

## The Implementation of Wordwall to Increase the Tenth Grade Students' Engagement in English Learning at MA Salafiyah Kerek

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### Abstract

This research focused on the implementation of Wordwall to increase the tenth grade students' engagement in English learning at MA Salafiyah Kerek. This research aims to analyze how does the implementation of Wordwall to increase the tenth grade students' engagement in English learning at MA Salafiyah Kerek and what are the students' responses to the implementation of Wordwall to increase the tenth grade students' engagement in English learning at MA Salafiyah Kerek. This research used qualitative research and the data collection was carried out through questionnaire, interviews, and documentation. The research design was descriptive approach. The finding in this research showed that implemented Wordwall in English learning is well. First, the researcher explained about the Wordwall and reviewed the narrative text material, then the students were invited to carry out various activities with the Wordwall platform, it seemed that the students were interested and wanted to be involved in learning. The result in this research indicated that students' responses were positive, students were active and enjoyed the learning process. The results of interviews and questionnaire also showed positive responses from students, so the researcher concluded that Wordwall platform was positively applied to increase students' engagement in English learning.

*Keywords: English Learning; Student Engagement; Wordwall*

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### 1. Introduction

Technological advancements in the current era of globalization offer opportunities to access a wide range of information. These developments have a significant impact on the education sector, particularly in the teaching and learning process. The easy access to technology facilitates the work of educators in delivering lessons and can also enhance the overall quality of education. "The use of technology in education, makes the learning process more dynamic, interactive, and interesting for each learner" (Alkamel & Chouthaiwale, 2018).

School learning today often relies on rote memorization without actively engaging students in the learning process, leading to boredom and disengagement. This issue is commonly seen in English learning as well. Maintaining student interest and motivation in learning is a continuous challenge for educators. According to (Reyes et al., 2012) stated that when students have good student engagement, it is deep students

will pay full attention to the learning process participate in class discussions, and demonstrate interest and motivation during learning.

Teachers need to be creative and innovative in using various learning media to boost students' interest in the lessons. They must select methods or strategies that are appropriate for different types of learning materials to ensure effective engagement. Teachers must also be able to try to create a good learning atmosphere (PW, 2015). Learning activities can take place effectively and efficiently, if supported through innovative learning media.

So far, the learning process in class X still relies on textbooks alone. During learning, many students feel bored and lack motivation or curiosity about the material. They just follow the teacher's instructions, such as completing assignments from the book, often feel sleepy, and talk to friends when the teacher explains. As a result, students tend to be less involved in learning, finding learning difficult and uninteresting. If students are not actively involved in learning activities, this will have a negative impact on their performance and reduce their interest in the subject. Many students struggle to comprehend reading passages that remind them English is not their first language (Albiladi, 2019).

Learning activities can be carried out effectively and efficiently when supported by innovative learning media. This presents a challenge for teachers to create learning experiences that are effective, engaging, and enjoyable. One approach that can help students achieve their English learning goals is the use of gamification in education, as it offers and promotes innovative learning activities. According to (Burke, 2016) "Gamification is a strategy of engaging participants digitally rather than personally, which means they interact with computers, cellphones, wearable monitors, or other digital devices". According to (Putra et al., 2021) "Gamification is the application of game-design elements and game principles in non-game contexts".

One of the online gamification platforms used by researchers is Wordwall. Several studies indicate that the Wordwall application can enhance student engagement in the learning process. Effective learning happens when students are able to focus on the topic being discussed and actively participate in enjoyable activities. The Wordwall program is an interactive media that facilitates learning in hearing, speaking, reading, and writing via several game elements (Az Zahrah & Anwar, 2023). According to (Swari, 2023) "One of the strategies that could be suitable for reading class is implementing Wordwall. This platform can help teachers create a more enjoyable learning environment for their students, improving their ability to comprehend what they read". The benefits of using Wordwall include that it is simple to access, offers basic options at no cost, and comes with several templates (Rahmi & Angraina, 2021).

The researchere takes some previous studies as principle or comparative toward this research. The first previous study was conducted by (Faisal & Sukmaningrum, 2023) entitled "Implementation of Wordwall as a Learning Media to Improve Students' Writing Skill". The second previous study from (Amaliyah & Rahayu, 2023) entitled "The Implementing of Using Wordwall as a Media to Improve The Students' Vocabulary Achievement in New Normal Era", and the third previous study was conducted by (Kusuma, 2021) entitled "The Implementation of Word Wall Technique in Teaching Writing at SMPN 1 Kedunggalar Ngawi". There are several differences and similarities in previous studies with this research.

