Students' Perception toward the Use of Wayground Flash Card Feature in Learning Narrative Text

Nagata Zamzami[1], Sherly Novalita Yappy[2], M. Khusni Mubarok[3]
[1,2,3] Pendidikan Bahasa Inggris, Universitas PGRI Delta, Sidoarjo, Jawa Timur
Corresponding E-Mail: nagata10092001@gmail.com

Abstract

This research aims to investigate students' perceptions and motivation toward the use of Wayground *Flash Card* in learning English narrative texts. The study employed a quantitative descriptive design focusing on students' responses without manipulating variables. The participants were secondary school students who had used the Wayground *Flash Card* feature during English learning activities. Data were collected through online questionnaires distributed via Google Form, which consisted of two main instruments: a perception questionnaire (usability, engagement, usefulness, and enjoyment) and a motivation questionnaire (intrinsic, extrinsic, self-efficacy, engagement, and learning commitment). Each item was measured using a five-point Likert scale. The results showed that students' overall perception of Wayground *Flash Card* was positive, with an average mean of 3.97, indicating that students considered the platform useful and enjoyable for learning narrative texts. Among the perception dimensions, usability (4.03) and enjoyment (4.04) received the highest mean scores, reflecting that student found the flash card easy to use and engaging. Meanwhile, motivation analysis revealed an overall positive category, with engagement (4.04) and intrinsic motivation (3.97) emerging as the strongest factors influencing students' enthusiasm in learning English. These results suggest that Wayground *Flash Card* effectively supports students' active involvement and fosters a positive attitude toward English learning. In this study confirms that interactive digital media can enhance learners' motivation and confidence through autonomy, competence, and enjoyment. The findings also support previous studies indicating that game-based and visual learning media increase learners' engagement and satisfaction. Therefore, Wayground *Flash Card* can be considered an innovative and effective tool to improve students' motivation and learning experience in narrative text writing and comprehension.

Introduction

In this digital era, technology has become an essential part of the teaching and learning process. English teachers and students increasingly rely on digital learning media to improve engagement and motivation. One such platform is Wayground, an interactive language-learning application that provides features such as digital flash cards, games, and vocabulary exercises. Learning narrative text is an important part of the English curriculum since it develops students' ability to understand, retell, and write stories in English. However, many students still find it challenging and monotonous when using traditional learning methods. Therefore, integrating technology such as Wayground Flash Card may provide a more enjoyable and motivating experience. Understanding students' perceptions toward the use of Wayground Flash Cards is essential because positive perception and motivation are key factors influencing learning success. This study aims to describe students' perceptions and their motivation when learning narrative text using Wayground.

According to *Kemampuan Menulis Narasi* (2019), a narrative text presents a chronological sequence of events containing elements such as theme, setting, plot, characters, and point of view. The purpose of narrative writing is to entertain and convey messages through storytelling. Narrative text serves to tell human experiences, both real and imaginary, with the primary goal of providing entertainment, conveying moral messages, or instilling life values in the reader. In the context of English language learning, narrative writing skills require students not only to understand text structure but also to be able to develop ideas, organize plot, and express their emotions and imagination in a regular and logical manner. Elements such as plot and characters are important because they determine the story's appeal and help students build cohesion between different parts of the text.

Additionally, knowledge of themes and settings helps students develop a strong story context, while point of view provides direction for readers in understanding the author's perspective. Thus, this theory asserts that narrative writing instruction not only focuses on grammatical ability, but also on creative and structured thinking skills. In research on the use of the Wayground feature in Flash Cards, this theory can serve as a basis for understanding how learning technology can help students remember and understand these narrative elements more effectively. Thru the visualization and repetition provided by Flash Cards, students can more easily recognize the main components of a story and construct narratives with good structure.

