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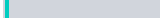
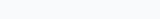
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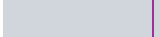
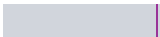
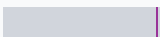
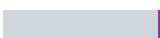
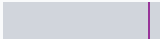
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Students' Perceptions of the Use of Wordwall in Enhancing Motivation and Engagement in English Learning

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Abstract. *This study examines students' perceptions regarding the use of Wordwall to enhance motivation and engagement. This study employed a descriptive qualitative design using a questionnaire consisting of both closed-ended and open-ended items. A total of 72 senior high school students in Sidoarjo participated as respondents to the close-ended items to obtain descriptive numerical data, while 14 students were selected for the open-ended items to enrich the findings through personal reflection. Data were analyzed using descriptive statistic and thematic analysis, grounded in the ARCS (Attention, Relevance, Confidence, Satisfaction) Motivational Design Model and Interactive Engagement Theory. The descriptive results revealed an overall mean score of 3.19 and the thematic analysis of the open-ended responses identified seven themes. The findings indicate that Wordwall effectively captures students' attention, fosters active participation, and promotes positive emotional responses. However, meaningful cognitive engagement was not consistently achieved without adequate instructional scaffolding. These results suggest that Wordwall holds strong potential as a pedagogical tool in EFL*

classrooms, provided it is integrated with purposeful instructional support to ensure that gamified engagement translates into genuine learning outcomes.

Keywords – English learning; Wordwall; Motivation; Engagement

Abstrak. Penelitian ini mengkaji persepsi siswa mengenai penggunaan Wordwall untuk meningkatkan motivasi dan keterlibatan. Penelitian ini menggunakan desain kualitatif deskriptif dengan kuesioner yang terdiri dari pertanyaan tertutup dan terbuka. Sebanyak 72 siswa SMA di Sidoarjo berpartisipasi sebagai responden untuk pertanyaan tertutup guna memperoleh data numerik deskriptif, sedangkan 14 siswa dipilih untuk menjawab pertanyaan terbuka guna memperkaya temuan melalui refleksi pribadi. Data dianalisis menggunakan statistik deskriptif dan analisis tematik, yang didasarkan pada Model desain Motivasi ARCS dan Teori Keterlibatan Interaktif. Hasil deskriptif menunjukkan skor rata-rata keseluruhan sebesar 3.19, dan analisis tematik terhadap jawaban terbuka mengidentifikasi tujuh tema. Temuan ini menunjukkan bahwa Wordwall secara efektif menarik perhatian siswa, mendorong partisipasi aktif, dan memicu respons emosional positif. Namun, keterlibatan kognitif yang bermakna tidak selalu tercapai tanpa dukungan pembelajaran yang memadai. Hasil ini menunjukkan bahwa Wordwall memiliki potensi yang kuat sebagai alat pedagogis di kelas EFL, asalkan diintegrasikan dengan dukungan pembelajaran yang terarah untuk memastikan bahwa keterlibatan berbasis permainan tersebut menghasilkan hasil belajar yang nyata.

Kata Kunci – Pembelajaran bahasa Inggris; Wordwall; Motivasi; Keterlibatan

I. INTRODUCTION

The integration of technology in English language teaching has created new opportunities to enhance student participation and make learning more engaging [1]. In Indonesia, although many schools and educational institutions have integrated technology in language learning, there are still problems of low motivation and engagement of students in the language learning process (EFL) [2]. Student Engagement is essential in the classroom because it allows students to recognize various important aspects of the learning process that can improve their learning outcomes [3]. Factors such as monotonous teaching methods, lack of interaction, and lack of interesting learning features are the main causes [4]. Without good motivation and engagement, the effectiveness of language learning can be hampered because students tend to be passive and lack initiative.

On the other hand, the use of game-based learning or interactive applications is starting to gain attention as a strategy to increase student motivation and engagement [5]. The use of game-based learning media is an increasingly popular strategy in the world of education. Some examples of game-based learning that are often used are Quizizz, Kahoot!, Bamboozle, Educandy, Gimkit, and Wordwall have become widely used in classrooms because they support interactive, fun, and competitive learning environments [6]. These platforms are capable of activating learners' intrinsic motivation through immediate feedback, reward systems, and dynamic learning activities [7].

Among these platforms, Wordwall has become one of the most preferred tools due to its notable strengths such as flexibility and variety of templates [8]. Wordwall offers a wide variety of game templates, ranging from quizzes, matching, fill-in-the-blank, and visual and audio-based interactions. These features allow for variety in the delivery of material, as well as the potential to generate attention, confidence, and student satisfaction. This platform has been widely used in various levels of education because it can create an interesting, competitive, and sensitive learning atmosphere for learners. Wordwall not only provides a more interesting and competitive learning atmosphere but also provides space for students to actively participate, potentially increasing their motivation and engagement in learning [9].

