


Wordwall Website as a Learning Media in Teaching English for Seventh Grade Students at SMPN 2 Tidore Kepulauan

 <https://doi.org/10.31004/jele.v10i5.1463>

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ABSTRACT

This research aims to examine the effectiveness of Wordwall, a web-based game-based learning platform, in enhancing student engagement in English language learning for seventh-grade students at SMPN 2 Tidore Kepulauan. The study employed a Classroom Action Research (CAR) design consisting of two cycles, each comprising the stages of planning, implementation, observation, and reflection. Data were collected through observation, interviews, and questionnaires, and analyzed qualitatively and descriptively to assess students' activeness, motivation, and participation. The findings indicate that prior to the intervention, classroom activities were predominantly teacher-centered, resulting in limited student involvement. Following the integration of Wordwall, student engagement improved significantly across all indicators. The percentage of students asking questions increased from 30% to 80%, answering questions from 20% to 90%, participating in discussions from 35% to 90%, and completing tasks from 50% to 100%. The overall average of student activeness rose from 30% in Cycle I to 90% in Cycle II. These results demonstrate that the use of Wordwall as an interactive instructional medium is effective in fostering student motivation, promoting active participation, and creating a more learner-centered and engaging English learning environment.

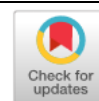
Keywords: *Wordwall, Learning Media, English Language Teaching, Motivation*

Article History:

Received 22nd August 2025

Accepted 16th September 2025

Published 18th September 2025



INTRODUCTION

As a global language, English occupies a dominant role across multiple domains, including education, business, and technology. Consequently, English proficiency is regarded as a crucial competency for students to acquire, so they are enabling to access all information and knowledge, strong English language skills also serve as an essential asset for participating and competing in the global industry. According to the most recent data from Ethnologue (2025), there are approximately 7,159 languages actively used worldwide. Among these, English, Mandarin, and Hindi rank as the three most widely spoken languages, with English remaining the most globally utilized, reaching more than 1.5 billion speakers (Dataloka, 2025)

About optimize English learning in the classroom, teachers are expected to design learning environments that not only foster critical thinking but also strengthen comprehension, creativity, and innovation. Such outcomes can be achieved when students are encouraged to ask questions, contribute ideas, and explore information to formulate solutions (Zega & Zega, 2023). However, a common challenge lies in students are the lack of motivation to engage actively in the learning process.

Motivation represents a key determinant of learning success, as it directly influences students' academic achievement. Nevertheless, over time, many students experience a decline in learning motivation, which may adversely affect the quality of education. Learners with strong motivation tend to demonstrate higher achievement compared to those with lower motivation (Soraya & Dewi, 2024). Accordingly, the development of appropriate strategies is essential to re-engage students and stimulate their learning Motivation.

Instructional strategies are particularly important in enhancing students' engagement, as appropriate approaches positively affect comprehension, memory retention, and application of knowledge (Ismiyati & Saputri, 2020). One effective strategy is the use of innovative and engaging learning media. The selection of appropriate media not only stimulates learning motivation but also enhances knowledge and skills, especially in English language achievement (Husen, 2024). In recent years, learning media have gone through rapid transformation in line with technological developments.

Enhancements in technology have generated diverse forms of instructional media, including web-based platforms and application-based tools. Such innovations provide students with easier access to a wide range of learning resources, encompassing both audio and video materials. As highlighted by Widyatanti et al., these technological developments may be effectively utilized by teachers to design English language learning experiences that are both interactive and engaging. Supported by technology, instructional models can thus be transformed into enjoyable and meaningful processes for students (Wati et al., 2025). Moreover, the integration of technological advancements allows teachers to select learning media that are not only user-friendly but also pedagogically appealing (Nabilah & Warmi, 2023).

One instructional media that can be effectively utilized is Wordwall, a web-based educational game application accessible through any internet-enabled device, including laptops, tablets, smartphones, and iPads (Santillan & Daenos, 2020). This platform is highly engaging as it provides a variety of designs, templates, and animations. Moreover, it can be implemented in both individual and group learning contexts, allows seamless transitions between activities, and is easily accessible even for novice users (Zakiyah et al., 2022). Therefore, Wordwall can be considered as an interactive, game-based learning medium that is both user-friendly and capable of enhancing students' interest and active participation through features such as challenges, competitions, and dynamic animations.

