



## **Students' perceptions of *Wayground* for interactive and collaborative English learning in junior high school**

**Ningsih Ramadani<sup>1\*</sup>, Dian Safitri<sup>1</sup>**

<sup>1</sup>Universitas Negeri Padang, Indonesia

\*Correspondence Email: [ningsihramadani204@gmail.com](mailto:ningsihramadani204@gmail.com)

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### **Abstract:**

The integration of digital learning platforms has transformed English language teaching by fostering more interactive and collaborative learning environments. This study investigated students' perceptions of using *Wayground* (formerly Quizizz) for interactive, collaborative English learning in a junior high school context. A quantitative descriptive research design was employed involving 59 students from Grade VIII and Grade IX at SMPN 1 Lubuk Sikaping, West Sumatra, Indonesia. Data were collected using a 15-item questionnaire designed to assess students' perceptions of *Wayground* regarding ease of use, usefulness, engagement, and learning support. The data were analyzed using descriptive statistics, including frequencies, percentages, and mean scores. The findings indicated that students had positive perceptions of *Wayground* in English learning, with an overall mean score of 3.35, suggesting a favorable response toward its implementation. Students perceived *Wayground* as an engaging and user-friendly platform that enhanced participation, facilitated classroom interaction, and supported collaborative learning activities. In addition, the platform was found to help increase students' motivation and understanding of the learning materials through its gamified, interactive features. The findings suggest that *Wayground* can serve as an effective digital learning tool to support interactive and collaborative English learning in junior high school settings.

### **Keywords:**

students' perceptions, *Wayground*, English learning, interactive learning, collaborative learning

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## **1. INTRODUCTION AND LITERATURE REVIEW**

The rapid advancement of digital technology has significantly transformed educational practices, particularly in English language teaching and learning. In the English as a Foreign Language (EFL) context, technology-mediated instruction has increasingly been adopted to create more engaging, interactive, and student-centered learning environments. Digital learning platforms have enabled students to access learning materials flexibly while

promoting active participation and communication during classroom instruction. As a result, the integration of educational technology has become an essential component in improving students' learning experiences and outcomes.

In English language education, digital platforms have played an increasingly important role in supporting language acquisition through interactive activities, immediate feedback, and collaborative learning opportunities. Mobile-assisted language learning and gamified educational applications have been found to enhance students' motivation, participation, and language performance by providing engaging and flexible learning experiences. Previous studies have demonstrated that digital learning tools can positively influence English language learning by promoting learner autonomy, increasing classroom participation, and facilitating meaningful student interaction (Gan et al., 2015; Yuan et al., 2025; Zubiri-Esnaola et al., 2020). More recent evidence suggests that gamified learning environments positively contribute to student engagement and motivation in EFL classrooms. For example, recent studies have reported that gamified platforms significantly improve students' participation, motivation, and learning retention through interactive learning experiences.

One digital platform increasingly used in English language instruction is *Wayground* (formerly known as Quizizz), a gamified learning platform designed to support interactive classroom activities through quizzes, instant feedback, and game-based features. *Wayground* allows teachers to conduct synchronous and asynchronous learning activities, enabling students to participate in classroom assessments in an engaging, flexible way. The platform incorporates features such as leaderboards, timers, rewards, and immediate feedback that can foster student engagement and motivation during learning activities. Recent studies have highlighted the positive effects of gamified platforms, such as *Wayground*, on EFL learners' motivation, engagement, and learning outcomes by creating enjoyable, interactive classroom experiences.

In addition to increasing engagement, interactive digital platforms may also support collaborative learning. Interactive learning emphasizes students' active participation in the learning process, while collaborative learning encourages learners to work together, exchange ideas, and solve problems collectively. In English classrooms, collaborative learning is particularly important because it provides students with opportunities to practice communication skills, negotiate meaning, and develop language proficiency through peer interaction. Gamified digital platforms can facilitate such processes by encouraging participation, classroom interaction, and shared learning experiences.

Despite the growing implementation of gamified learning platforms in EFL education, previous studies have primarily focused on their effectiveness in improving achievement, motivation, and engagement, particularly at the university and senior high school levels. Limited attention has been given to students' perceptions of *Wayground* in supporting both interactive and collaborative English learning in junior high school settings, especially within Indonesian EFL contexts. Moreover, studies examining how students perceive *Wayground's* role in facilitating classroom interaction and collaboration are similarly limited. Therefore, investigating students' perceptions is important to better understand how digital learning tools can support meaningful English learning experiences in secondary education.