Several studies highlight the benefits of using Wordwall in the context of language learning and other subjects. For example, Arsyad pointed out that students in non-formal education report that Wordwall's interactive and multimedia features make learning vocabulary more enjoyable and help keep their interests [10]. Alfiah et al used a qualitative approach and found that Wordwall supports student engagement [11]. Hafifah & Hanifa said that the majority of students have very high motivation when learning vocabulary using Wordwall, especially related to the aspects of attention, satisfaction, and relevance [12].

However, there are research gaps that have not been widely studied. First, most previous research has focused more on specific aspects of motivation or skills, particularly vocabulary [10], while an in-depth exploration of the overall motivation and engagement is still limited. Second, most studies still use a quantitative approach that emphasizes outcomes in the form of scores or motivation levels, without delving deeply into the narrative of how

students interpret their experiences using Wordwall in English learning [13]. Therefore, this research is necessary to provide a deeper understanding of how Wordwall actually influences students' learning processes, not just their scores. Without addressing these issues, teachers may continue using digital tools without knowing whether they genuinely engage learners or only improve surface level performance. As a result, instructional decisions may be based on incomplete information, potentially reducing the effectiveness of technology integration in the classroom.

Considering these gaps, this study becomes relevant as it aims to provide a more comprehensive understanding of students' perceptions of using Wordwall to enhance motivation and engagement. This research is based on the ARCS Motivational Design Model (Keller), which emphasizes the *Attention, Relevance, Confidence, and Satisfaction* in technology-based learning [14]. In addition, this study is also based on interactive engagement theory, which emphasizes that engagement involves cognitive, emotional, and behavioral engagement [15]. By applying a qualitative method design, this research combines a closed-ended questionnaire to obtain numeric data on students' motivational and engagement levels, and open ended questionnaire with selected students to enrich the findings.

Therefore, this study aims to describe students' perceptions of the use of Wordwall in enhancing motivation and engagement in English learning. The results of this study are expected to make a practical contribution for teachers and curriculum developers in optimizing the use of Wordwall to improve the quality of English learning in schools. Based on the research objective above, the study addresses the research question: How do students perceive the use of Wordwall in enhancing their motivation and engagement in English learning?

II. METHOD

2.1 Research Design

This study employed a survey research design to investigate students' perceptions of motivation and engagement in using Wordwall for English learning [16]. The data were collected using a questionnaire consisting of both closed-ended and open-ended items. The close-ended items were used to obtain numeric data on students' motivation and engagement, while the open-ended items were included to allow students to elaborate on their responses and share personal experiences related to the use of Wordwall. By combining these two types of questionnaire items, the survey provides a comprehensive description of students' learning experiences and perceptions toward the use of Wordwall in English learning.

2.2 Research Participants

The study was conducted at one of the senior high schools in Sidoarjo. The participants of this study were 72 students enrolled in an English class where Wordwall was implemented as a learning medium. Before the researcher distributed the questionnaire, the researcher do the preliminary survey. The close-ended questionnaire phase involved all students as respondents to the questionnaire. For the open-ended questionnaire phase, a few students were selected based on variations of the mean score in their questionnaire responses, This selection ensured representation of diverse perceptions to support deeper interpretation.

2.3 Research Instruments

2.3.1 Closed-ended questionnaire

The questionnaire was designed using a 4-point Likert scale and consisted of indicators adapted from two theoretical frameworks, namely ARCS Motivational Design Model, which encompasses dimensions of Attention, Relevance, Confidence, and Satisfaction. And Interactive Engagement Theory, which covers Cognitive, Emotional, and Behavioral dimensions) [17]. A total of fifteen items were formulated to measure students' responses toward the use of Wordwall in English learning. The items explored various aspects, including students' perceptions of Wordwall as an exciting, interesting, motivating, and enjoyable tool, as well as their appreciation of its visual and interactive features. Other items assessed whether Wordwall helped students better understand English lessons and whether teachers provides clear instructions during its use. The questionnaire also examined students' confidence and satisfaction when participating in Wordwall activities, especially when received high scores. Further items addressed students' desire for Wordwall to continue being used in learning, their effort to answer questions both quickly and accurately. The remaining items captured students' emotional responses, such as feeling happy during session, as well as their unwillingness to skip any Wordwall-based lesson, their opinion that Wordwall makes learning English

more enjoyable, and whether or not it inspired them to prepare lessons ahead of time and think carefully before answering and to prepare lessons in advance.