in the teaching of English, particularly when it comes to writing. Since motivation has a significant impact on learning success or failure, students need to be driven by both internal and extrinsic sources of motivation. According to Harmer (2001:51), motivation is a type of internal drive that propels a person to take action

in order to accomplish a goal. Additionally, he proposes that motivation is a condition of cognitive arousal that prompts a choice to act, leading to continuous mental or physical effort in order to accomplish a predetermined objective. Driscoll (1994: 115) claims that Motivational design sees motivation as a series of steps. Get the learner's attention first, then explain how what you are teaching relates to their requirements and proposal. As the learning process progresses, the students become more self-assured. The happiness that comes from learning something new inspires one to keep learning. Self-Determination Theory (Deci & Ryan, 1985): focuses on both internal and external motivation, making it helpful to examine how digital flash cards encourage students' curiosity and independence. According Cognitive Theory of Multimedia Learning (Mayer, 2001): Explains how students learn more effectively from words and pictures combined, supporting the rationale behind flash cards as multimedia learning tools. based on the reality that students struggle a lot with writing. Motivation is one of the elements that encourages pupils to accomplish their objectives. Students acknowledged that they lacked the vocabulary to articulate their ideas and were unmotivated. Because imagery makes learning and comprehension easier, using flashcards as a medium might assist students become more motivated when speaking. Additionally, speaking and inspiration happen at the same time.

A study conducted by Nur (2024) entitled *"Development of Flash Card Instructional Media in the Context of Game-Based Volleyball Learning"* highlights the potential of integrating flash card media with game-based learning principles to improve student outcomes. The study found that combining visual learning tools like flash cards with interactive, game-oriented activities creates a more engaging and motivating learning environment. Through this integration, students are encouraged to actively participate, recall key concepts, and apply their knowledge in dynamic contexts, which leads to higher retention and improved performance.

According to Prensky (2001), game-based learning enhances students' engagement by integrating challenge, feedback, and enjoyment in the learning process. This method promotes intrinsic motivation and active participation, especially in language learning environments. From a theoretical perspective, this approach aligns with Constructivist Learning Theory, which emphasizes that learners construct knowledge actively through experience and interaction. Game-based flash card learning fosters student autonomy, collaboration, and enjoyment, thereby strengthening both cognitive and affective aspects of learning. Additionally, the interactive nature of game-based flash cards enhances motivation by incorporating elements of challenge, feedback, and achievement—features central to Flow Theory proposed by Csikszentmihalyi. sIn relation to the present study, the findings of Nur (2024) support the use of Wayground's Flash Card feature as an innovative medium to increase students' motivation in learning narrative texts. By transforming conventional vocabulary or story comprehension exercises into interactive, game-like activities, students can engage more deeply, experience enjoyment, and maintain sustained interest in language learning tasks.

Following an observation at SMK Bhakti Norma Husada Nganjuk, the researcher discovered several issues with the students, such as their lack of enthusiasm and inattention during the teaching and learning process. The pupils struggled to write clearly and concisely. Due to their deficiencies The researcher was motivated to investigate "Students' Perception toward the Use of Wayground Flash Card Feature in Learning Narrative Text" based on the findings mentioned above. The researcher thought that using flashcards could encourage students to speak out and voice their opinions without fear, as well as help them feel at ease and appreciate the subject matter. The purpose of this study is to find out how students feel about using Wayground Flash Cards to learn narrative texts. to gauge how motivated students are to use Wayground Flash Cards. to determine which aspects of the Wayground Flash Card students find most interesting and practical. Additionally, this study can help teachers understand how students respond to and are prepared to use digital learning tools, motivate students to use technology to increase their enthusiasm to learn English, and give scholars with references for more research on technology-based language learning.

METHOD
Research Design

This study employs a quantitative descriptive design, which aims to describe students' perceptions and motivation toward the use of the Wayground Flash Card feature in learning narrative text. The research does not involve any manipulation of variables or experimental control. Instead, it focuses on collecting factual data through questionnaires and analyzing the responses statistically to obtain an objective description of students' opinions and attitudes. This approach is appropriate because it allows the researcher to measure students' responses quantitatively and interpret the overall tendencies within the group.