Accordingly, this study aims to investigate students' perceptions of *Wayground* for interactive and collaborative English learning in junior high school by addressing the following questions:

1. How do Junior High School students perceive the effectiveness of *Wayground* in supporting interactive English learning in terms of ease of use and usefulness?

2. How do students perceive the role of *Wayground* in supporting collaborative English learning in classroom activities?

### **1.1. *Wayground* in English language learning**

*Wayground* (formerly Quizizz) is a gamified digital learning platform that facilitates classroom interaction through quiz-based activities, real-time feedback, and engaging learning experiences. Initially introduced as an online assessment tool, the platform has evolved into a comprehensive digital learning environment that supports classroom instruction, formative assessment, homework, and self-paced learning. Due to its accessibility and game-based design, *Wayground* has gained increasing attention in educational contexts, particularly in English as a Foreign Language (EFL) learning (Azizah et al., 2025), where students often require engaging instructional strategies to maintain participation and motivation (Aulia et al., 2025).

The integration of digital technologies into English language education has transformed conventional teaching approaches by fostering more student-centered, interactive learning environments. Technology-enhanced language learning is considered beneficial because it provides flexible access to learning materials, immediate feedback, and opportunities for repeated practice. In EFL contexts, digital learning tools are especially valuable because students often have limited opportunities to practice English outside classroom settings. Consequently, digital educational platforms may help create supportive learning environments that foster language exposure, participation, and learner autonomy (Khadawardi, 2025; Ramadhani.F & Marlina, 2025). More recent studies have further suggested that technology-assisted language learning positively influences students' perceptions of English learning by improving engagement, interaction, and learning experiences in digital environments (An et al., 2021; Derakhshan et al., 2025; Huseinović, 2022; Hussain et al., 2025; Liu & Liu, 2025; Yuan et al., 2025).

One of the most significant pedagogical features of *Wayground* is its use of gamification, which integrates game-design elements into non-game contexts to enhance engagement and motivation. Gamification in educational settings generally includes elements such as points, rewards, leaderboards, badges, timers, avatars, and performance tracking. These features are intended to create enjoyable and meaningful learning experiences that encourage active participation and sustained learner attention. Research has consistently demonstrated that gamification positively affects students' motivation and academic engagement by transforming learning into a more interactive and enjoyable experience (A. Temel et al., 2024; T. Temel & Cesur, 2024, 2025). In EFL classrooms, gamification may be particularly beneficial because language acquisition requires repeated practice, persistence, and learner motivation, all of which can be strengthened through interactive learning experiences (Al-Khresheh, 2025; Chan & Lo, 2024; Zhang & Crawford, 2024).

*Wayground* incorporates multiple gamified features that potentially support English language learning. Through real-time quizzes and immediate scoring systems, students receive instant feedback on their responses, enabling them to identify mistakes and improve understanding during learning activities. Immediate feedback is particularly important in language learning because it allows learners to recognize linguistic errors, refine their understanding, and strengthen language retention. Furthermore, repeated exposure to vocabulary, grammar, and comprehension activities through gamified tasks may contribute to better language acquisition outcomes (Shen et al., 2024). Studies on Quizizz in EFL settings have reported that students generally perceive the platform positively because it increases motivation, facilitates understanding, and makes classroom activities more engaging and enjoyable (Zhang & Hasim, 2023).

In addition to supporting engagement, *Wayground* may also function as an effective tool for formative assessment. Formative assessment emphasizes ongoing monitoring of students' understanding during instruction in order to improve learning outcomes through timely feedback. Compared to conventional paper-based assessment methods, digital platforms enable teachers to evaluate students' progress more efficiently while maintaining classroom participation and motivation. Teachers can identify students' learning difficulties, analyze classroom performance, and modify instructional approaches based on real-time learning data. Quizizz significantly increased EFL learners' motivation in formative assessment contexts because students perceived the assessment process as more enjoyable and less stressful. Similarly, students reported greater willingness to participate when assessments were delivered through gamified platforms rather than traditional testing formats (Asmarani & Anwar, 2025).

Student engagement is an important aspect of English learning because language acquisition develops through active participation, repeated exposure, and meaningful communication. Traditional teacher-centered instruction may limit students' opportunities to actively engage with language learning materials. By contrast, digital learning platforms such as *Wayground* encourage active classroom participation through interactive quizzes, competitive activities, and multimedia-supported learning content. Students are often more motivated to participate when instructional activities include enjoyable and interactive elements. Research has shown that students generally report positive attitudes toward Quizizz because the platform promotes motivation, confidence, and classroom participation while reducing boredom during English lessons (Fahada & Asrul, 2024; Yunus & Hua, 2021).