2.3.2 Open-ended questionnaire

The open-ended questionnaire was distributed as a compliment to the numeric findings, aiming to elaborate and deepen the understanding of students' experiences with Wordwall. It consisted of seven questions designed to capture students' personal reflections. Students were asked to share whether the appearance and gameplay of Wordwall make them interest in following the lesson and to provide their reasoning. They were also asked to describe if Wordwall made it easier for them to comprehend English language content. Students were also asked to share their feelings about playing Wordwall in class and whether or not they felt comfortable responding to the questions. The study also looked at how students felt about getting good scores, if Wordwall made them more enthusiastic to learn English, and why they felt that way. Additionally, students were asked to consider whether including Wordwall into class activities made the more engaged participants. Lastly, they were asked to consider whether the platform made them think carefully when crafting their responses and why they felt that way.

2.4 Data Collection

Data were collected using a survey method through a questionnaire distributed via Google Form. The questionnaire consisted of closed-ended and open-ended items. Students completed the questionnaire after participating in English lesson that incorporated Wordwall activities.

The close-ended items were used to obtain numerical data regarding students' motivation and engagement, while the open-ended items were used to gather more detailed explanations of students' perceptions and experiences in using Wordwall. The researcher then collected responses and prepared the data for analysis. Through this approach, students' perceptions were explored comprehensively from both numeric and descriptive analysis.

2.5 Data Analysis

2.5.1 Close-ended Questionnaire Data Analysis

The numeric data obtained through the questionnaire were analyzed using descriptive statistics by calculating the mean score for each item and indicator. The mean scores were interpreted based on specific criteria: 4.00-3.26 categorized as very high, 3.25- 2.51 as high, 2.50- 1.76 as low, and 1.75-1.00 as very low. The result of this interpretation provides an overview of the level of motivation and engagement of students during the use of Wordwall in English learning.

2.5.2 Open-ended Questionnaire Data Analysis

Open-ended question were analyzed using thematic analysis. Began with reading and understanding the student responses. Next, the researcher generated initial code based on important statements that appeared in the responses. These codes were then grouped into themes corresponding to the ARCS Model and interactive engagement theory. After that, the themes were interpreted to explain or support the numeric findings.

III. RESULTS AND DISCUSSION

3.1 RESULTS

3.1.1 Close-ended Questionnaire Result

A 15-item Likert-scale questionnaire measuring students' opinions of Wordwall's utility in English language learning was used to gather close-ended data from 72 students. The elements were arranged according to three aspects of Yoesoep Edhie Rachmad's Interactive Engagement Theory (Emotional, Cognitive, and Behavioral Engagement) and four ARCS motivational indicators (Attention, Relevance, Confidence, and Satisfaction). A four-point rating system was used for the responses, and the following standards were used to interpret the mean scores: Very High = 4.00–



3.26; High = 3.25–2.51; Low = 2.50–1.76; Very Low = 1.75–1.00. The mean scores for each item and the relevant interpretive category are shown in Table 1.

Tabel 1. Mean Scores of Questionnaire

No.	Item	Mean	Category
1.	I find Wordwall exciting, interesting, motivating, & fun.	3.42	Very high
2.	I enjoy the visual and interactive features in Wordwall games	3.15	High
3.	Wordwall helps me better understand English learning	3.11	High
4.	The teacher gives clear instructions when using Wordwall	2.97	High
5.	I feel confident when participating in Wordwall	3.22	High
6.	I feel satisfied when i get a good score in Wordwall	3.38	Very High
7.	I hope Wordwall continues to be used in English learning	3.06	High
8.	I participate actively during Wordwall sessions	3.15	High
9.	Wordwall motivates me to stay focused throughout the activity	3.32	Very High
10.	I try to answer the questions as quickly and accurately as possible	3.21	High
11.	I feel happy when participating in the Wordwall session	3.33	Very High
12.	I don't want to miss any learning session that uses Wordwall	3.04	High
13.	Wordwall makes learning English more fun and interesting.	3.15	High
14.	Wordwall encourages me to think carefully before answering	3.24	High
15.	I feel motivated to prepare lessons because of Wordwall games	3.14	High
	Overall Mean	3.19	

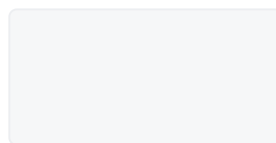
As shown in Table 1, the overall mean score across all 15 items is 3.19, which falls within the "High" category (3.25–2.51). This result shows that students generally see Wordwall as a helpful tool for boosting motivation and engagement in learning English. Among individual items, the highest average score was for Item 1 ("I find Wordwall attractive, enjoyable, motivating, and exciting", $M = 3.42$), which fell into the "Very High" category. This suggests that the platform's gamified design is very effective at grabbing learners' initial attention, which aligns with the Attention part of the ARCS model. Item 11 ("I feel happy when participating in Wordwall sessions", $M = 3.33$) and Item 9 ("Wordwall motivates me to stay focused throughout the activity", $M = 3.32$) also scored in the "Very High" range, showing strong emotional and behavioral engagement during gameplay.