## **2. Research Method**

This study utilized a qualitative research approach. Qualitative research involves an investigative process focused on comprehending human behavior by developing intricate, comprehensive depictions of the social, and cultural environments where that behavior takes place. According to (Ary et al., 2010) “Qualitative research studies behavior as it occurs naturally in a classroom, an entire school, a playground, or in an organization or community”. The researcher obtained data through questionnaire, interviews, and documentation. The researcher interviews with students and provide questionnaires to determine students’ responses to the implementation of Wordwall in learning, the questionnaire used Likert scale. According to (Ary et al., 2010) “Interviews are used to gather data from people about opinions, beliefs, and feelings about situations in their own words. Interview may also provide information that cannot be obtained through observation, or they can be used to verify observations”. According to (Sugiyono, 2008) “Questionnaire is a technique of data collection which done by giving a set of questions or a written statement to the respondent to be answered). It means that to collect the data, we give the questions or statement for respondent to be answered”. Finally, the researcher take documentation to strengthen research results. The research instruments that researcher used were questionnaire sheets and interview guide sheets.

The technique for analyzing the results of questionnaire, and interview data used by the research uses (Miles et al., 2013) model :

### **1. Data Reduction**

Data reduction is a form of analysis that involves classifying, directing, eliminating unnecessary information, and organizing the data. By reducing the data, a clearer picture of the observations is formed, which leads to the emergence of themes. Transcribed interview data will be categorized according to a specific format, with irrelevant data being excluded from the analysis.

### **2. Data Display**

Data display involves analysis in the form of matrices, networks, charts, or graphics. In qualitative research, data is often presented through detailed descriptions, tables, charts, and the relationships between categories. This organization of data makes it easier to comprehend. The most commonly used method for presenting data in qualitative research is through narrative text.

### **3. Conclusion Drawing ( verification)**

Conclusion involves drawing inferences and verification. Initially, conclusions are tentative and may change if sufficient evidence is not found during the subsequent data collection stages. In qualitative research, conclusions can provide answers to the research questions that were formulated at the beginning.

### 3. Result and Discussion

The researcher conducted two meetings during this research. At the first meeting, the researcher provided treatment to students, in the form of an explanation about the Wordwall platform and its implementation.

The researcher also gave questionnaires and interviewed students. The purpose of the questionnaire and interview was to find out their response to the implementation of Wordwall. Questionnaire and interviews were conducted at the second meeting.

**Table 3.1 The Results of Questionnaire**

Percentages and Frequency of Questionnaire Result					
No	Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
1	I like English learning	7,4% 2	66,7% 18	25,9% 7	0,0% 0
2	I like reading lesson in English	7,4% 2	59,3% 16	33,3% 9	0,0% 0
3	Learning reading narrative text in my school is excited	0,0% 0	51,9% 14	48,1% 13	0,0% 0
4	I like use Wordwall in learning reading in narrative text	33,3% 9	59,3% 16	7,4% 2	0,0% 0
5	Wordwall can add vocabulary easily	22,2% 6	74,1% 20	3,7% 1	0,0% 0
6	Wordwall can make enjoy learning English	48,1% 13	51,9% 14	0,0% 0	0,0% 0
7	Wordwall can decrease skill of reading	3,7% 1	0,0% 0	59,3% 16	37,0% 10

8	Wordwall understanding in learning English	3,7%	18,5%	29,6%	48,1%
		1	5	8	13
9	You are helped in reading by using Wordwall	37,0%	59,3%	0,0%	3,7%
		10	16	0	1
10	You have an interest in utilizing the Wordwall platform	37,0%	63,0%	0,0%	0,0%
		10	17	0	0
11.	I can learn about narrative text easily by using Wordwall	33,3%	51,9%	14,8%	0,0%
		9	14	4	0
12	I had fun learning to use Wordwall	55,6%	44,4%	0,0%	0,0%
		15	12	0	0
13	I became when learning English using Wordwall	22,2 %	59,3%	7,4%	11,1%
		6	16	2	3
14	I pay more attention when learning English using Wordwall	37,0%	55,6%	0,0%	7,4%
		10	15	0	2
15	I participated in discussion to answer question on the Wordwall	25,9%	59,3%	14,8%	0,0%
		7	16	4	0

The analysis based on the table above is outlined below:

1. I like English Learning

The results from the first statement reveal that the majority of students like English learning, but there are also those who don't like English learning. (7,4%) of students strongly agree, (66,7%) of students agree, (25,9%) of students disagree, and (0,0%) of students strongly disagree. Fatia said that she was not very enthusiastic in English class because for her, English lessons were a bit difficult, and she also didn't master vocab and how to read in English.