At the junior high school level, particularly in Grade VII, students remain highly responsive to game-based elements, as they are in a transitional stage from elementary to secondary education. Consequently, the use of interactive and engaging media such as Wordwall is expected to enhance students' learning motivation. As an educational game platform offering customizable activities aligned with curricular content, Wordwall supports students' focus and active involvement. Moreover, the platform provides immediate feedback, which contributes to effective learning and reinforces students' enthusiasm for study (Wati et al., 2025).

The implementation of interactive, game-based learning media in English instruction for seventh-grade junior high school students is anticipated to significantly enhance learning motivation. Increased motivation is essential, as it fosters greater diligence and consistency in engaging with instructional content, thereby improving the effectiveness and meaningfulness of the learning process. Accordingly, this study investigates the impact of Wordwall, a web-based learning platform, on students' motivation, with the expectation that its findings will contribute to the development of innovative and learner-centered pedagogical approaches suited to contemporary educational needs.

METHOD

This study employed a Classroom Action Research (CAR) design, conducted in two cycles. Each cycle followed four stages: planning, implementation, observation, and reflection (Arikunto & Supardi, 2021). This model refers to the action research framework developed by Kemmis and McTaggart, which emphasizes a cyclical and participatory process involving preliminary reflection, planning, action, observation, and reflection (Kemmis, McTaggart, & Nixon, 2014). Classroom action research is particularly appropriate for improving teaching practices because it allows iterative problem-solving and contextual adaptation within the classroom setting (Burns, 2010; Creswell, 2012).

The initial reflection stage was conducted to gain a comprehensive understanding of the real classroom situation and to identify problems supported by theoretical foundations.

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Based on this reflection, actions were systematically planned and designed to be flexible, enabling adaptation to dynamic classroom conditions (Stringer, 2014). The planned actions were then implemented during classroom instruction while remaining grounded in theory and supported by empirical evidence. During the implementation stage, systematic observations were conducted to document instructional processes, student participation, learning outcomes, and potential challenges (Fraenkel, Wallen, & Hyun, 2019). These observations subsequently served as the basis for the reflection stage, where collected data were analyzed to evaluate the effectiveness of the intervention and to refine strategies for the next cycle (Borg, Gall, & Gall, 2007).

The research was conducted in two cycles on July 24 and July 31, 2025, involving 20 students of Grade VII-A at SMPN 2 Tidore Kepulauan, consisting of 13 female and 7 male students. Data were analyzed descriptively and qualitatively to provide an overview of the learning process and to evaluate outcomes against predetermined indicators (Supriatin. et.al. 2022; Miles, Huberman, & Saldaña, 2014). To ensure comprehensive data collection, three instruments were used in each cycle: observation, interviews, and questionnaires. Observation was employed to systematically record the teaching-learning process, students' engagement, and challenges encountered (Cohen, Manion, & Morrison, 2018). Interviews were conducted to explore students' motivation, interest, and attitudes toward the learning activities, providing deeper insights into factors influencing their participation. Questionnaires were administered to quantitatively measure students' interest and motivation (Sugiyono, 2018). The triangulation of these instruments ensured more valid, reliable, and rich data for evaluating the effectiveness of the intervention (Denzin, 2017).

During the planning stage, actions were designed based on identified classroom problems. In the implementation stage, the Wordwall game-based learning platform was integrated into English language instruction in line with the prepared plan. Observation was then carried out to examine the extent to which the intervention enhanced students' activeness and comprehension. Finally, in the reflection stage, the intervention was evaluated against the established success indicators. Any weaknesses or inconsistencies identified during this process became the foundation for revising and improving actions in subsequent cycles.

FINDINGS AND DISCUSSION

The results of classroom observations indicated that the English learning process in Grade VII-A at SMPN 2 Tidore Kepulauan was still predominantly teacher-centered, with students engaging more in passive listening than in active participation. This condition was largely due to the limited variation in teaching methods and the absence of communicative learning media. Consequently, the implementation of interactive media such as Wordwall emerged as an effective solution.

