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## THE USE OF THE WORDWALL GAME FOR PROMOTING VOCABULARY BUILDING IN INDONESIAN YOUNG LEARNERS EFL CLASSROOM

### Abstract

This study looks at how the Wordwall digital game media can be used to improve vocabulary knowledge and pronunciation in EFL classes for young Indonesian learners. Using a qualitative approach, the study analyzed students' and teachers' experiences and perceptions of using Wordwall as a vocabulary learning resource. The study consisted of five class meetings with students aged 9 to 10 years old. Classroom observations, semi-structured interviews, and reflective journals were used to collect data. Findings showed that the Wordwall game significantly increased students' motivation and engagement in vocabulary learning, with the visual element particularly aiding retention. However, technical challenges such as limited device access and internet connectivity were barriers to implementation. Teachers reported improved interactivity in the classroom and increased student participation, while noting the need for better infrastructure and technological support. This study shows that while Wordwall offers promising potential for vocabulary instruction, successful implementation requires careful consideration of technical resources, teacher training, and student support systems.

**Keywords:** Wordwall, Vocabulary Learning, EFL Classroom, Young Learners, Digital Game-Based Learning, Educational Technology, Student Engagement, Teacher Perceptions

### Abstrak

Penelitian ini melihat bagaimana media permainan digital Wordwall dapat digunakan untuk meningkatkan pengetahuan dan pelafalan kosakata di kelas EFL untuk pelajar muda Indonesia. Dengan menggunakan pendekatan kualitatif, penelitian ini menganalisis pengalaman dan persepsi siswa dan guru tentang penggunaan Wordwall sebagai sumber belajar kosakata. Penelitian ini terdiri dari lima pertemuan kelas dengan siswa berusia 9 hingga 10 tahun. Observasi kelas, wawancara semi-terstruktur, dan jurnal reflektif digunakan untuk mengumpulkan data. Temuan menunjukkan bahwa permainan Wordwall secara signifikan meningkatkan motivasi dan keterlibatan siswa dalam pembelajaran kosakata, dengan elemen visual yang secara khusus membantu retensi. Namun, tantangan teknis seperti akses perangkat dan konektivitas internet yang terbatas menjadi hambatan dalam penerapannya. Para guru melaporkan adanya peningkatan interaktivitas di dalam kelas dan peningkatan partisipasi siswa, sembari mencatat perlunya infrastruktur dan dukungan teknologi yang lebih baik. Penelitian ini menunjukkan bahwa meskipun Wordwall menawarkan potensi yang menjanjikan untuk pengajaran kosakata, implementasi yang sukses membutuhkan pertimbangan yang cermat terhadap sumber daya teknis, pelatihan guru, dan sistem pendukung siswa.

**Kata Kunci:** Wordwall, pembelajaran kosakata, kelas EFL, pelajar muda, pembelajaran berbasis permainan digital, teknologi pendidikan, keterlibatan siswa, persepsi guru

### INTRODUCTION

The incorporation of technology into language instruction has altered traditional pedagogical approaches, notably in terms of vocabulary development among young learners. The Wordwall game is an innovative tool that has gained ground in the English as a Foreign Language (EFL) classroom. It provides an interactive and engaging platform for vocabulary learning. According to research, interactive digital solutions like Wordwall can dramatically boost students' vocabulary acquisition by creating a dynamic learning environment that fosters engagement and motivation (Sakkir, 2023). This is consistent with Song and Ma's findings, which emphasize the positive influence of learner-created tools on vocabulary learning and show that students find these tools valuable for solidifying their language skills (Song & Ma, 2020). Furthermore, the efficacy of game-based learning tactics, such as those utilized in Wordwall, has been well documented. According to research, games not only promote an enjoyable learning environment, but also help students retain language more effectively (Ilahiyati et al., 2023). The interactive nature of these games encourages active participation, which is especially crucial for young learners, who typically thrive in situations that pique their interest and engagement. Ulandari's research backs up this claim, demonstrating that

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Wordwall-based digital learning media can boost student learning results and motivation (Ulandari, 2023).

