

Students' Perceptions of the Use of Wordwall in Enhancing Motivation and Engagement in English Learning

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INTRODUCTION

- Low student motivation & engagement remain key issues in Indonesian EFL classroom.
- Game-based tools (Quizizz, Kahoot!, Wordwall) gain attention as a engagement strategies.
- Wordwaall stands out for its flexible templates & gamified features.
- Gap: Most studies focus only on vocabulary/specific skills or use purely quantitative methods.
- This study uses a qualitative-descriptivedesign combining closed & open-ended questionnaire.



Methods

Design

Descriptive Qualitative

Participants

72 students – Senior High School, Sidoarjo

Instrument

15-item Likert + 7 open-ended questions

Framework

ARCS Model (Keller) + Interactive engagement Theory

Analysis

Descriptive statistics+Thematic Analysis (7 themes)

RESULTS

Close-ended Questionnaire Result

- Overall mean score = 3.19 (high)
- Students found Wordwall exciting, motivating, and enjoyable.
- Students felt happy and focused during Wordwall sessions.
- Lower scores appeared in instructional clarity and long-term motivation.

RESULTS

Open-ended Questionnaire Result

- Emotional Appeal & Fun Atmosphere
students felt learning was enjoyable and not boring.
- Relevance & Practical Understanding
wordwall helped students practice and understand material
- Confidence & Self-efficacy
students became more confident after participating
- Satisfaction & Continued Motivation
good scores increased motivation
- Active Participation & Behavioral Engagement
students participated more actively
- Critical Thinking & Cognitive Engagement
students thought carefully before answering.
- Limited Understanding Despite Positive Affect
some students enjoyed the game but still lacked understanding.

DISCUSSION

- Wordwall effectively attracts students' attention through gamified learning.
- Students showed emotional, behavioral, and cognitive engagement.
- Instant feedback enjoyed the games but still lacked deep understanding.
- Some students enjoyed the games but still lacked deep understanding.
- Teacher scaffolding is needed to ensure meaningful learning.

IMPLICATION

- Wordwall can support motivation and engagement in EFL classroom.
- Teacher should integrate Wordwall into the full learning cycle, not only as entertainment.
- Activities should emphasize comprehension, reflection, and feedback.
- Gamified learning tools need instructional support to maximize learning outcomes.

CLOSING

CONCLUSION

- Wordwall positively enhances students' motivation and engagement in English learning with overall mean 3.19.
- Students experienced increased enjoyment, participation, confidence, reflective thinking.
- All 3 engagement dimensions (emotional, behavioral, cognitive) effectively addressed
- 7 themes confirm Wordwall boosts positive affect & active participation.

LIMITATIONS

- Self-report bias (social desirability)
- Single school, 72 students only
- Cross sectional, No. longterm data

Future research:

Quasi experimental design and multi school sampling

THANK YOU