Participants

The participants of this study are students from SMK Bhakti Norma Husada who have previously used the Wayground Flash Card application in their English learning activities there are 40 students. They have been exposed to narrative text materials through the platform, making them suitable respondents for the study. The participants will be selected using purposive sampling, which means the researcher will intentionally choose students who meet specific criteria relevant to the study—particularly those with experience using Wayground Flash Cards in learning narrative texts. This sampling method ensures that the collected data accurately reflect the perceptions of users who are familiar with the learning tool.

Instruments

To collect the data, two main instruments will be used:

1. Perception Questionnaire
   This instrument is designed to measure students' perceptions of the Wayground Flash Card. It covers several aspects such as usability, engagement, usefulness, and enjoyment in the learning process. The usablitiy, engangement and usefulness take Technology accepetence Model (TAM) by Davis (1989). The theory of multimedia learning to engagement and enjoyment take by Mayer (2001).
2. Motivation Questionnaire
   This instrument is intended to assess students' motivation in learning narrative text using Wayground Flash Cards. The questionnaire includes items related to students' interest, enthusiasm, persistence, and satisfaction in learning. The theory of Self Determination Theory (SDT) based on Deci & Ryan (1985). The theory Self efficancy based on Bandura (1997). And the engangement theory by Kearslev (1998).

   Both instruments employ a 5-point Likert scale, ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). The use of this scale allows for a clear measurement of the degree of students' agreement with each statement, which facilitates the quantification and comparison of data.

Data Collection Procedure

The data will be collected through online questionnaires distributed via Google Form. The researcher will first provide an explanation of the study's purpose and ensure that students understand the confidentiality and voluntary nature of their participation. The questionnaires will then be distributed to students who have used Wayground Flash Cards during their English classes. After all responses are collected, the data will be compiled and organized for analysis. Each response will be coded numerically to enable statistical processing. This method ensures efficiency, accessibility, and convenience for both the researcher and the respondents.

Data Analysis

The collected data will be analyzed using descriptive statistical methods. The analysis will include calculating the mean and percentage for each questionnaire item to determine the general trend of students' perceptions and motivation. The results will then be interpreted and categorized into several levels such as very positive, positive, neutral, or negative perceptions. To enhance clarity and presentation, the results may also be displayed in the form of graphs or charts, allowing readers to visualize the distribution of responses more effectively. This analytical approach will help the researcher draw meaningful conclusions regarding students' overall perception and motivation in using the Wayground Flash Card in learning narrative texts.

Findings

Students' Perception toward the Use of Wayground Flash Card Feature in Learning Narrative Text

Based on the results of data processing through a student perception questionnaire regarding the use of Wayground Flash Cards in narrative text learning, the average value (mean) obtained was 3.98 on a 1-5 Likert scale. This value falls into the "positive" category, indicating that students generally have a favorable view of using this medium in the learning process.
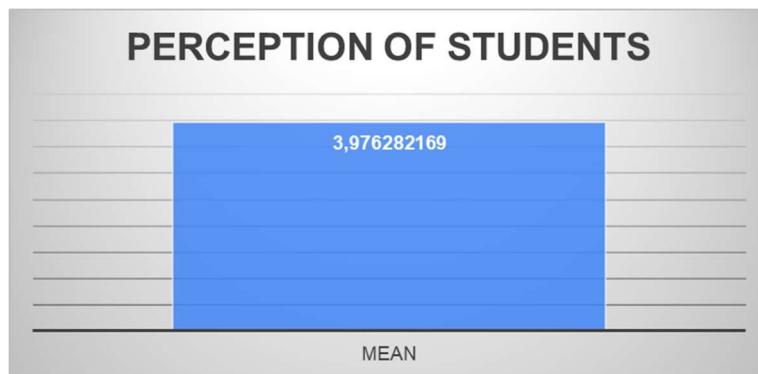

Figure 1 Perceprion of Students

This result indicates that students find the Flash Card feature of Wayground helpful in understanding narrative text material in a more engaging and accessible way. The use of technology-based and interactive visual media is considered to provide a more enjoyable learning experience compared to conventional methods.

Specifically, perceptual aspects such as usability, engagement, usefulness, and enjoyment were highly rated by students. This indicates that integrating game-based technology like Wayground can create a more active learning environment and motivate students to participate in English language learning activities.