In addition to enhancing vocabulary acquisition, Wordwall games can help young learners overcome common problems including nervousness and lack of enthusiasm. According to Kristiawan et al. (2022), students be more interested in online learning activities that reduce boredom and anxiety while raising excitement for foreign language learning. Wordwall boosts student confidence and encourages them to participate more actively in the learning process (Pradini & Adnyayanti, 2022). This is especially relevant in EFL settings, since vocabulary knowledge is essential for general language ability (Regiana, 2024). Furthermore, using digital tools for vocabulary development has been found to provide students with a more adaptive and individualized learning experience (Muryani, 2024). With the expansion of educational technology, students can now access a variety of resources tailored to their own needs, making vocabulary acquisition more relevant and successful. This versatility is essential for adapting to different learning styles and preferences, hence improving the overall educational experience (Muryani, 2024).

The teacher's responsibility in adopting this interactive technology cannot be emphasized. To effectively integrate Wordwall games into the curriculum, several elements must be considered, including students' cognitive levels, the context of the learning environment, and specific vocabulary targets (Pradini & Adnyayanti, 2022). Teachers must have the knowledge and abilities to successfully use these digital resources, ensuring that they complement traditional teaching techniques and contribute to a comprehensive approach to vocabulary instruction (Ulandari, 2023). Wordwall games are a promising tool for improving young Indonesian learners' vocabulary development in EFL classes. In addition to improving vocabulary learning, the game's interactive and captivating features help pupils with common issues including motivation and anxiety. The incorporation of digital tools like Wordwall be crucial in forming successful vocabulary lessons and encouraging a love of language learning in young students as instructors continue to experiment with creative teaching techniques.

This study aims to explore how the use of Word Wall game strategies can evaluate and provide feedback on how Wordwall sites help learners expand their vocabulary when describing an object, as well as provide important insights for EFL teachers working with young learners in Indonesia.

#### ***Teaching vocabulary young learners' EFL classroom in Indonesia context***

Previous research on vocabulary instruction in EFL classes for young learners in Indonesia has provided useful insights. Fauzi (2022) conducted a study to improve vocabulary acquisition through the use of song and game-based learning techniques. The method employed was an experiment with two groups: one used songs and games, and the other used traditional methods. The key findings revealed that the group that utilized the song and game-based strategy had a considerable improvement in expressive and receptive vocabulary acquisition, which is consistent with earlier studies demonstrating the method's usefulness in increasing children's language abilities. An ode to boosting children's verbal skills.

Kusuma (2022) investigated the influence of the Suggestopedia approach on the vocabulary achievement of children in orphanages. The method utilized was an experiment with two groups, one taught using Suggestopedia and the other using traditional methods. The results showed that the group taught using the Suggestopedia technique had greater vocabulary acquisition due to the dynamic and entertaining learning environment, which is ideal for the Alpha generation, who reject boring teaching methods. Research examining instructors' perceptions of vocabulary teaching tactics for early childhood. Interviews and classroom observations were used to collect data (Deni and Fahriany, 2020). The findings revealed that teachers experience a variety of issues when teaching vocabulary, including difficulties in regulating students and a lack of preparation before teaching. This study emphasizes the relevance of engaging and interactive tactics for increasing students' willingness to acquire language. Previous research focused on teaching vocabulary to children and emphasized the importance of engaging and interactive methods. However, the methodology is different.

#### ***Teaching vocabulary Using a Gamification approach***

There have been various studies on vocabulary instruction utilizing the gamification technique. This study seeks to investigate the efficacy of gamification as a vocabulary learning approach among university students. According to Diaz et al. (2022), gamification can enhance students' enthusiasm and involvement in studying while also improving vocabulary knowledge.