Despite its educational benefits, *Wayground's* implementation also presents several challenges. Dependence on stable internet connectivity, unequal access to digital devices, and differences in technological literacy may affect students' learning experiences. Furthermore, while competitive elements such as leaderboards may motivate some students, excessive competition may increase anxiety among learners with lower academic confidence. Previous studies have therefore emphasized the importance of balancing competitive and collaborative activities to ensure inclusive classroom participation (Zubiri-Esnaola et al., 2020). Teachers play an important role in designing pedagogically meaningful learning environments that maximize the benefits of *Wayground* while minimizing potential limitations.

Although numerous studies have explored the effectiveness of *Wayground* in improving students' motivation, engagement, and learning achievement, few have examined students' perceptions of *Wayground's* support for interactive and collaborative English learning at the junior high school level, particularly in Indonesian EFL classrooms. Therefore, this study seeks to investigate students' perceptions of *Wayground* for interactive and collaborative English learning in junior high school settings.

## **1.2. Interactive learning**

Interactive learning refers to an instructional approach that emphasizes students' active participation in the learning process through engagement, communication, problem-solving, and meaningful interaction with teachers, peers, and learning materials. Unlike traditional teacher-centered instruction, which positions students as passive recipients of information, interactive learning encourages learners to become active participants in constructing knowledge through classroom interaction and participation (Elsheikh Hago Elmahdi et al., 2024). In English as a Foreign Language (EFL) learning, interactive learning is particularly important because language acquisition develops more effectively when students actively engage in communicative activities and meaningful learning experiences.

The theoretical foundation of interactive learning is closely related to constructivist learning theory, which argues that learners actively construct knowledge through experience and interaction rather than passively receiving information. According to constructivist perspectives, learning occurs when students actively connect new information to prior knowledge and participate in meaningful educational activities (Frawley & Lantolf, 1985; Gillen, 2000; Hausfather, 1996; Lourenço, 2012). In EFL classrooms, interaction is considered essential because students learn language not only through exposure to instructional content but also through opportunities to communicate, negotiate meaning, and receive feedback. Therefore, interactive learning environments provide learners with opportunities to practice language skills more actively and meaningfully.

In language education, interaction has long been recognized as a fundamental aspect of language acquisition. Students who actively participate in classroom learning activities tend to demonstrate higher levels of language development because active engagement encourages repeated exposure to vocabulary, grammar, and communicative practices (Schmitt, 2008; Zhang et al., 2021; Zhang, 2020). Interactive learning environments also help students improve speaking confidence, classroom participation, and comprehension through continuous engagement with instructional materials and peer communication. Consequently, interactive teaching strategies have increasingly been implemented in EFL contexts to support student-centered learning and encourage meaningful classroom participation.

The advancement of digital technology has significantly transformed the implementation of interactive learning in educational settings. Technology-enhanced learning environments provide opportunities for students to engage more actively with learning materials through multimedia resources, immediate responses, instant feedback, and interactive classroom activities. Digital educational tools can create more engaging learning experiences by encouraging students to actively participate rather than merely receiving information from teachers (McKnight et al., 2016; Mei et al., 2019). In EFL classrooms, digital learning environments are particularly valuable because they provide additional opportunities for language exposure and interaction, which are often limited in conventional classroom settings.

Research suggests that technology-supported interactive learning positively affects students' motivation, engagement, and participation in language learning. Students are more likely to participate actively when learning activities involve enjoyable, responsive, and interactive instructional media. Interactive digital learning tools may also reduce students' anxiety because learners can respond to tasks in less intimidating learning environments while receiving immediate feedback regarding their performance (Blau & Shamir-Inbal, 2018; Gan et al., 2015). As a result, technology-assisted learning environments are increasingly viewed as effective tools for fostering classroom interaction and active student participation.

*Wayground* supports interactive learning by enabling students to actively participate in quiz-based activities that require immediate responses, continuous engagement, and classroom interaction. Features such as real-time quizzes, timers, instant scoring, leaderboards, and immediate feedback encourage students to remain actively involved throughout learning activities. Through immediate feedback, students can identify errors, evaluate their understanding, and improve their comprehension of English learning materials. Since feedback plays an important role in language learning, such interactive features may positively influence students' motivation and learning experiences.