In contrast, the lowest average score was found for Item 4 ("The teacher provides clear instructions when using Wordwall", $M = 2.97$). Although this score still falls into the "High" category, it suggests there may be areas for improvement in how clearly instructions are given and how well teaching support is provided. Items 12 ($M = 3.04$) and 7 ($M = 3.06$), which deal with the intention to attend sessions and continue using the tool, also got relatively low scores. This suggests that while students like Wordwall, they still need more help with staying motivated and keeping up their long-term plans to use it.

By grouping the indicators, the Attention dimension (Items 1–2) achieved the highest combined mean ($M = 3.29$, Very High), which confirms that the platform is strong at drawing learners' interest through its visually interactive features. The Relevance dimension (Items 3–4, $M = 3.04$), Confidence dimension (Items 5–7, $M = 3.22$), and Satisfaction/Behavioral Engagement (Items 8–10, $M = 3.23$) all scored in the "High" range, showing that Wordwall is seen as meaningful, confidence-boosting, and helpful for getting students actively involved. Emotional Engagement (Items 11–13, $M = 3.17$) and Cognitive Engagement (Items 14–15, $M = 3.19$) received similar "High" ratings, showing that the tool encourages both positive feelings and thoughtful reflection.

3.1.2 Distribution of Responses for Each Close-ended Questionnaire Item

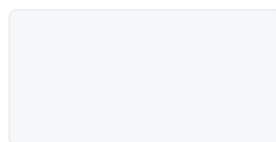
3.1.2.1 I Find Wordwall exciting, interesting, motivating, and fun



picture 1 Distribution Diagram

The distribution of responses indicates that students generally perceived Wordwall as an enjoyable and engaging learning tool. Nearly half of the respondents (48.6%) strongly agreed, while another 45.8% agreed with statement, resulting in a combined positive response rate of 94.4%. Only a small proportion of students expressed disagreement, suggesting that Wordwall was successful in creating a positive learning atmosphere. These findings demonstrate that the platform effectively attracted students' attention and increased their enthusiasm during English learning activities.

3.1.2.2 I enjoy the visual and interactive features in Wordwall games

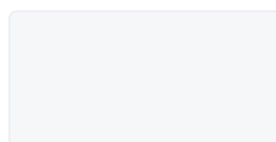


picture 2 Distribution Diagram



Most students reported positive perceptions of the visual and interactive features provided by Wordwall. More than sixty percent of respondents selected 'Agree,' while nearly one-third selected "Strongly Agree," indicating widespread appreciation of the platform's design. The low percentage of negative responses suggests that the students found the learning activities visually appealing and easy to interact with. This result highlights the importance of attractive digital features in maintaining learners' engagement in EFL classroom.

3.1.2.3 Wordwall helps me better understand English learning

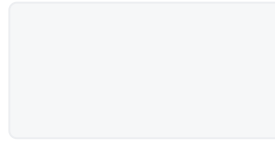


picture 3 Distribution Diagram

Although the majority of students responded positively, this item received one of the highest proportions of negative responses among all questionnaire items. Approximately 18% of respondents selected either "Disagree" or "Strongly Disagree," indicating that not all students perceived Wordwall as equally effective in supporting their understanding of English lessons. This finding suggests that enjoyment and engagement do not automatically guarantee improved comprehension. Therefore, teachers may need to combine Wordwall activities with additional explanations and instructional support to ensure that learning objectives are fully achieved.

3.1.2.4 The teacher gives clear instructions when using Wordwall

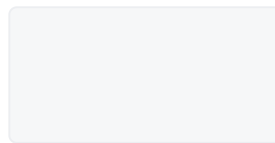




picture 4 Distribution Diagram

Item 4 obtained the lowest mean score among all questionnaire items, indicating that it was perceived less positively compared to other aspect of Wordwall implementation. Although 80.5% of students selected positive responses, nearly one-fifth expressed disagreement regarding the clarity of instruction provided by the teacher. This result suggest that some students may have experienced difficulties understanding task requirements or activity procedures. Consequently, clear and structured instructions appear to be an important factor in maximizing the effectiveness of gamified learning activities.

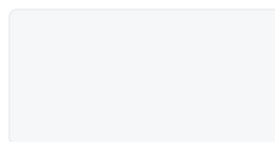
3.1.2.5 I feel confident when participating in Wordwall



picture 5 Distribution Diagram

The responses indicate that Wordwall contributed positively to students' confidence during English learning activities. More than 90% of respondents selected either "Agree" or "Strongly Agree," demonstrating that most students felt comfortable participating in the activities. The low percentage of negative responses suggest that the platform may help reduce anxiety and encourage active participation. This finding is particularly important in EFL contexts, where learners often experienced hesitation when using English.