Rahmawati (2023) The purpose of this study is to examine how gamification of board games can enhance students' vocabulary in English. The results of this study demonstrated that, in comparison to the control group, students who participated in gamification activities using board games significantly improved their vocabulary acquisition. This study investigates how gamification components can help students become more proficient in English vocabulary. A survey and quantitative study of the students enrolled in the gamification program were the methods employed. According to the study, gamification features like challenges and points greatly improved students'

language comprehension and engagement (Tene, 2024). The previous studies have in common that they emphasize vocabulary development using a gamification approach. They all show how gamification can increase students' enthusiasm and engagement in learning.

#### ***Wordwall as a Gamification Media***

Several previous studies have been conducted on the usage of Wordwall as a gamification medium. Mila et al (2022) study tries to describe EFL teachers' perspectives of the usage of gamification in the classroom. The survey was conducted using a Likert scale. The findings revealed that participants saw gamification as a successful strategy for increasing student engagement, encouraging positive learning behavior, and creating an exciting learning environment.

This study looks at how the WordWall program can be used as an interactive learning tool to help primary school students grasp English vocabulary. The method utilized was experimental, with students' learning results measured both before and after using WordWall. The major findings revealed that using WordWall considerably increased pupils' language comprehension (Widyaningsih, 2023). This study investigates the impact of employing Wordwall gamification media in accounting education on student learning interest in vocational institutions. The methodology utilized was quasi-experimental. The findings revealed that using Wordwall considerably enhanced students' learning interest, making it a valuable learning aid (Gracia, 2024). The aforementioned studies have similarities in that they all focus on using gamification to improve student engagement and learning outcomes. However, there are variations in the context and methods used. Therefore, this research seeks to answer the following questions:

1. What are the students' experiences and engagement in using Wordwall media?
2. What are the teachers' views on the implementation of Wordwall game in vocabulary learning in EFL classroom?

## **METHOD**

### ***Research Design***

This study employs a qualitative technique and a phenomenological research design. This method is particularly useful for investigating young learners' lived experiences as they interact with the Wordwall game in an English as a Foreign Language (EFL) classroom. The phenomenological method enables researchers to delve further into the meanings that students assign to their vocabulary learning experiences utilizing this interactive tool, with an emphasis on their perceptions, feelings, and interactions during the learning process (Arsini et al., 2022).

Data be collected using three basic methods: observations, semi-structured interviews, and student reflections. Observations be made during the implementation of the Wordwall game in the classroom, allowing the researcher to document real-time interactions and levels of engagement among students. These observational data help understand how the game promotes vocabulary learning and the dynamics of student participation (Ilahiyati et al., 2023). Following the game session, students be interviewed in a semi-structured format to gather personal narratives about their experiences with Wordwall. These interviews encourage students to express their opinions on the game's usefulness in increasing their vocabulary abilities and overall enjoyment of the learning experience (Hung & Yeh, 2023).

In addition to the interviews, reflective discussions be held after each session to allow students to express their insights and feelings about the Wordwall game. This iterative process of engagement and reflection not only enrich the data collected but also foster a deeper understanding of students' experiences and the impact of the game on their vocabulary acquisition (Ahmed et al., 2022). This combination of qualitative methods allow the researcher to capture the essence of students' experiences, providing a comprehensive view of how Wordwall contributes to vocabulary development in an EFL context. Data gathered through observations, interviews, and reflections be thematically examined to reveal common patterns and themes in students' narratives. This analysis concentrate on understanding the role of the Wordwall game in improving vocabulary learning, as well as the difficulties and successes encountered by students (Akramy et al., 2022).

This qualitative phenomenological study design aims to investigate the experiences of young Indonesian learners who use Wordwall games to improve vocabulary in the EFL classroom. The study was conducted across five meetings (70 minutes each) to establish relationships and investigate the learning experience. The project intends to give a deep and complex knowledge of how this educational tool promotes vocabulary development, hence informing pedagogical methods in language education (Ilahiyati et al., 2023).