Furthermore, *Wayground* facilitates active classroom participation by encouraging students to respond directly to instructional content rather than remaining passive during lessons. Students are required to answer questions, reflect on their responses, and participate

in engaging learning activities that may strengthen concentration and attention. Previous studies have shown that gamified digital learning platforms enhance classroom engagement because students often perceive learning activities as more enjoyable and motivating than those in conventional instructional methods (T. Temel & Cesur, 2024, 2025). Moreover, interactive learning environments may help students build confidence and reduce fear of making mistakes, as immediate feedback allows opportunities for self-correction and improvement.

Despite its advantages, interactive learning through digital platforms also presents several challenges. Students' engagement may be influenced by internet accessibility, digital literacy, classroom management, and the effectiveness of instructional design. Excessive reliance on technology without appropriate pedagogical planning may reduce meaningful interaction and shift students' attention from learning objectives to competition. Therefore, teachers play an essential role in designing balanced interactive learning experiences that prioritize meaningful participation while maintaining students' engagement and motivation.

In the context of this study, interactive learning refers to students' active involvement in English learning activities facilitated through *Wayground*. Since the platform incorporates features designed to promote participation, immediate responses, and engagement, investigating students' perceptions of *Wayground* is important for understanding how digital technology may support interactive English learning in junior high school settings.

### **1.3. Collaborative learning**

Collaborative learning refers to an instructional approach in which students work together to achieve shared learning goals through interaction, communication, and mutual problem-solving. Unlike individual learning, collaborative learning emphasizes cooperation among learners to construct knowledge collectively and develop understanding through social interaction. In educational contexts, collaborative learning is considered an important pedagogical strategy because it promotes active participation, critical thinking, communication skills, and peer support during the learning process (Blau & Shamir-Inbal, 2018; Situmorang et al., 2025; Zubiri-Esnaola et al., 2020). In English as a Foreign Language (EFL) learning, collaborative learning is particularly beneficial because language acquisition develops more effectively when learners actively communicate and exchange ideas with others.

The theoretical foundation of collaborative learning is closely associated with social constructivist theory, particularly the work of Vygotsky (Lourenço, 2012) who emphasized that learning occurs through social interaction and collaboration. According to Vygotsky, students develop knowledge through communication with others, particularly within the Zone of Proximal Development (ZPD), where learners can accomplish tasks more effectively with guidance or peer support (Harland, 2003; Irshad et al., 2021). Through collaborative activities, students can share ideas, negotiate meaning, provide explanations, and support each other's understanding. Consequently, collaborative learning environments may create opportunities for students to improve cognitive and language development through meaningful interaction.

In language learning, collaborative learning plays an essential role because communication is a fundamental component of language acquisition. Students who participate in collaborative activities are more likely to practice language skills actively through discussion, peer feedback, idea-sharing, and cooperative problem-solving. Collaborative learning environments may help learners improve their speaking confidence, vocabulary use, comprehension, and communicative competence by encouraging language use in authentic social contexts. Moreover, peer interaction allows students to learn from one another and reduce anxiety often associated with language learning.

Research has demonstrated that collaborative learning positively influences students' academic achievement, motivation, and classroom participation. Students who engage in collaborative learning activities often demonstrate higher levels of engagement because learning becomes more interactive and socially meaningful (Gan et al., 2015; Ghavifekr, 2020; Yuan et al., 2025; Zubiri-Esnaola et al., 2020). In EFL classrooms, collaborative learning has also been found to improve students' confidence and willingness to participate in communicative activities, as peer support reduces the fear of making mistakes and encourages active language use (Qureshi et al., 2023).

The integration of digital technology into classroom instruction has further expanded opportunities for collaborative learning. Technology-enhanced learning environments provide students with opportunities to communicate, exchange information, and participate in group-based activities beyond conventional classroom interaction. Digital educational tools can facilitate collaboration by supporting classroom participation, peer interaction, and cooperative learning experiences (Altınay, 2017). In language-learning contexts, digital platforms can help students collaborate more effectively by providing interactive environments that encourage participation and communication.

*Wayground* may support collaborative learning by facilitating classroom interaction and shared participation during English learning activities. Although the platform is primarily designed as a gamified quiz tool, its classroom implementation often encourages students to discuss answers, exchange ideas, and support one another as they participate in learning tasks. Teachers may also use *Wayground* in group-based activities, pair discussions, or cooperative classroom competitions that promote peer interaction and collaborative problem-solving. Through these learning experiences, students are encouraged to engage more actively with instructional content while learning from classmates.