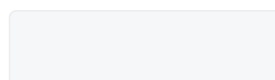
3.1.2.6 I feel satisfied when i get a good score in Wordwall

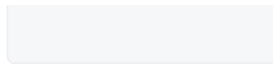


picture 6 Distribution Diagram

Students generally reported a strong sense of satisfaction when achieving good results in Wordwall activities. Nearly half of the respondents strongly agreed with the statement, while another 45.8% agreed. These findings indicate that achievement and immediate feedback provided by the platform contributed to students' positive emotional experiences. The result also suggest that reward mechanisms embedded within gamified learning environments can strengthen learners' motivation and engagement.

3.1.2.7 I hope Wordwall continues to be used in English learning

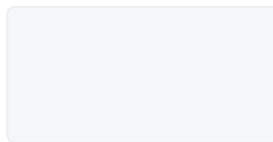




picture 7 Distribution Diagram

The majority of respondents expressed support for the continued use of Wordwall in English classes. More than 86% selected positive responses, indicating that students generally appreciated the platform and wished to experience similar activities in future lessons. However, a small percentage of students disagreed, suggesting that not all learners shared the same level of enthusiasm. This variation may reflect differences in learning preferences and individual experiences with technology-based instruction.

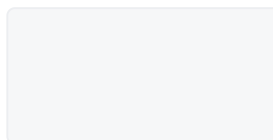
3.1.2.1 I participate actively during Wordwall sessions



picture 8 Distribution Diagram

The results show that students perceived themselves as active participants during Wordwall-based learning activities. Almost 88% of respondents selected either "Agree" or "Strongly Agree," indicating a high level of behavioral engagement. The interactive and competitive nature of Wordwall may have encouraged students to become more involved in classroom tasks. These findings suggest that gamified learning environments can effectively promote active participation among EFL learners.

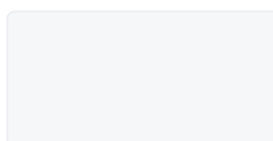
3.1.2.9 Wordwall motivates me to stay focused throughout the activity



picture 9 Distribution Diagram

Students generally agreed that Wordwall helped them maintain their attention during learning activities. More than 91% of respondents selected positive responses, indicating that the platform was effective in sustaining learners' concentration. The low percentage of negative responses further supports the idea that gamification elements can reduce boredom and increase focus. This finding demonstrates Wordwall's potential to enhance students' attention during English lessons.

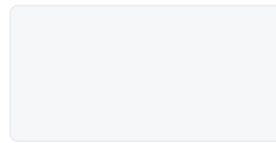
3.1.2.10 I try to answer the questions as quickly and accurately as possible



picture 10 Distribution Diagram

The distribution of responses suggest that Wordwall encouraged students to engage actively with learning tasks. Most respondents agreed that they attempted to answer questions quickly while maintaining accuracy. This result indicates that the competitive and time-sensitive elements of the platform may have stimulated students to participate more seriously in classroom activities. Consequently, Wordwall appears to foster both engagement and task commitment among learners.

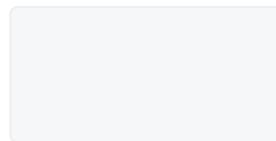
3.1.2.11 I feel happy when participating in the Wordwall session



picture 11 Distribution Diagram

Students reported positive emotional experiences when participating in Wordwall activities. Nearly half of the respondents strongly agreed with the statement, while another 43.1% agreed. The high proportion of positive responses suggest that Wordwall successfully created an enjoyable and supportive learning environment. Positive emotions such as enjoyment and happiness are important because they can contribute to higher motivation and sustained engagement in learning.

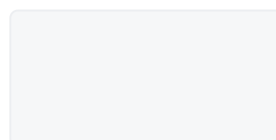
3.1.2.12 I don't want to miss any learning session that uses Wordwall



picture 12 Distribution Diagram

Although most students responded positively, this item received the second lowest mean score among all questionnaire items. Approximately 18.1% of respondents disagreed with statement, indicating that some students were not strongly motivated to attend learning sessions solely because Wordwall was used. This finding suggest that while students generally enjoy the paltform, attendance intentions may be influenced by additional factors beyond the learning media itself. Therefore, Wordwall should be viewed as one component of broader atrategy for maitaining students\ motivation.

3.1.2.13 Wordwall makes learning English more fun and interesting.

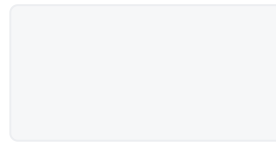


picture 13 Distribution Diagram

The majority of students agreed that Wordwall made English learning more enjoyable and interesting. More than 86% selected positive res;onses, indicating that the platform successfully enhanced students' learning experiences. The relatively small percentage of negative responses suggest that most learners appreciated the integration of

game-based activities into classroom instruction. These findings support previous studies highlighting the role of gamification in increasing learning enjoyment and engagement.