### ***Participants and Context***

The study focuses on a group of young students aged 9 to 10 from an Indonesian primary school, and one English instructor with more than 5 years of teaching experience serve as a facilitator and collaborator. The study is conducted inside the Indonesian primary education system, which is marked by a growing emphasis on incorporating technology into language instruction. The study be carried out in a classroom atmosphere that promotes digital learning, with access to technology resources such as computers or laptops required to run the Wordwall game. The

phenomenological approach allow for a thorough examination of students' lived experiences with the Wordwall game, focusing on their perceptions, interactions, and vocabulary acquisition journeys. This study uses a qualitative approach to capture the varied customized experiences of students as they interact with this unique vocabulary learning tool, providing rich descriptive insights into the possibilities of game-based learning in an EFL classroom setting.

### ***Instructional Procedures***

This study was conducted for 5 class meetings (70 minutes), twice a week. In the first meeting, the researcher introduced himself and explained his objectives in this learning process, the teacher began to introduce the wordwall game website and demonstrated the use of wordwall (matching) games to students. In the second meeting, the teacher started the learning by using "Find the Match" game in Wordwall and practiced making sentences with the help of pictures. In the third meeting, the teacher explained the use of present continuous for daily life, did "Quiz" game in Wordwall and practiced dialog in pairs. In the fourth meeting, the teacher held a tournament game on Wordwall and practiced making sentences in groups, ending with a learning evaluation and then filling out a reflective student guided by the teacher and researcher, then conducting an interview with the teacher. In the last meeting, reviewing the whole material then the teacher evaluates during learning using wordwall games and finally conducts interviews with students.

### ***Data collection***

Data be collected through semi-structured interviews, classroom observations and student reflection. Teacher interview open-ended questions to explore teachers' experiences and perceptions, may include: (1) How was your experience in teaching English vocabulary before using Wordwall? (2) What difficulties did you face when using Wordwall in learning? (3) What changes did you observe in students' vocabulary skills after using Wordwall? (4) What differences did you observe between conventional learning and learning using Wordwall? (5) What do you think are the advantages and disadvantages of using Wordwall in vocabulary learning?.

The student interview feature questions to explore students' experiences and perceptions, as follows: (1) How do you feel when learning English vocabulary using Wordwall game? (2) Does Wordwall game help you in remembering new vocabulary? (3) Do you feel more excited to learn vocabulary by using Wordwall? Why? (4) What do you find difficult when using Wordwall? (5) Which game on Wordwall do you like the most? Why?

Students were asked to write their reflective writing on a piece of paper to be submitted to the researcher about their experience of learning English using the Wordwall game. The reflective writing is done after the lesson and be guided by the researcher to ensure all students' answers are structured. The purpose of reflection is to encourage students to think critically and analytically (Nuramida et al, 2024) . Students must choose the correct answer based on their experience and understanding, thus improving critical thinking skills. By using reflection, researchers can easily collect data on students' learning experiences and identify by theme. Classroom observations provide insight into how students interact with the Wordwall game, and student and teacher interviews help find out perceptions and experiences when using the Wordwall game.

### ***Data analysis***

This study uses a qualitative approach with thematic analysis to reveal and understand the experiences of students and teachers when learning English vocabulary through the use of Wordwall games. Thematic analysis is an organized way to comprehending and interpreting data in qualitative research, especially in educational environments. This study focuses on finding, analyzing, and reporting patterns (themes) in qualitative data. When using Wordwall as an instructional tool, thematic analysis can give insights into students' experiences, attitudes, and overall app performance in increasing vocabulary learning. The first step in theme analysis is to become familiar with the data, which includes reading transcripts, notes, and other relevant materials gathered throughout Hasram et al.'s (2021) research process.

After looking into the data, the next step is to generate some first code. This entails identifying specific data characteristics that are important to the study issue. Codes in Wordwall, for example, may include "engagement", "motivation", "interaction", and "learning outcomes". These codes form the foundation for creating bigger themes that capture the substance of the data (Sa'diyah, 2022). The coding process is iterative, which means returning to the data multiple times to verify that all relevant characteristics have been captured.

After coding, search for themes by grouping the codes into suitable themes. This stage is critical because it helps you to organize the data in a useful way. For example, themes may develop on the effectiveness of game-based learning, the role of technology in education, and the impact of interactive learning environments on student motivation (Arsini et al., 2022). This thematic grouping clarifies how various components of the data relate to one another and to the overall research issue.