Moreover, *Wayground*-supported collaborative activities may positively affect students' motivation and classroom participation. Students often experience greater enjoyment and confidence when learning involves peer interaction and cooperative engagement. Previous studies have suggested that digital gamified learning environments foster collaborative participation by engaging students when instructional activities involve interaction and teamwork (T. Temel & Cesur, 2024, 2025). Collaborative learning activities may also foster positive classroom relationships by encouraging communication, shared responsibility, and mutual academic support.

Despite its benefits, collaborative learning through digital platforms also presents several challenges. Unequal participation among group members, differences in digital literacy, and classroom management issues may influence the effectiveness of collaborative learning activities. Furthermore, excessive competition in gamified environments may sometimes reduce opportunities for meaningful cooperation if instructional activities emphasize individual achievement over group interaction. Therefore, teachers play an essential role in designing collaborative learning experiences that balance competition with meaningful cooperation and peer engagement.

In this study, collaborative learning refers to students' shared participation and interaction during English learning activities facilitated by *Wayground*. Since the platform may encourage classroom discussion, peer support, and cooperative engagement, examining students' perceptions is important to understand how *Wayground* supports collaborative English learning in junior high school settings.

## 2. METHOD

### 2.1. Research Design

This study employed a quantitative descriptive design to investigate students' perceptions of *Wayground* for interactive and collaborative English learning in a junior high school context. A quantitative descriptive approach is appropriate for systematically describing participants' perceptions through numerical data and statistical analysis (Taherdoost, 2022). This design enabled the researchers to examine students' responses regarding the use of *Wayground* in English learning without manipulating variables or treatment conditions.

### 2.2. Participants

The study was conducted to purposively select students at one of the public junior high schools in West Sumatra, Indonesia. A total of 59 students from Grades VIII and IX who had participated in English learning activities using *Wayground* responded to the questionnaire. The participants were selected through purposive sampling, as the study specifically targeted students with prior experience using the platform in English classrooms.

### 2.3. Instrument

Data were collected using a 15-item questionnaire adapted from previous studies on educational technology and students' perceptions in EFL learning contexts. The instrument was developed by adapting relevant theoretical constructs, particularly perceived ease of use and perceived usefulness, derived from the Technology Acceptance Model (TAM) (Atcharyachanvanich et al., 2011), while additional indicators were contextualized to reflect students' experiences of using *Wayground* in English learning.

The questionnaire measured five indicators as presented in Table 1. The ease-of-use and usefulness dimensions were adapted from the technology acceptance literature, whereas the remaining dimensions were developed to capture students' experiences with gamified and interactive learning environments.

Responses were measured using a four-point Likert scale, ranging from strongly disagree (1) to strongly agree (4). The scale was selected to encourage clearer responses by minimizing neutral choices.

Prior to administration, the questionnaire was reviewed to ensure clarity, readability, and suitability for junior high school students. The final instrument was administered after participants had experienced English learning activities using *Wayground*.

Table 1. Questionnaire Indicators

Indicator	Item Number
Engagement and interest	1-3
Ease of use	4-6
Usefulness and learning support	7-9
Feedback and understanding	10-12
Accessibility and fairness	13-15

### 2.3. Data Collection Procedure

Data collection was conducted after participants engaged in English-learning activities using *Wayground*. The questionnaire was administered in a classroom setting to gather students' perceptions of the platform based on their learning experiences. Before completing the

questionnaire, participants were informed about the study's purpose and instructed on how to respond to the questionnaire items. Confidentiality was assured, and participation was limited to research purposes.

**2.4. Data Analysis**

The collected data were analyzed using descriptive statistics, including frequencies, percentages, and mean scores, to identify patterns in students' perceptions of *Wayground*. Frequencies and percentages were used to summarize students' responses for each questionnaire item, while mean scores were calculated to determine the overall tendency of students' perceptions across questionnaire dimensions.

To facilitate interpretation, mean scores were categorized as shown in Table 2 to indicate students' perceptions of the use of *Wayground* for interactive and collaborative English learning. The findings were then interpreted descriptively to explain how students perceived the platform's support for engagement, participation, and learning experiences in English classrooms.

