

ABSTRACT

Putri, Intan Zahara Kirana Putri (2026). “Students’ Perceptions of Interactive Game Media Use and Their Learning Engagement in Vocabulary Learning”

This study aims to describe students’ perceptions of interactive game media use and their learning engagement in vocabulary learning among eighth-grade students at a junior high school in Bandung. This research is motivated by the limited empirical evidence describing how students perceive interactive game media and how they experience engagement during vocabulary learning activities from their own perspectives, particularly at the junior high school level. Most previous studies have focused on measuring learning outcomes rather than exploring the learning process itself.

This study employs a qualitative descriptive approach with data collected through three techniques: classroom observations (three sessions using Kahoot, Blooket, and Bamboozle), a closed-ended questionnaire administered to 34 students, and semi-structured interviews with three selected students representing different English proficiency levels. The findings are analysed using the Technology Acceptance Model (TAM) by Davis (1989) and Student Engagement Theory by Fredericks, Blumenfeld, and Paris (2004).

The findings reveal that students hold highly positive perceptions across all three dimensions of TAM: perceived enjoyment, perceived usefulness, and perceived ease of use. Students find games enjoyable, useful for vocabulary learning, and easy to use. Furthermore, students demonstrate high levels of learning engagement across behavioural, emotional, and cognitive dimensions. Behavioural engagement is evidenced through active participation, physical expressions such as standing up, clapping, and banging tables, persistence through technical difficulties, and completion of all game tasks. Emotional engagement is demonstrated through enthusiasm, excitement, celebration of achievements, and supportive classroom culture. Cognitive engagement is shown through strategic thinking, peer discussion, self-monitoring, and curiosity about new vocabulary. The findings provide valuable insights for English teachers and educational stakeholders on how interactive game media can effectively promote student perceptions and engagement in vocabulary learning.

Keywords: *Students’ perceptions, Learning engagement, Interactive game media, Vocabulary learning, Junior high school.*