Next, check the themes to make sure they appropriately portray the facts. This includes ensuring that the themes operate in respect to the coded extracts and the entire data set. The themes should be coherent and unique, telling a clear story about students' experiences using Wordwall (Richardo, 2023). For example, a theme like "increased engagement through gamification" may be

supported by particular examples of students reporting improved participation and interest in vocabulary learning as a result of the Wordwall game's interactive nature.

Once the themes have been established, each topic should be defined and named, with a full description of what it entails. This phase is critical for clarity and ensuring that the topics are easily comprehended by the audience. For example, a theme may be termed "Motivation Enhancement from Competitive Elements," reflecting how the competitive aspect of the Wordwall game generates a sense of achievement in pupils (Marhaeni, 2023). This thematic labeling aids in summarizing the study's main findings in a clear manner.

The final stage of thematic analysis is writing up the findings. This entails organizing the topics into a cohesive narrative that addresses the study questions. The write-up should not only present the topics, but also include statistics to back up each subject. For example, quotations from students expressing their love of the game and how it helped them acquire terminology more successfully might add to the findings (Putra, 2024). This narrative technique adds complexity to the study and provides a thorough comprehension of students' experiences.

In the context of Wordwall, thematic analysis can reveal important insights into how digital devices can change vocabulary learning in the EFL classroom. For example, themes can highlight the importance of technology in creating an engaging learning environment, the effectiveness of gamification in increasing motivation, and the positive impact of interactive learning on vocabulary retention (Rahmawati & Jamaludin, 2023). These findings can inform educators about the potential benefits of integrating technology into their teaching practices.

Thematic analysis is an effective method for analyzing the complexities of student interactions with educational applications like Wordwall. By carefully identifying and evaluating themes, researchers can gain useful insights that can be used to influence teaching strategies and improve learning outcomes. The findings of this analysis not only add to the scholarly discourse on educational technology, but also provide practical advice for educators looking to increase vocabulary learning in EFL environments.

## RESULTS AND DISCUSSION

### *Students' experience and engagement in using Wordwall Media*

This study looked at students' experiences using Wordwall as a vocabulary learning aid, as well as teachers' perceptions of its usefulness in EFL classrooms. This study uses two research questions to learn about students' experiences using Wordwall media to increase their English vocabulary and teachers' perspectives on the usefulness of utilizing Wordwall games in vocabulary learning in EFL classrooms. The study used a qualitative phenomenological approach, gathering data through classroom observations, semi-structured interviews, and student reflections during five class meetings with elementary school pupils aged 9 to 10.

The classroom observation showed that students were more enthusiastic and actively participated during the use of this game. They seem active and motivated to participate in learning using Wordwall media. The teacher tries to trigger debate by asking questions. To incorporate Wordwall media into the classroom, after explaining the specifics, the teacher asks various questions regarding the Present Continuous Tense material. The teacher guides and gives Wordwall media to the students to work on the questions together through Wordwall media. After the assignment, students begin to actively play the Wordwall game which can be played more than once. Even students were busy discussing and arguing about the questions on the Wordwall.

Based on the research questions, we divide the research findings and discussion into two parts: Students' experience and engagement in using Wordwall Game, Teachers' views on the implementation of Wordwall game in vocabulary learning in EFL classroom

#### **A. Motivation and Engagement**

The integration of game-based learning, particularly through platforms such as Wordwall, has been shown to increase student engagement and motivation in educational environments. Observational data from various studies show that students exhibit increased enthusiasm and active participation when engaging with educational games. Previous research has shown that game-based learning environments can increase attendance and more focused student engagement (Aktekin et al., 2018). This is in line with the findings of Hidayat et al (2023), who discussed the challenges and potential benefits of game-based learning in increasing student engagement.