Table 2. Mean category

No.	Mean	Category
1	3.26 - 4	Very Positive
2	2.51 – 3.25	Positive
3	1.76 – 2.50	Negative
4	1 – 1.75	Very Negative

**3. RESULTS AND DISCUSSION**

**3.1. Overall findings of students' perceptions of *Wayground***

Overall, as reported in Figure 1 and Table 3, students demonstrated positive perceptions toward the implementation of *Wayground* in English learning, reflected in the overall mean score (M = 3.35). The findings indicate that students generally perceived *Wayground* as beneficial for interactive and collaborative English learning in junior high school classrooms.

Among the measured dimensions, usefulness and learning support emerged as the strongest aspect of students' perceptions, whereas accessibility and fairness received the lowest, yet still positive, evaluation. The consistently positive scores across all dimensions suggest that students generally valued *Wayground* for its contribution to engagement, learning support, feedback, participation, and classroom interaction.

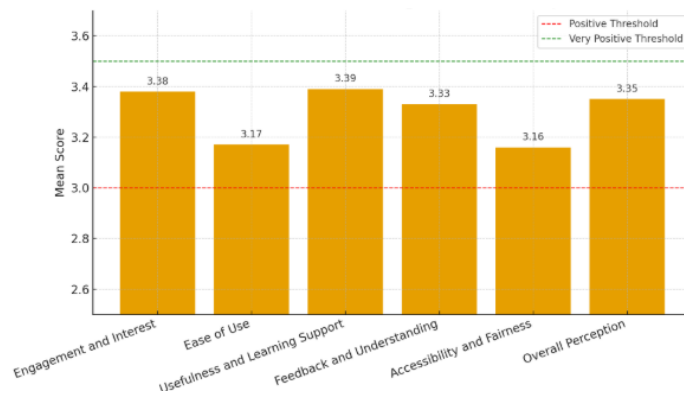


Figure 1. Participants' responses

Table 3. Students' perceptions across measured indicators

No	Indicators	Mean	Category
1	Engagement and interest	3.38	Positive
2	Ease of use	3.17	Positive
3	Usefulness and learning support	3.39	Positive
4	Feedback and understanding	3.33	Positive
5	Accessibility and fairness	3.16	Positive
6	Overall perception	3.35	Positive

The overall findings indicate that students perceived *Wayground* positively as a platform for supporting English learning in junior high school classrooms. The positive perceptions demonstrated across both interactive and collaborative learning dimensions suggest that students generally accepted *Wayground* as an engaging and supportive learning platform. This finding suggests that digital gamified platforms may positively contribute to English learning by fostering classroom environments that encourage participation, interaction, and engagement.

Students' overall positive perceptions may be understood through the perspective of educational technology acceptance, which emphasizes that learners are more likely to respond favorably to technology when they perceive it as beneficial, accessible, and supportive of learning objectives. In this study, students appeared to perceive *Wayground* as facilitating classroom learning through interactive activities, immediate feedback, and engaging instructional features. The positive responses suggest that students did not merely use the platform as a technological tool but also viewed it as meaningful support for learning English.

The findings also reinforce arguments concerning the pedagogical value of gamified learning environments in EFL education. Gamification has increasingly been recognized as an effective strategy for improving learners' motivation, classroom participation, and engagement by integrating game-like elements into educational activities. Previous studies have reported that gamified digital platforms enhance students' learning experiences by creating more enjoyable and motivating instructional environments (An et al., 2021; Azizah et al., 2025; Ramadhani.F & Marlina, 2025). Similarly, recent studies in EFL contexts have found that students tend to perceive platforms such as *Wayground* positively due to their interactive design, immediate feedback mechanisms, and ability to maintain students' attention during classroom learning (R. Aulia & Warni, 2024; Fahada & Asrul, 2024).

Furthermore, the findings suggest that *Wayground* may help create more student-centered learning environments, where learners are more actively involved in classroom activities rather than passive recipients of information. This finding aligns with recent discussions in technology-assisted language learning, which emphasize that digital educational platforms can promote engagement, autonomy, and active classroom participation when implemented meaningfully in instructional contexts (Asmarani & Anwar, 2025; Pratiwi & Waluyo, 2023). In EFL classrooms, where opportunities for meaningful interaction may be limited, platforms such as *Wayground* can provide students with additional opportunities to engage more actively with learning materials and classroom activities.