Thus, it can be concluded that: Students' perception of using Wayground Flash Cards is at a positive level (mean = 3.98), which means students show good acceptance and interest in this learning medium.

Perception of Flash Cards by Wayground

Based on the results of the questionnaire analysis presented in the "Perception of Flash Cards by Wayground" graph, the average perception of students regarding the four main aspects of using the Flash Card feature was obtained, namely usability, engagement, usefulness, and enjoyment.
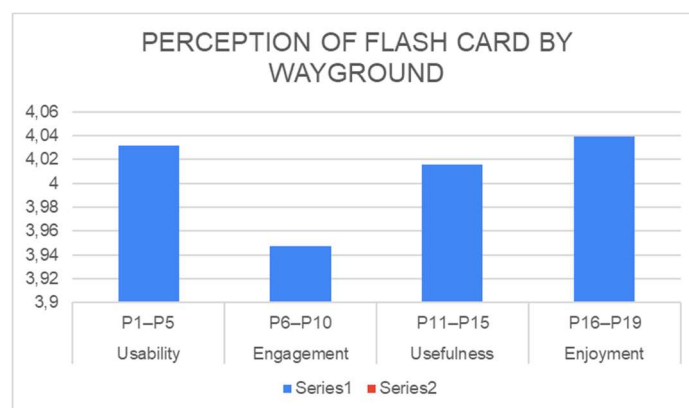
Figure 2 Perception Of Learning Media

Based on the table and graphs above, it can be concluded that all aspects of students' perceptions regarding the use of Wayground Flash Cards fall into the positive category, with average scores ranging from 3.94 to 4.04. This result indicates that students have a positive view of the application of this technology-based learning media. The highest-scoring aspect is enjoyment (4.04), indicating that students feel comfortable and happy while learning using Wayground. This application is considered to provide an engaging learning experience because it combines visual and interactive elements, resembling an enjoyable educational game.

Next, usability (4.03) also received a high score, indicating that students found the flashcard features easy to use, in terms of appearance, navigation, and accessibility. This shows that digital media like Wayground can be used effectively even by students with diverse technological abilities. The usefulness aspect (4.02) indicates that students find this medium beneficial in helping them understand narrative text material, particularly in remembering vocabulary and story structure. While engagement (3.94) had the lowest score, it still fell into the positive category. This means that Wayground is still quite capable of attracting students' attention and encouraging active participation in learning activities.

Overall, the research findings indicate that: Students' perception of using Wayground Flash Cards in narrative text learning is categorized as positive, with an overall average of 4.01. This means that these digital media are effective in increasing students' interest, convenience, and ease of learning, as well as supporting the creation of interactive and enjoyable learning processes. Therefore, Wayground Flash Cards are suitable for use as an innovative technology and game-based learning medium in English language instruction, particularly for narrative text material.

Perception of Motivation by Wayground

Based on the results of the student motivation questionnaire analysis,

visualized in the "Perception of Motivation by Wayground" graph, it is known that there are five main dimensions measured: intrinsic motivation, extrinsic motivation, self-efficacy, engagement, and learning commitment.
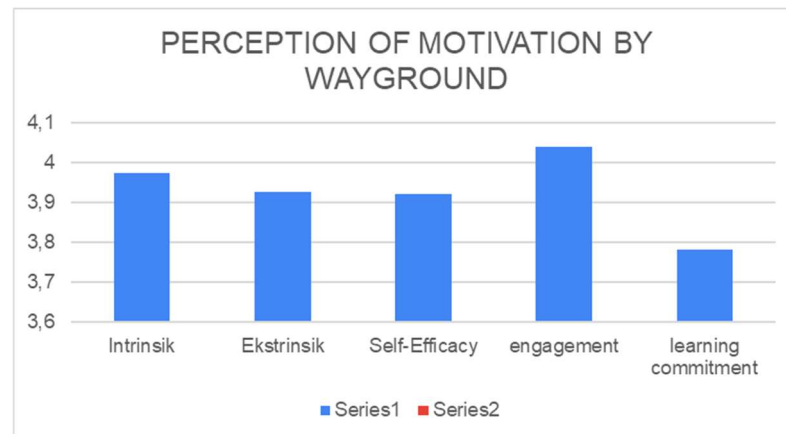