Wordwall is a web-based educational game designed with simple and accessible features, making it easy for students to understand and use. The platform provides a variety of interactive game formats that allow students to learn while playing, thereby fostering a more enjoyable and less monotonous classroom environment. Another advantage of this medium is the flexibility to adapt game designs to instructional content, particularly in English language learning. For example, in matching-type activities, students can practice memorizing and understanding vocabulary through game-like exercises, which reduces anxiety and pressure during learning. This approach not only increases student participation but also helps them comprehend the material more naturally and contextually.

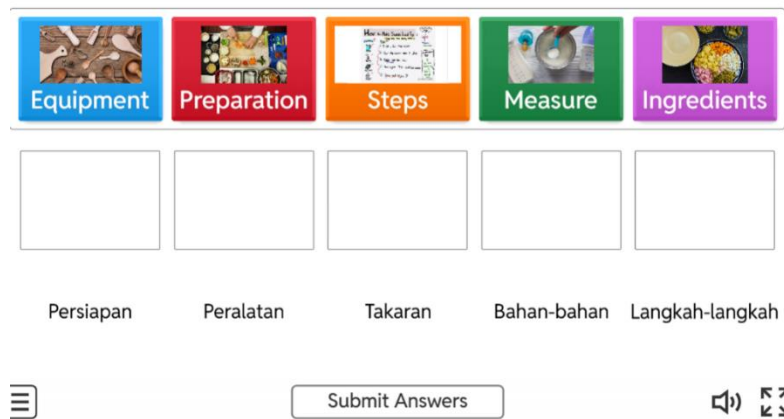
The findings from both Cycle I and Cycle II demonstrated that the use of web-based learning media such as *Wordwall* had a positive impact on students' engagement in English lessons. The integration of *Wordwall* is expected not only to encourage more active participation but also to enhance students' understanding of the learning material. Thus, the use of interactive and engaging learning media can be regarded as an effective strategy for achieving the objectives of English language instruction. The increase in student engagement

after the application of *Wordwall* was evident from the percentage improvements between Cycle I and Cycle II, as presented in the table below.

Table 1. Percentage of Students' Increased Engagement in Cycle I and Cycle II

Indicator	Cycle I (%)	Cycle II (%)	Improvement (%)
Asking Questions	30	80	50
Answering Questions	20	90	70
Participating in Discussions	35	90	55
Completing Tasks	50	100	50
Average	30	90	60

Preceding to the implementation of *Wordwall* in Cycle I, the researcher designed a comprehensive instructional plan that outlined the sequence of activities to be conducted. These planned activities were subsequently executed as pedagogical interventions with the primary objective of enhancing student engagement. During the implementation phase, systematic observations were conducted to evaluate the effectiveness of *Wordwall* in facilitating the learning process, particularly in collaborative settings such as group discussions. The *Wordwall* platform was projected onto a screen to enable students to interact directly with the displayed content when responding to questions. Despite this interactive setup, overall control of the platform was retained by the teacher through a laptop, ensuring the smooth management of classroom activities

Figure 1. *Wordwall* Game in the Form of Word Matching in Cycle I

The findings from classroom observations in Cycle I provided the foundation for reflection and the formulation of improvements for the subsequent cycle. During this phase, four indicators of student engagement were examined: asking questions, responding to questions, participating in discussions, and completing assigned tasks. The analysis of questionnaire data indicated that the average level of student engagement was only 30%, equivalent to approximately seven students actively participating in the learning process. Further analysis identified several factors contributing to this low level of participation, with the most prominent being students' limited understanding of the use of the *Wordwall* platform. This limitation was largely attributed to the restricted time available for its implementation, which constrained opportunities for students to engage directly with the media. Based on these findings, the researcher developed a series of strategies to be implemented in Cycle II.

Drawing on these findings, the researcher designed new strategies for Cycle II, including preparing simplified user guidelines for *Wordwall*, optimizing the duration of media use, and developing games that more effectively stimulate active student involvement. In Cycle II, to further enhance student interest and participation, the researcher introduced a greater variety of game formats through the *Wordwall* platform. Whereas only one type of game was utilized in the previous cycle, the number was increased to four variations in Cycle II, namely: *Hannam Game*, *Balloon Pop*, *Whack-a-Mole*, and *Matching Pairs*.