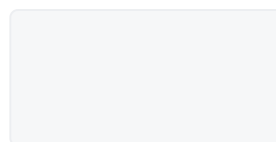
3.1.2.14 Wordwall encourages me to think carefully before answering



picture 14 Distribution Diagram

Students generally perceived Wordwall as encouraging thoughtful participation during learning activities. Nearly 89% selected positive responses, suggesting that learners considered their answers carefully before responding. This result indicates that the platform not only promotes engagement but may also stimulate cognitive involvement. Therefore, Wordwall appears to support both behavioral and cognitive dimensions of student engagement.

3.1.2.15 I feel motivated to prepare lessons because of Wordwall games



picture 15 Distribution Diagram

Most students agreed that Wordwall motivated them to prepare for lessons, although this item received a relatively higher proportion of negative responses compared to several other items. Around 15.3% of respondents expressed disagreement, suggesting that the platform's influence on learning preparation was not equally experienced by all students. This finding indicates that Wordwall may be more effective in enhancing motivation during classroom activities than in encouraging independent preparation before lessons. Additional instructional strategies may therefore be necessary to promote autonomous learning behaviors outside the classroom.

Although all questionnaire items were categorized as high or very high, the response distributions reveal that several items still received notable proportions of negative responses, in particular, items 3,4,7,12, and 15 showed the largest percentages of disagreement. These findings indicate that while students generally perceive Wordwall positively, challenges related to instructional clarity, content understanding, long-term motivation, and learner preferences remain present and should be considered when implementing gamified learning activities.

3.1.3 Open-ended Questionnaire Result

The open-ended data were obtained from 14 students and thematic analysis was performed in three iterative phases: first, reading and becoming familiar with student responses; second, creating initial codes from recurring significant statements; and third, organizing these codes into broader themes aligned with the ARCS Model and Interactive Engagement theory. Seven themes emerged from the analysis, as presented in Table 2.

Table 2. Thematic Analysis of Student Open-Ended Responses

Theme	Theoretical Framework	Representative Student Responses
Emotional Appeal & Fun Atmosphere	ARCS – Attention / Emotional	"Its appearance is attractive and colorful so it does not feel boring in class." (S5); "Wordwall makes learning feel like

	Engagement	<u>playing, so it is more enjoyable." (S10)</u>
Relevance & Practical Understanding	ARCS – Relevance / Cognitive Engagement	<u>"I could directly practice the material the teacher had explained." (S10); "The questions trained my understanding step by step." (S13)</u>
Confidence & Self-efficacy	ARCS – Confidence / Emotional Engagement	<u>"I felt challenged, and that actually increased my confidence." (S13); "Getting a good score made me more confident in my ability." (S12)</u>
Satisfaction & Continued Motivation	ARCS – Satisfaction / Emotional Engagement	<u>"A good score gives its own satisfaction and drives me to keep studying harder." (S14); "Wordwall helps me enjoy the learning process." (S13)</u>
Active Participant & Behavioral Engagement	ARCS – Satisfaction / Behavioral Engagement	<u>"I am driven to try to answer every question." (S10); "I am no longer just sitting and listening." (S8)</u>
Critical Thinking & Cognitive Engagement	ARCS – Relevance / Cognitive Engagement	<u>"Accuracy helps me understand the questions better, resulting in more optimal outcomes." (S13); "Wordwall does not only test speed, but also understanding and precision." (S14)</u>
Limited Understanding Despite Positive Affect	ARCS – Relevance / Cognitive Engagement	<u>"I enjoyed it but often did not understand the questions." (S3); "I was attracted to the game, not the lesson, because I did not understand yet." (S3)</u>

Theme 1: Emotional Appeal & Fun Atmosphere

The idea that Wordwall is a fun, non-threatening learning environment was the most common theme in student comments. The platform's vibrant graphics and game-like interface were frequently cited by students as important elements that lessened boredom. This theme is consistent with both the Emotional Engagement dimension of Interactive Engagement Theory and the Attention dimension of the ARCS model, since the tool successfully produced positive emotional reactions that maintained learner engagement throughout activities.

Furthermore, students' responses indicate that the enjoyable nature of Wordwall contributed to a more positive classroom atmosphere. When learners experience positive emotions during learning activities, they are more likely to maintain their attention and participate actively in classroom tasks. It means that Wordwall not only serve as a learning medium but also creates an environment that supports students' emotional engagement. So, the students may become more receptive to learning English and less likely to perceive language learning as difficult or intimidating.