Figure 3 Perception of Motivation

Based on the data in the table above, all dimensions of student motivation toward using Wayground Flash Cards are in the positive category with mean values ranging from 3.78 to 4.04. This indicates that using digital and game-based learning media like Wayground has a positive impact on increasing student learning motivation. The engagement aspect (4.04) received the highest score among the other dimensions. These results indicate that students felt more engaged and enthusiastic about learning activities using Wayground Flash Cards.

The interactive nature and appealing visual presentation of this medium encouraged students to participate actively and pay better attention to the material. The intrinsic motivation aspect (3.97) is also in the positive category, which means students have a drive to learn that comes from personal interest and a desire to understand narrative texts. They feel that learning has become more enjoyable and is not just an academic obligation. Next, self-efficacy (3.92) indicates that students have good confidence in their ability to understand English language material with the help of Wayground.

This media makes it easier for them to remember vocabulary, sentence structure, and the content of narrative texts in an engaging way. The extrinsic motivation aspect (3.93) indicates that external factors such as teacher feedback, grades, or peer recognition also contribute to students' learning enthusiasm. Meanwhile, learning commitment (3.78) received the lowest score, although it is still in the positive category. This indicates that although students are interested in the Wayground media, some of them still require further guidance to maintain consistent learning.

Overall, the analysis results indicate that, Students' learning motivation toward using Wayground Flash Cards is categorized as positive with an overall

average of 3.93.

This indicates that using Wayground Flash Card media in narrative text learning can increase student engagement, confidence, and interest in learning. Therefore, this media can be said to be effective in fostering better and more participatory learning motivation, in line with the goals of technology-based learning and digital innovation in the modern era.

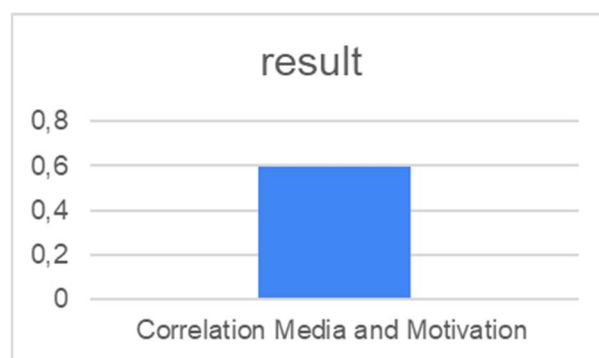### *The Data Correlation Wayground and Motivation*

Figure 4 Correlation Learning Media and Motivation

Based on the correlation graph above, the correlation value between using the Wayground Flash Card feature and students' learning motivation in understanding narrative texts is 0.6. This value indicates a fairly strong and positive relationship between the two variables. This means that the more often students utilize the Wayground Flash Card feature, the higher their motivation to study narrative texts. This result indicates that interactive learning media such as Wayground Flash Cards can positively influence students' interest and enthusiasm for learning.

These features help students understand the text content in a more engaging and less boring way, thereby increasing their involvement in the learning process. Thus, it can be concluded that the use of Wayground Flash Cards as a learning medium has a significant contribution to increasing students' learning motivation in narrative text learning.

Discussion

The research results show that students' perception of learning motivation using Wayground Flash Cards is in the positive category, with an overall average score of 3.93. The highest score is in the engagement dimension (4.04), followed by intrinsic motivation (3.97), extrinsic motivation (3.93), self-efficacy (3.92), and learning commitment (3.78). This finding indicates that Wayground Flash Cards can positively influence students' engagement and enthusiasm for learning in

English narrative text instruction.