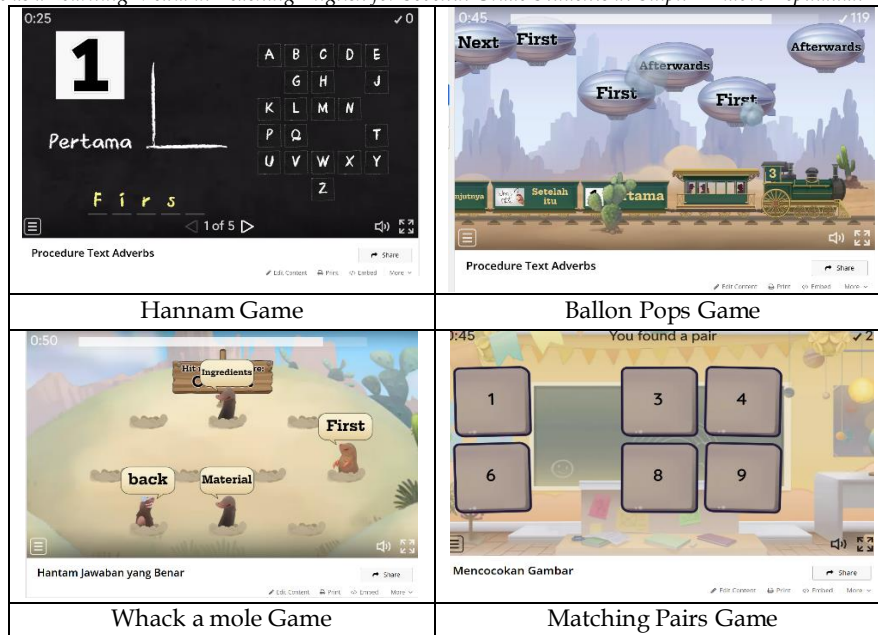


Figure 2. Wordwall Game in Cycle II

In Cycle II, student engagement in English learning demonstrated a significant improvement following the implementation of *Wordwall*. The overall level of activeness among Grade VII-A students reached an average of 90%, which is equivalent to 18 out of 20 students actively participating. This increase was evident across all engagement indicators, including asking questions, responding to questions, participating in discussions, and completing tasks. The classroom atmosphere became notably more interactive and dynamic; students displayed greater enthusiasm toward the learning materials, expressed curiosity, collaborated effectively in groups, and demonstrated initiative in learning without constant teacher direction.

The quantitative data also reflect substantial increases across each indicator when compared to Cycle I (Table 1). The percentage of students who actively asked questions rise from 30% to 80%, an improvement of 50%, indicating enhanced student confidence in raising inquiries. The most significant increase occurred in the indicator of answering questions, which rise from 20% in Cycle I to 90% in Cycle II, representing a 70% improvement. Similarly, participation in class discussions improved from 35% to 90%, a 55% increase, signifying more intensive collaborative interactions. In completing tasks, student participation increased from 50% to 100%, an improvement of 60%, confirming that all students were fully engaged in accomplishing the assigned activities.

Overall, the findings reveal a notable enhancement in student engagement from Cycle I to Cycle II. While in Cycle I only 7 out of 20 students were actively involved in the learning process, this number rise to 18 students in Cycle II, representing an overall improvement of approximately 50%. These results strongly indicate that the use of *Wordwall* as an educational game-based platform was highly effective in fostering active student participation in English language learning.

CONCLUSIONS

The results of this study demonstrate that the use of *Wordwall*-based learning media is effective in increasing student engagement in English classes at SMPN 2 Tidore Kepulauan. The average level of student activeness, which was only 30% in Cycle I, increased to 90% in Cycle II which is 60% increased. This improvement was consistently observed across all indicators: asking questions (50%), answering questions (70%), participating in discussions (55%), and completing tasks (50%). These findings provide evidence that interactive media such as *Wordwall* can create a more engaging learning environment while also encouraging greater student participation in the English learning process.

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