Theme 2: Relevance & Practical Understanding

Many students reported that Wordwall made it easier for them to understand the topic by allowing them to practice it right after class. This result is consistent with the ARCS's Relevance dimension, showing that students thought the activities were relevant to their learning objectives. Simultaneously, by encouraging intentional processing of linguistic content, the interactive question-and-answer structure promoted Cognitive Engagement. In addition, students perceived that Wordwall allowed them to apply what they had learned directly through interactive exercises. The opportunity to practice concepts immediately after instruction may help strengthen memory retention and reinforce understanding.

Theme 3: Confidence & Self-efficacy

Participating in Wordwalls gave students more self-assurance, especially when they thought the challenges were doable and they could get quick feedback. This theme aligns with the ARCS Confidence dimension, where optimistic expectations for success are fostered by planned and attainable activities. Emotionally, the experience of winning games also decreased anxiety related to learning English and strengthened self-efficacy views. The increase in confidence reported by students may also be related to the supportive nature of the platform. Because Wordwall presents learning tasks in a game-like format, students may feel less pressure when making mistakes. This environment allows learners to participate more freely and focus on improving their performance rather than worrying about failure. Consequently, students can gradually develop greater confidence in their English abilities.

Theme 4: Satisfaction & Continued Motivation

High Wordwall scores were often found to be a source of personal satisfaction and a motivator for ongoing learning. This topic corresponds to ARCS's Satisfaction component, where students feel accomplished and motivated. A number of students reported feeling rewarded when their scores improved, which encouraged them to continue their self-directed training. The sense of satisfaction experienced by students may contribute to sustained motivation in future learning activities. When learners receive positive feedback and experience success, they are more likely to develop favorable attitude toward learning. This positive reinforcement can encourage students to continue participating actively in classroom activities. Therefore, satisfaction serves as an important factor in maintaining students' interest and engagement over time

Theme 5: Active Participant & Behavioral Engagement

During Wordwall sessions, students frequently reported increased behavioral involvement, characterizing a shift from passive listening to active response. The Behavioral Engagement component of Interactive Engagement Theory is reflected in this change. Through goal-oriented involvement, the platform's competitive and time-limited features seemed to operate as effective motivators for on-task behavior, strengthening ARCS's Satisfaction component. Another important aspect of this theme is the shift from passive to active learning behavior. Instead of simply listening to explanations, students were required to respond, make decisions, and interact with learning materials throughout the activity, such participation is essential in language learning because meaningful learning often occurs when students actively engage with the content. Therefore, the use of Wordwall appears to encourage greater involvement in the learning process.

Theme 6: Critical Thinking & Cognitive Engagement

According to some students, success on Wordwall requires careful reasoning and attention to detail, in addition to the ability to answer quickly. This observation demonstrates cognitive engagement, as students discussed the necessity of carefully applying material knowledge, managing time, and assessing response options. These answers imply that Wordwall can encourage deeper information processing when it is created with specific learning objectives. These responses suggest that students were not only engaged behaviorally but also cognitively during the activities. To achieve good results, learners needed to analyze questions, evaluate possible answers, and make decisions within a limited time. Such processes require concentration and mental effort, indicating that Wordwall can support deeper engagement with learning activities can promote meaningful thinking when designed appropriately.

Theme 7: Limited Understanding Despite Positive Affect

A small percentage of students admitted to enjoying Wordwall without completely understanding the material, primarily those with lower mean results. These students said they relied on guessing techniques or prioritized speed above comprehension. It means that meaningful cognitive involvement does not always follow from emotional engagement. It suggests that in order to guarantee that positive affect enhances rather than replaces authentic learning, gamified technologies must be supplemented by sufficient instructional scaffolding.

Although only a small number of students expressed this concern, the finding remains significant because it highlights a potential challenge in technology enhanced learning. Enjoyment and excitement alone may not always lead to meaningful learning outcomes if students focus primarily on gameplay rather than content comprehension. This suggest that teachers should balance entertainment and instructional objectives when implementing Wordwall. Providing follow-up explanations and opportunities for reflection may help ensure that students understand the material beyond simply completing the game.

3.2 DISCUSSION

3.2.1 Students Perception The Use Of Wordwall In Enhancing Motivation

Overall, students perceived Wordwall as a stimulating learning tool across all four ARCS criteria. The Attention dimension produced the strongest among all dimensions, which is in line with earlier studies showing that visually engaging and game-based digital tools are especially good at grabbing learners' attention at first [14]. Wordwall's gamified interface, which includes animated graphics, competitive scoring, and a variety of game types, seems to

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produce the kind of environmental stimulation that opposes passive learning habit [6]. This conclusion is supported by the subject of "Emotional Appeal and Fun Atmosphere."

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Although there is potential for improvement, the Relevance and Confidence dimension, both in the "High" category, indicate that Wordwall is regarded as significant and generally confidence-boosting. While the platform is excellent at creating interest, these dimensions reported relatively lower means than Attention, suggesting that more thoughtful instructional design decisions may be needed to link activities with particular learning objectives and regularly reinforce self-efficacy [9]. This interpretation is further supported by the theme of "Limited Understanding Despite Positive Affect": a number of students stated that emotional involvement did not always co-occur with subject comprehension, especially when the teacher did not provide enough scaffolding [13].