In this study, findings from students' experiences and engagement in using the Wordwall game revealed some key themes that emerged from observational data, interviews and student reflections. Most students reported increased motivation in vocabulary learning. They felt that the Wordwall game provided a fun and different learning experience from conventional learning methods. Observations showed that students were more enthusiastic and actively participated during the use of this game. This is supported by the findings of student reflections which state that the game makes them more motivated and engagement to learn :

*I really enjoy learning vocabulary with Wordwall because it feels like playing. I want to learn while playing every day. It's fun to study in groups with friends and share answers to answer questions on the Wordwall. (student A, student reflection).*

*The game is fun because I like to study while playing using a laptop. What's more, being able to play with friends is fun, I want to keep playing every lesson. (Student C, student reflection).*

In the context of vocabulary acquisition, the use of Wordwall is very effective. Studies have shown that students report higher motivation and enjoyment when using this platform compared to traditional learning methods. Fakhruddin et al, (2021) found that Wordwall application significantly improved Arabic vocabulary acquisition among junior high school students, suggesting that similar results can be expected in English vocabulary learning. In addition, the use of Wordwall increases motivation and fosters a more engaging classroom environment, where students are eager to participate in various activities (Amri, 2023).

### **B. Gamification of Interactive Learning**



Figure 1

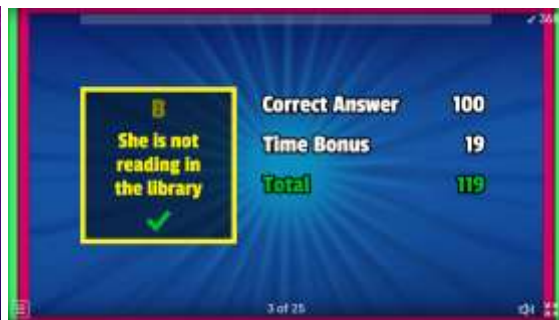


Figure 2

The Wordwall game media shown demonstrates an innovative approach in improving students' learning motivation. The interactive design with an engaging interface, scoring system and instant feedback creates an enjoyable learning experience and encourages active student participation. Research shows that game-based learning can increase student motivation and engagement, with features such as immediate feedback and competition elements contributing to a more immersive and enjoyable learning experience (Lai et al., 2014). This is supported by the results of student reflection :

*At first I found it difficult with some games that I didn't understand how to play, but once I understood everything it felt fun, we could keep repeating the game until all our answers were correct. (Student B, student reflection)*

In this context, Wordwall serves not only as a learning tool, but also as a means to create a dynamic and interactive learning atmosphere. Through a systematic game format, such as the example question “She is not reading in the library”, Wordwall turns the learning process into an entertaining activity. Students do not just passively receive material, but are directly involved in the learning process through interactive game mechanics. Research shows that game-based learning can encourage students to more actively participate in learning, which in turn can improve understanding and retention of the material (Akhiryani et al, 2023). Thus, this approach supports the development of communication and collaboration skills among students, which is crucial in the modern educational context (Alonemarera et al, 2023). Features such as quick grading, time bonuses, and score visualization provide strong extrinsic motivation. Green ticks as confirmation of correct answers provide instant gratification and encourage students to continue learning with enthusiasm. Research shows that these elements not only increase motivation but also create a more positive learning experience, where students feel more engaged and excited to learn (Hsiao et al., 2014). Thus, Wordwall successfully transforms the learning experience into a more dynamic, engaging and meaningful activity.

### **C. Challenges in Using Wordwall**

In using Wordwall media, there are various challenges faced, including limited facilities and infrastructure, such as laptops and internet networks. Research shows that inadequate technological infrastructure can hinder the effective use of digital learning tools in education. Previous research noted that difficulties in mastering technology can limit the implementation of Learning Management Systems (LMS) in educational institutions, which is also relevant in the context of using Wordwall (Thouraya, 2019). In addition, research by Paterdi et al. (2022) highlighted that limited access to technological tools can prevent students from actively participating in technology-based learning processes. While most students found the game helpful in learning vocabulary, there were also those who found it difficult to understand the instructions given at first. Some students expressed technical difficulties in the game as well as in the use of the device. These findings



suggest that although the game was effective, technical factors remained a barrier for some students. As the student said in the student reflection:

*The most difficult thing is when returning the game to the beginning before playing (Student G, student reflection).*

*It's difficult because I don't know how to use a laptop (Student J, student reflection).*

Students' limited knowledge in operating media or laptops is also a significant challenge. Destiana & Purwanto, (2024) shows that although Wordwall offers features that make it easy to use for beginners, the lack of mastery of technology by students can interfere with smooth learning. In addition, limited access to technological tools may hinder students from actively participating in the technology-based learning process (Paterdi et al., 2022). Thus, the challenges in using Wordwall include limited facilities and infrastructure as well as students' lack of knowledge in operating the technology, all of which can affect the effectiveness of learning. Efforts to overcome these challenges are crucial to ensure that digital learning media can be optimally used in educational contexts.

The main challenges in using Wordwall in vocabulary learning include difficulties in understanding the initial instructions, limitations in using digital devices, and internet connection issues. Although Wordwall is proven to be effective in increasing students' learning motivation, technical factors are still an obstacle for some students. Therefore, additional support such as technology training for students and teachers, as well as solutions to overcome limited internet access are needed to maximize the effectiveness of using Wordwall in learning.

#### ***Teachers' views on the implementation of Wordwall game in vocabulary learning in EFL classroom***

In the context of implementing Wordwall games in vocabulary learning in EFL classrooms, teachers' views are crucial to understanding the effectiveness and challenges faced. Research shows that the use of Wordwall apps can increase students' learning motivation, especially in vocabulary learning. Darmawan et al, (2023) highlighted that Wordwall's game interface can increase students' motivation, which is a key factor in vocabulary learning. Teachers also reported that Wordwall creates a fun learning atmosphere, which helps students be more engaged in the learning process. Previous research noted that Wordwall games not only help students in understanding new vocabulary, but also create a fun atmosphere, so students learn faster (Ilahiyati et al., 2023). This is in line with Rahayu, (2023) which shows that the use of Wordwall in learning makes students not feel bored and improves their vocabulary achievement.

##### ***A. Teaching Experience using the wordwall game***

Teaching conventionally with teaching using Wordwall game media in learning shows a significant difference in effectiveness and student engagement. Research by Alfares, (2025) revealed that the experimental group using Wordwall showed a more substantial improvement in vocabulary acquisition compared to the control group applying traditional teaching methods. This shows that gamification approach in learning not only improves learning outcomes, but also makes the learning process more interesting for students. Reinforced with evidence from the English teacher interview:

*I : What differences do you observe between conventional learning and learning using Wordwall?*

*T : "The main difference is in student engagement. Learning tends to be more passive, where conventional students only receive materials and work on written exercises. Meanwhile, with Wordwall, students are more active because they interact directly with the material through games and quizzes. In addition, Wordwall allows me to provide instant feedback, so students can immediately find out their mistakes and correct them..". (Teacher interviews, 14:55).*

The use of Wordwall as a digital learning medium can help students improve their vocabulary acquisition more effectively compared to conventional methods (Sakkir et al., 2023). They note that students who engage in Wordwall's interactive games are more active and motivated in learning, which contributes to a better understanding of the material. In contrast, conventional teaching methods often lack the ability to capture students' attention and get them actively involved in the learning process. In addition, Listiani (2024) research shows that Wordwall allows teachers to easily understand the concept of gamification and create various quiz templates that can increase student engagement in the online learning process. Thus, the use of Wordwall not only provides benefits in terms of learning outcomes, but also in creating a more dynamic and fun learning environment compared to traditional teaching methods that tend to be monotonous. Research shows that teaching using Wordwall game media is more effective in improving student engagement and learning outcomes compared to conventional teaching methods, which often cannot meet the needs of students in modern learning contexts.