Nevertheless, positive perceptions do not necessarily indicate the absence of challenges. Some contextual factors, including internet connectivity, device accessibility, classroom management, and differences in students' technological familiarity, may still influence the effectiveness of *Wayground* implementation. Therefore, although students generally perceived the platform positively, its educational effectiveness depends on teachers' ability to strategically integrate it into meaningful learning activities. This perspective is supported by recent educational technology research, which emphasizes that successful digital learning implementation depends not only on technological features but also on pedagogical design and classroom context (Blundell et al., 2016; Govindasamy, 2001; Ramadhani.F & Marlina, 2025).

### **3.2. Students' perceptions of *Wayground* for interactive English learning**

The first research question examined students' perceptions of *Wayground* for interactive English learning in junior high school. The findings revealed that students had positive perceptions of *Wayground's* use in facilitating interactive classroom learning. This positive trend is reflected in consistently favorable mean scores across dimensions of classroom engagement, instructional support, feedback, and usability.

Among the measured dimensions, usefulness and learning support had the highest mean scores ( $M = 3.39$ ), indicating that students generally perceived *Wayground* as beneficial for English learning activities. Students appeared to view the platform as helpful for understanding learning materials, completing classroom activities, and supporting instructional processes. This finding suggests that *Wayground* positively contributed to students' learning experiences by providing interactive opportunities that supported comprehension and classroom participation.

Similarly, engagement and interest demonstrated a high mean score ( $M = 3.38$ ), indicating that students generally found English learning activities using *Wayground* engaging and motivating. The results suggest that students responded positively to the platform's gamified and interactive features. Through quiz-based activities and classroom participation, students appeared more engaged during English lessons. The finding further indicates that *Wayground* may have contributed to increasing students' attention and participation during classroom learning.

The dimensions of feedback and understanding also showed positive results ( $M = 3.33$ ), indicating that students generally perceived the immediate feedback provided by *Wayground* as helpful in improving their understanding of the learning materials. The instant feedback mechanism enabled students to recognize incorrect responses and review their understanding during classroom activities. This finding suggests that students appreciated the immediate response system as part of the learning process.

In terms of usability, ease of use obtained a positive mean score ( $M = 3.17$ ), suggesting that students generally considered *Wayground* manageable and relatively easy to use during English learning activities. Although this dimension received a lower mean score than usefulness and engagement, the results indicate that students experienced relatively few difficulties accessing and navigating the platform during classroom instruction.

The findings indicate that students perceived *Wayground* positively as a support for interactive English learning. Students generally viewed the platform as useful for facilitating classroom activities, supporting understanding, and increasing engagement during English lessons. This positive perception suggests that *Wayground* functioned not only as a technological tool but also as a learning medium that encouraged students' active participation in classroom activities.

Students' positive perceptions of *Wayground* may be explained by the Technology Acceptance Model (TAM), which posits that users tend to adopt technology when they perceive it as useful and manageable. In this study, students appeared to regard *Wayground* as beneficial for supporting learning activities while remaining sufficiently accessible for classroom instruction. The platform's quiz-based interface and interactive features may have reduced technological barriers and encouraged greater participation in English learning (Aulia et al., 2025; Zhang & Crawford, 2024).

Another notable finding concerns students' engagement and classroom involvement during *Wayground*-assisted instruction. The positive responses suggest that students experienced English learning as more engaging and interactive when supported by gamified activities. This finding aligns with the concept of interactive learning, which emphasizes students' active participation in the learning process rather than passive reception of information (Fahada & Asrul, 2024; Yunus & Hua, 2021). Through interactive quizzes and classroom participation, *Wayground* may have created learning experiences that kept students actively involved throughout instructional activities (Azizah et al., 2025).

The findings further suggest that students valued the platform's immediate feedback. In language learning, feedback is important because it enables learners to recognize errors, evaluate their understanding, and improve their performance throughout the learning process. The instant response system integrated into *Wayground* may have helped students become more aware of their progress and encouraged reflection on learning outcomes. This finding supports previous studies indicating that gamified digital learning platforms contribute positively to students' motivation, participation, and understanding by providing immediate corrective feedback and engaging instructional experiences (A. Temel et al., 2024; T. Temel & Cesur, 2024, 2025). The present findings are also consistent with previous studies that report that students generally respond positively to digital, gamified learning environments in EFL contexts (Zhang & Crawford, 2024). Therefore, the findings suggest that *Wayground* may contribute positively to interactive English learning by promoting active engagement and meaningful classroom participation.