The satisfaction dimension was corroborated by open-ended questionnaire data showing that students felt pride and intrinsic reward when they achieved high scores. This is consistent with Keller's (1987) ARCS theory, which holds that maintaining long-term motivation requires satisfaction, which is reinforced by natural consequences and recognition of accomplishment [14]. Hafifah & Hanifa similarly found that the majority of students have very high motivation when learning vocabulary using Wordwall, especially related to the aspects of attention, satisfaction, and relevance [12]. It appears that session-level satisfaction has not yet fully solidified into long-lasting motivational dispositions, as indicated by the somewhat lower means for Items 7 and 12, which relate to continuous usage and attendance intention. This gap may be filled by more regular curricular integration of Wordwall [7].

3.2.2 Students Perception The Use Of Wordwall In Enhancing Engagement

When analyzed using Rachmad's Interactive Engagement Theory, the results show that Wordwall engages all three aspects of engagement, albeit to varying degrees [15]. Students' positive affective reactions, such as enjoyment, enthusiasm, and decreased boredom, were the most apparent indicators of emotional engagement, which fell within the High category, which creates the fundamental motivational circumstances for long-term learning participation. These emotional states show that Wordwall successfully establishes the affective environment required for deeper engagement, as qualitatively supported by the themes of Emotional Appeal, Confidence, and Satisfaction [10].



Behavioral engagement, also categorized as High, was evident through students' greater willingness to participate, attempt responses, and persevere through competitive, time limited tasks. In EFL learning situations, where learner shyness and reluctance to engage publicly are well-documented impediments to engagement [2], the shift from passive to active participation highlighted by numerous respondents is especially important. Alfiah, Santosa, and Kusuma similarly found through a qualitative approach that Wordwall supports student engagement in this regard [11]. Wordwall's competitive and achievement-focused mechanics seem to serve as beneficial cues that lower inhibition and promote overt, goal-directed behavior [7].

The most important factor for education, cognitive engagement, also rated as high, was evident both numerically and qualitatively, however each student's level of engagement differed. Deep cognitive processing traits were displayed by those who understood the necessity for accuracy and careful consideration of options. The co-existence of pupils who used guessing or speed-based techniques, however, indicates that cognitive engagement is not always ensured by behavioral and emotional engagement [13]. Therefore, teachers who use Wordwall should create assignments that clearly prioritize comprehension over speed and include post-activity feedback to enhance cognitive processing [4].

3.2.3 Implication

Wordwall is a pedagogically useful instrument reinforce motivation and engagement in senior high school English language learning, according to the convergence of close-ended and open-ended findings. It is well-suited to solve motivational and engagement deficiencies common in EFL contexts because of its ability to draw attention, offer practice-based relevance, boost confidence through instant feedback, and produce emotional fulfillment through gamified achievement. In practical terms, the implication of this study underscore that the use of Wordwall should be integrated into a comprehensive learning cycle, rather than merely as an entertainment activity.

IV. CONCLUSION

With an overall mean score that reached the high category across 72 respondent, this study suggests that the usage

of Wordwall in English language learning significantly reinforce students' motivation and engagement. The ARCS Model analysis revealed that the platform was most successful in catching students' Attention reached the very high category, while the relevance, Confidence, and Satisfaction aspects were all scored High, suggesting that Wordwall is widely seen as rewarding, significant, and confidence-boosting. According to Rachmad's Interactive Engagement Theory, Wordwall effectively engaged all three dimensions of engagement: emotional, behavioral, and cognitive. As a result, students reported more enjoyment, active participation and reflective thinking during learning activities. The thematic analysis, which revealed seven themes including emotional appeal, practical relevance, self-efficacy, satisfaction, active participation, critical thinking, and most importantly limited understanding despite positive affect, further support these findings. This highlights the need for sufficient instructional scaffolding in conjunction with gamified tools to guarantee that engagement translates into real learning.

Despite these encouraging findings, the study acknowledges several limitations that must be considered when interpreting the results. First, only self-reported questionnaires with open-ended answers were used to gather data, which could be biased toward social desirability. Second, the result could not be applied to larger populations or educational settings because the sample was restricted to 72 students from a single senior high school. Third, inferences on the long-term impact of Wordwall on real language learning results cannot be drawn because of the cross-sectional design. Therefore, it is advised that future studies use longitudinal or quasi-experimental methods, include objective language achievement measures, and increase sampling over several grade levels and schools.

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Conflict of Interest Statement:

The author declares that the research was conducted in the absence of any commercial or financial relationships that could be construed as a potential conflict of interest.