##### ***B. Improve Vocabulary Knowledge***



Figure 3

The research shows that the use of picture media in the Wordwall game significantly increases students' interest and ability in learning English vocabulary. This can be seen from the game interface which features an illustration of a child named Wildan walking to school. The attractive cartoon image, equipped with details such as a red hat, backpack, and direction signs, helps students understand the context of verb usage (going, walking, running, singing) more easily and enjoyably. In Alfares (2025) study, the use of Wordwall in vocabulary teaching proved to be more effective than conventional methods, thanks to the engaging and interactive visual elements provided by the platform. This comprehensive visual design is supported by a user-friendly interface layout, where answer choices are presented in the form of golden-colored buttons contrasted against a space-age dark purple background. This combination of visual elements not only captures students' attention, but also creates an immersive learning experience. Previous research shows that the use of visual elements in learning, such as those implemented in augmented reality-based games, can significantly improve students' vocabulary comprehension (Hung & Yeh, 2023). The timer in the top left corner and progress markers provide a clear structure to the learning activity, while the score in the top right corner provides immediate feedback on student performance. The following is evidence of the teacher interview results:

*I : What changes did you observe in students' vocabulary skills after using Wordwall?*

*T : "I also noticed that students remembered new vocabulary faster and were able to use it in a wider context. In addition, they were more confident in pronouncing new words because they often practiced through various types of quizzes and games on Wordwall..". (Teacher interviews, 14:10).*

This multimodal approach, which combines images, text and interactive elements, has proven effective in helping students remember and understand new vocabulary. Students do not just passively memorize words, but actively engage in the learning process through strong visual associations between words and images. Research by Fitriani et al. shows that the use of interactive media such as Wordwall can increase students' motivation and engagement in learning, which in turn strengthens the vocabulary acquisition process (Fitriani et al., 2023). This creates a more meaningful learning experience and facilitates the process of long-term vocabulary recall.

## CONCLUSION

This study shows that the use of Wordwall as a digital game-based learning media significantly increases students' motivation and engagement in vocabulary learning in an EFL classroom. Wordwall helps students remember vocabulary better through interactive visual elements and gamification system that encourages active participation in the learning process. Pradini & Adnyayanti's (2022) research supports this finding, where the use of Wordwall is proven to improve students' vocabulary achievement and motivation to learn English. In addition, the use of Wordwall also has a positive impact on interactivity in the classroom, allowing students to be more involved in discussions and learning activities. This is in line with Ilahiyati et al's (2023) study which showed that the use of Wordwall-based games was effective in improving students' pronunciation and memorization skills. This study also identified some challenges in the implementation of Wordwall, mainly related to limited device access and internet connectivity. Although Wordwall is effective in vocabulary learning, limited access to technology can be a significant obstacle in its implementation in the classroom (Sa'diyah, 2022). In addition, students' lack of understanding in operating



technology is an obstacle that needs to be considered so that the utilization of Wordwall can run more effectively. Therefore, strategic efforts are needed to overcome these obstacles, such as improving technology infrastructure in schools, providing training for teachers and students, and developing more adaptive materials according to learning needs.

To support more optimal implementation, educational institutions need to invest in the procurement of digital devices and adequate internet access, as well as provide computer laboratories or mobile-based learning systems so that all students can access Wordwall more evenly. The use of Wordwall applications can improve student learning outcomes, but this also requires adequate infrastructure support (Fakhruddin et al., 2021). Teachers also need to receive training on technology integration strategies in learning, while students should be given guidance on how to use Wordwall effectively to overcome technical obstacles they may face. In addition, the development of more diverse and gradual learning materials can also help students understand vocabulary more systematically. Further research needs to be conducted to explore the long-term impact of using Wordwall on students' vocabulary retention as well as its effectiveness in different age and language ability levels. In addition, additional studies can evaluate how the combination of Wordwall with other learning methods can provide more optimal results. Overall, Wordwall has great potential in improving vocabulary learning in EFL classrooms, but successful implementation requires adequate technological support, comprehensive training, as well as teaching strategies tailored to students' needs. By addressing these challenges, Wordwall can be an important part of digital learning innovation in Indonesia.

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