### **3.3. Students' perceptions of *Wayground* for collaborative English learning**

The second research question investigated students' perceptions of *Wayground* for collaborative English learning in junior high school. The findings indicate that students also demonstrated positive perceptions toward the platform in facilitating classroom participation and shared learning experiences.

The engagement and interest dimension ( $M = 3.38$ ) suggests that students actively participated in learning activities and responded positively to classroom interaction facilitated through *Wayground*. The findings indicate that students perceived English-learning activities on the platform as encouraging participation and involvement during classroom instruction.

Additionally, accessibility and fairness obtained a positive mean score ( $M = 3.16$ ), indicating that students generally perceived *Wayground* as sufficiently accessible and supportive of classroom participation. Although this dimension received the lowest mean score among all indicators, the result remained within the positive category. This finding suggests that students generally considered the platform beneficial despite potential limitations related to internet access, technological familiarity, or individual learning preferences.

The findings further indicate that *Wayground* supported collaborative learning experiences by creating opportunities for participation and classroom interaction. During English learning activities, students appeared to experience learning environments that

encouraged involvement and shared engagement in classroom tasks. Although the platform primarily functions as a gamified learning tool, students generally perceived its implementation as supportive of collaborative participation during classroom activities.

The findings also demonstrate that students perceived *Wayground* positively in supporting collaborative English learning. Although the platform is primarily designed as a gamified quiz application, its implementation in classroom settings appeared to encourage participation, interaction, and shared learning experiences among students.

This finding can be understood through social constructivist theory, which argues that learning develops through interaction and collaboration with others (Frawley & Lantolf, 1985; Gillen, 2000; Hausfather, 1996). In collaborative learning environments, students develop understanding by exchanging ideas, participating in classroom activities, and engaging in shared learning experiences. In this study, *Wayground* may have facilitated collaborative learning by encouraging classroom participation and interaction during English lessons.

Students' positive perceptions further suggest that *Wayground*-supported activities promoted a more participatory learning atmosphere. Classroom activities involving quizzes and shared engagement may have encouraged students to become more involved in instructional tasks and peer interaction. This finding aligns with collaborative learning perspectives, which emphasize that active participation and social interaction enhance learning experiences (Aulia et al., 2025; Elsheikh Hago Elmahdi et al., 2024; Situmorang et al., 2025; Zubiri-Esnaola et al., 2020)

Although students generally responded positively, some challenges may still influence collaborative learning experiences, particularly regarding accessibility and technological readiness. Differences in internet connectivity, digital literacy, and classroom conditions may affect students' equal participation in technology-assisted learning activities (Huseinović, 2022; Khadawardi, 2025; Pratiwi & Waluyo, 2023; Shen et al., 2024). Nevertheless, students generally perceived the platform as supportive of participation and classroom engagement.

The findings are consistent with previous studies suggesting that gamified digital learning environments positively influence collaborative participation by creating enjoyable and interactive learning experiences (Blau & Shamir-Inbal, 2018; Situmorang et al., 2025). Thus, *Wayground* may support collaborative English learning by fostering classroom interaction, shared participation, and student involvement in learning activities.

#### **4. CONCLUSION**

This study investigated students' perceptions of *Wayground* for interactive and collaborative English learning in junior high school. The findings revealed that students generally perceived *Wayground* positively as a digital learning platform that supported classroom engagement, participation, interaction, and learning experiences in English lessons. In terms of interactive learning, students viewed *Wayground* as beneficial for promoting active classroom involvement, supporting understanding through immediate feedback, and creating more engaging learning experiences. Regarding collaborative learning, students perceived the platform as supportive of participation and shared classroom engagement during English learning activities.

The findings suggest that *Wayground* has the potential to support more interactive, student-centered English learning environments, particularly through gamified activities that encourage participation and classroom engagement. Since students generally responded positively to the platform, English teachers may consider integrating *Wayground* into classroom instruction to enhance engagement, facilitate active learning, and create more

meaningful learning experiences. However, effective implementation requires thoughtful pedagogical planning to ensure that digital activities remain aligned with instructional objectives and support meaningful language learning rather than focusing solely on competitive elements.

Despite the positive findings, this study was limited to a single junior high school context and relied on questionnaire data to examine students' perceptions. Therefore, future research is recommended to investigate the implementation of *Wayground* across different educational settings and learner levels using broader samples and mixed-method approaches. Further studies may also explore teachers' perspectives and examine the relationship between students' perceptions and English learning outcomes to provide a more comprehensive understanding of *Wayground* in EFL education.

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