Relevance to Learning Motivation Theory

The results of this study are consistent with Deci and Ryan's (1985) theory of learning motivation in Self-Determination Theory (SDT), which explains that intrinsic motivation arises when learners feel a sense of freedom, competence, and connection (autonomy, competence, relatedness) in their learning. In this context, using Wayground Flash Cards provides students with the opportunity to learn interactively and enjoyably, thus fulfilling all three aspects. Additionally, Bandura's (1997) theory of self-efficacy also supports these findings. According to Bandura, a person's self-belief in their abilities will influence their effort, perseverance, and performance in learning.

Using Wayground Flash Cards helps students build confidence because they can practice their English skills in a simple yet effective way. The finding that the engagement dimension has the highest score also supports the theory of Schunk, Pintrich, and Meece (2014), which states that learning engagement increases when learning is active, interesting, and meaningful. Wayground Flash Cards provide a visual and participatory learning experience that stimulates students' focus and attention. Meanwhile, the learning commitment dimension, which shows a relatively lower value (3.78), can be explained by Wlodkowski's (2008) motivation maintenance theory.

He explained that maintaining long-term learning commitment requires reinforcement from environmental factors, such as teacher support and a conducive learning atmosphere. In this case, although Wayground media can motivate students, the role of the teacher remains important in maintaining consistent learnin**g.**

Comparison with Previous Research

The findings of this study are consistent with several previous studies regarding the effectiveness of digital learning media on student learning motivation. Putri and Santosa (2021) found that using digital flashcards in English vocabulary learning significantly increased students' learning motivation, particularly in terms of engagement and confidence. This result supports the dimensions of engagement and self-efficacy, which were also high in this study. Rahayu (2022) showed that using game-based learning media can increase students' intrinsic motivation and active participation. This aligns with the findings of this study, which showed a high score on the intrinsic motivation aspect (3.97). Prasetyo and Lestari (2023), in their research on the use of application-based interactive media, reported that students felt more motivated because the learning process became more enjoyable and challenging. These findings support the results of this study, which indicate a positive perception of Wayground Flash Cards

as an innovative learning medium.

However, the results of this study are slightly different from the study by Yuliana (2020), which found that increased learning motivation thru digital media is not always followed by an increase in long-term learning commitment. This is consistent with the results of the learning commitment dimension, which received the lowest score in this study.

Synthesis of Findings

Overall, the results of this study support the view that digital learning media such as Wayground Flash Cards play an important role in increasing students' learning motivation, engagement, and self-confidence. This indicates that integrating technology into English language learning not only serves as a visual aid but also as a means of fostering students' interest and active participation.

Thus, this research provides an empirical contribution to modern learning motivation theory, while also supporting previous research findings regarding the effectiveness of interactive media in increasing student learning motivation in the context of 21st-century education.

Conclusion

Based on the results of this study, it can be concluded that the use of *Wayground Flash Card* has a positive effect on students' motivation and perception in learning English narrative texts. The findings reveal that students generally perceive *Wayground* as a practical, engaging, and enjoyable learning medium. With an average perception score of 3.97, students agree that the application is both easy to use (*usability = 4.03*) and enjoyable (*enjoyment = 4.04*), helping them better understand and remember narrative content.

In terms of motivation, students also demonstrated a high level of engagement and intrinsic motivation, with average scores of 4.04 and 3.97, respectively. These results indicate that *Wayground Flash Card* can successfully increase students' enthusiasm and active participation during English learning activities. Although the learning commitment dimension showed a relatively lower score (3.78), this still falls within the positive category, suggesting that consistent guidance from teachers may further strengthen this aspect.

The results support the Self-Determination Theory (Deci & Ryan, 1985) and Self-Efficacy Theory (Bandura, 1997), confirming that interactive learning tools can enhance students' sense of autonomy, competence, and confidence. Furthermore, this study aligns with previous research showing that digital and game-based learning media can effectively stimulate student engagement and motivation. In summary, the *Wayground Flash Card* serves as an innovative and effective digital tool that combines visual and game-based learning elements to create a more engaging English learning environment.

Teachers are encouraged to integrate this application into classroom

practices to promote students' motivation and positive learning experiences, particularly in mastering narrative texts. Future research may expand this study by including a larger sample or combining qualitative interviews to explore deeper insights into students' perceptions and emotional engagement during the learning process.

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