examining how it benefits on students' learning process and focus on the challenges faced by the students in using Wizer.me as an educational technology in learning process.

3. Students' Perception

The scope extends to explore the benefits and challenges of using Wizer.me in learning process.

1.4.2 Research Delimitations

1. Generalizability

   The finding may not be universally applicable to all educational settings or subjects. Factors such as cultural variations, teaching approaches, and student demographics might limit the broad application of the study's result.

2. Technology Constraints

   Recognizes challenges related to technology, including issues of access, technical difficulties, and the level of familiarity that teachers may have with digital tools like Wizer.me. These factors could impact the implementation and success of using such tools in educational settings.

3. Time Constraints

   Conveying awareness that the research may faces limitations due to time constraints. This could affect the depth of the analysis conducted or the number of participants involved in the study, potentially influencing the overall comprehensiveness of the research findings.

1.5 Significance of the Study

The result of this research lied in its comprehensive exploration of the benefit of the Wizer.me platform on English language learning within educational settings. This study was poised to contribute significantly to the field of educational technology by delving into the students' perspectives. By capturing their voices, the research aimed to provide nuanced insights into the benefits that Wizer.me brings to the language learning process. Understanding the challenges encountered by learners alike was equally

crucial, as it can illuminate potential barriers to effective implementation. Furthermore, the findings had the potential to inform pedagogical practices by identifying specific features that enhance the overall English language learning experience. This research not only addressed the current landscape of technology integration in language education but also had practical implications, offering guidance to educators, institutions, and developers seeking to optimize the use of learning technologies. Ultimately, the study's significance lay in its potential to shape the discourse on effective technology-based language learning and contribute actionable insights to improve educational practices.

1.6 Definition of Key Terms

To escape misapprehension of certain research terminology, perhaps the following researcher explains the definition of keywords that are by the research being conducted:

a. English Learning

English learning refers to the process of acquiring proficiency in the English language, encompassing the development of skills in listening, speaking, reading, and writing. It is a dynamic and multifaceted journey undertaken by individuals to comprehend, communicate, and express themselves effectively in English.

b. Educational Technology (Ed-tech)

Educational Technology, often abbreviated as Ed-tech, refers to the use of technological tools, resources, and methodologies to enhance teaching, learning, and educational outcomes. It encompasses a wide

range of technologies, from traditional hardware like computers and projectors to modern innovations such as artificial intelligence, virtual reality, and mobile apps.

c. Students' Perception

Students' perception refers to the individual and collective cognitive, emotional, and evaluative understanding that students develop regarding various aspects of their educational experiences. It encompasses how students interpret and make sense of factors such as teaching methods, course content, classroom environment, assessments, and interactions with peers and instructors.

d. Wizer.me

Wizer.me is an online platform designed to facilitate interactive and personalized learning experiences, particularly in the field of education. It serves as a digital workspace for teachers to create, share, and manage various educational contents, including worksheets, quizzes, and other interactive exercises. Wizer.me enables educators to integrate multimedia elements such as images and videos into their materials, fostering a dynamic and engaging learning environment.

CHAPTER VI

CONCLUSION AND SUGGESTION

This chapter presents the conclusion and suggestion based on the result of research elaborated in the previous chapter.

6.1 Conclusion

Based on the research findings, it is evident that Wizer.me offers significant benefits in enhancing the educational experience by increasing student motivation, enabling independent learning, and fostering student engagement through its interactive features. The platform's ability to provide immediate feedback and support diverse learning styles through multimedia resources significantly improves students' understanding and retention of the material. However, challenges such as limited technological knowledge, feature complexity, technical difficulties, and feedback-related issues hinder the full potential of Wizer.me. Despite these obstacles, students perceive Wizer.me as a fun and engaging platform that introduces a novel learning experience, shifting away from traditional passive learning methods to a more dynamic and interactive approach. By addressing these challenges and optimizing the platform's features, Wizer.me can further enhance its role as a valuable educational technology, contributing to a more effective and enjoyable learning process.

6.2 Suggestion

The findings of this study highlight the significant impact of Wizer.me on enhancing the educational experience, yet also reveal several challenges faced by

students in its practical application. To address these challenges and further leverage the benefits of Wizer.me, a series of recommendations are proposed:

Firstly, educators and students must receive adequate training to improve their technological proficiency and familiarity with the platform's features. By enhancing their understanding and comfort level, users can maximize the benefits offered by Wizer.me and mitigate any challenges related to technical difficulties.

Secondly, developers of Wizer.me should focus on simplifying complex features and improving user interface design to make the platform more intuitive and user-friendly. This could involve streamlining the feedback mechanisms and ensuring that multimedia resources are easily accessible and usable. Additionally, addressing technical issues such as connectivity problems and platform stability will further enhance the overall user experience.

Moreover, it is recommended that educators leverage the interactive and multimedia features of Wizer.me to create engaging and diverse learning materials that cater to various learning styles. By incorporating a mix of visual, auditory, and interactive elements, teachers can make the learning process more dynamic and effective.

For students, it is crucial to develop strategies to navigate the platform efficiently and independently. Encouraging students to actively seek help when facing difficulties and providing peer support systems can alleviate some of the challenges they encounter.

Finally, future research should explore additional aspects such as the long-term impact of using Wizer.me on student learning outcomes, the effectiveness of

different types of interactive content, and the role of teacher facilitation in maximizing the platform's potential. By addressing these areas, educators and developers can better understand and harness the full potential of Wizer.me as a valuable educational technology tool.

6.3 Recommendation

The present study's outcomes are subject to certain limitations, which underscore the importance of evaluating students' experiences and challenges with the Wizer.me platform. The limitations are the specific focus on a single educational setting, which may limit the generalizability of the findings to other contexts. Additionally, the study primarily relied on qualitative data, which, though detailed, could benefit from the inclusion of quantitative measures for a more balanced analysis.

Hence, it is recommended that future investigations employ a mixed-methods approach, incorporating both qualitative and quantitative data to provide a more comprehensive understanding of students' experiences with Wizer.me. Moreover, expanding the study to include a diverse range of educational institutions and student demographics could enhance the generalizability of the findings.

Furthermore, it is suggested that additional research explore the specific features of Wizer.me that students find most challenging and beneficial. This could involve detailed analyses of the platform's usability, accessibility, and the effectiveness of various interactive elements. Such investigations would provide

more targeted insights into how Wizer.me can be optimized to better support

student learning.

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