2. I like reading lesson in English

- Based on the second statement, it showed that many students like reading lessons. (7,4%) of students strongly agree, (59,3%) of students agree, (33,3%) of students disagree, (0,0%) of students strongly disagree.
3. Learning reading narrative text in my school is excited  
Based on the third statement, (0,0%) of students strongly agree, (51,9%) of students agree, (48,1%) of students disagree, (0,0%) of students strongly disagree.
  4. I like use Wordwall in learning reading in narrative text  
From the fourth statement, it is found that most of students like use Wordwall in learning reading in narrative text. There are (33,3%) of students strongly agree, (59,3%) of students agree, (7,4%) of students disagree, (0,0%) of students strongly disagree.
  5. Wordwall can add vocabulary easily  
There are (22,2%) of students strongly agree, (74,1%) of students agree, (3,7%) of students disagree, (0,0%) of students strongly disagree. It means that Wordwall platform can add vocabulary easily.
  6. Wordwall can make enjoy learning English  
There are (48,1%) of students strongly agree, (51,9%) of students agree, (0,0%) of students disagree, (0,0%) of students strongly disagree.  
Frida said that using Wordwall in English learning made her feel more enthusiastic, because previously she felt bored when learning English.
  7. Wordwall can decrease skill of reading  
The results from the seventh statement, there are (3,7%) of students strongly agree, (0,0%) of students agree, (59,3%) of students disagree, (37,0%) of students strongly disagree.
  8. Wordwall can decrease understanding in learning English  
From the eighth statement, there are (3,7%) of students strongly agree, (18,5%) of students agree, (29,6%) of students disagree, (48,1%) of students strongly disagree.
  9. You are helped in reading by using Wordwall  
The statement in number nine, there are (37,0%) of students strongly agree, (59,3%) of students agree, (0,0%) of students disagree, (3,7%) strongly disagree.
  10. You have an interest in utilizing the Wordwall platform.  
In the tenth statement, there are (37,0%) of students strongly agree, (63,0%) of students agree, (0,0%) of student disagree, (0,0%) of students strongly disagree.  
It means that many students have an interest in utilizing the Wordwall. Nur Syamsiah said that she was interested in learning with Wordwall.
  11. I can learn about narrative text easily by using Wordwall  
From the result of statement number eleven (33,3%) of students strongly agree, (51,9%) of students agree, (14,8%) of students disagree, (0,0%) of students strongly disagree.
  12. I had fun learning to use Wordwall  
(55,6%) of students strongly agree, (44,4%) of students agree, (0,0%) of students disagree, (0,0%) of students strongly disagree.

Putri said that there is a difference in response when learning English as usual and learning English using Wordwall platform, she felt learning English using Wordwall was more fun.

13. I became active when learning English using Wordwall  
(22,2%) of students strongly agree, (59,3%) of students agree, (7,4%) of students disagree, (11,1%) of students strongly disagree.
14. I pay more attention when learning English using Wordwall  
(37,0%) of students strongly agree, (55,6%) of students agree, (0,0%) of students disagree, (7,4%) of students strongly disagree. Fatia said that class atmosphere when learning with Wordwall, students in the class are more active in participating in learning, more willing to listen to lessons and they feel interested in participating in learning by implementing Wordwall.
15. I participated in discussion to answer question on the Wordwall  
(25,9%) of students strongly agree, (59,3%) of students agree, (14,8%) of students disagree, (0,0%) of students strongly disagree.  
Nazwa stated that there were differences in responses when learning using a Wordwall, namely more discussion when answering questions, responding more quickly, and listening more to the lesson.

In using the Wordwall, the teacher acts as a facilitator while students actively participate in the tasks given to them. Implementing a Wordwall has proven to be effective because it creates a fun and interesting learning environment. The teacher designed the Wordwall in an attractive way, utilizing bright colors to increase its appeal. Teachers need to select appropriate techniques based on their students' needs to avoid the monotony of traditional methods. Choosing the right approach is essential for maintaining students' interest, enjoyment, and overall happiness in class. One effective platform is the Wordwall.

According to (Kusuma, 2021) the positive responses toward the implementation of Wordwall in teaching writing descriptive text are still greater than the negative ones. Just like in this research, it also showed that students' responses are positive towards the implementation of the Wordwall. However, this research focuses on reading skills.

The responses toward the implementation of Wordwall in English learning at the tenth grade of MA Salafiyah Kerek got from questionnaire and interview. From the questionnaire, the students gave many opinions. First, students like use Wordwall in learning reading in narrative text. Second, Wordwall can make enjoy learning English. Third, students have an interest in utilizing the Wordwall platform. Fourth, students had fun learning to use Wordwall. This fact is also similar to the result of students' interview. The students said that they had never heard of the Wordwall platform, and after they found out they felt happy, enthusiastic, and interested in learning.

#### **4. Conclusion**

The implementation of Wordwall at MA Salafiyah focuses on reading skills. Reading is one of the skills that students must master in English learning. In using the Wordwall, the teacher functions as a facilitator, while students take on the role of

participants completing tasks assigned by the teacher. The use of Wordwall in English learning is effective because it allows students to learn in a fun and enjoyable environment.

Most of students like Wordwall in learning reading narrative text. From the fourth statement there are 33,3% of students strongly agree, 59,3% of students agree, 7,4% of students disagree, 0,0% of students strongly disagree. Students' responses to the implementation of the Wordwall technique were positive. They feel fun, happy, and enjoy the English class. They can learn narrative text with enjoyment. Overall, there were positive and negative responses. However, positive responses to the implementation of Wordwall in English learning are still greater than negative responses.

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