



Similarity Report

Metadata

Name of the organization

Universitas Muhammadiyah Sidoarjo

Title

Students' Perspection on Wordwall implementation in English vocabulary learning- rishma (rivisi) to be checked for plagiarism

Author(s)Coordinator

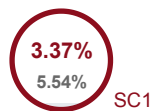
pbi fika megawati

Organizational unit

FPIP

Record of similarities

SCs indicate the percentage of the number of words found in other texts compared to the total number of words in the analysed document. Please note that high coefficient values do not automatically mean plagiarism. The report must be analyzed by an authorized person.

**25**

The phrase length for the SC 2

4784






Length in words

31286

Length in characters

Alerts

In this section, you can find information regarding text modifications that may aim at temper with the analysis results. Invisible to the person evaluating the content of the document on a printout or in a file, they influence the phrases compared during text analysis (by causing intended misspellings) to conceal borrowings as well as to falsify values in the Similarity Report. It should be assessed whether the modifications are intentional or not.

Characters from another alphabet		0
Spreads		0
Micro spaces		3
Hidden characters		0
Paraphrases (SmartMarks)		21

Active lists of similarities

This list of sources below contains sources from various databases. The color of the text indicates in which source it was found. These sources and Similarity Coefficient values do not reflect direct plagiarism. It is necessary to open each source, analyze the content and correctness of the source crediting.

The 10 longest fragments

Color of the text

NO	TITLE OR SOURCE URL (DATABASE)	NUMBER OF IDENTICAL WORDS (FRAGMENTS)
1	The Impact of Experimental Research-Based Learning Modules on Students' Affective Domain: A Study on Religious Moderation in Chemistry Education Reza Muhammad, Asyifa M. Rizki, Kania Ulayya, Adean Mayasri;	32 0.67 %
2	Effectiveness of Social Forestry in Increasing Community Income in Mekakau Ilir District Tibyan Tibyan, Fifian Permata sari, Munajat Munajat;	20 0.42 %
3	Identifikasi Makroinvertebrata Permukiman sebagai Aktivitas Belajar Daring di Era Pandemi Covid-19 Amrullah Syarif Hidayat, Sijid St. Aisyah, Zulkarnain Zulkarnain;	19 0.40 %

4	https://jurnal.daarulqimmah.org/index.php/Alkalim/article/view/58	18 0.38 %
5	https://www.atlantis-press.com/proceedings/icetech-22/125989141	14 0.29 %
6	THE USE OF WORDWALL MEDIA IN TEACHING ENGLISH VOCABULARY FOR YOUNG LEARNERS: A SYSTEMATIC REVIEW Selnistia Hidayani, Alfi Fithrotul 'Aini,Fidela Anindya;	14 0.29 %
7	https://www.atlantis-press.com/proceedings/icetech-22/125989141	10 0.21 %
8	https://journal.lppmunindra.ac.id/index.php/SCOPE/article/download/20457/20457	10 0.21 %
9	https://www.atlantis-press.com/article/125989141.pdf	9 0.19 %
10	THE USE OF WORDWALL MEDIA IN TEACHING ENGLISH VOCABULARY FOR YOUNG LEARNERS: A SYSTEMATIC REVIEW Selnistia Hidayani, Alfi Fithrotul 'Aini,Fidela Anindya;	9 0.19 %

from RefBooks database (3.01 %)

NO	TITLE	NUMBER OF IDENTICAL WORDS (FRAGMENTS)
Source: Paperity		
1	THE USE OF WORDWALL MEDIA IN TEACHING ENGLISH VOCABULARY FOR YOUNG LEARNERS: A SYSTEMATIC REVIEW Selnistia Hidayani, Alfi Fithrotul 'Aini,Fidela Anindya;	36 (4) 0.75 %
2	The Impact of Experimental Research-Based Learning Modules on Students' Affective Domain: A Study on Religious Moderation in Chemistry Education Reza Muhammad, Asyifa M. Rizki, Kania Ulayya,Adean Mayasri;	32 (1) 0.67 %
3	Effectiveness of Social Forestry in Increasing Community Income in Mekakau Ilir District Tibyan Tibyan, Fifian Permata sari, Munajat Munajat;	20 (1) 0.42 %
4	Identifikasi Makroinvertebrata Permukiman sebagai Aktivitas Belajar Daring di Era Pandemi Covid-19 Amrullah Syarif Hidayat, Sijid St. Aisyah, Zulkarnain Zulkarnain;	19 (1) 0.40 %
5	Students' Perceptions On The Use Of Animation Movies In English Language Learning Nadya Khairuna, Siti Ismahani;	13 (2) 0.27 %
6	The Effectiveness of The Use Game Based Learning on Student's Motivation and Learning Outcomes in Camera Movement Engineering Materials Chellsy Marcella, Syifa Fauziah, Jimad NdaruLaksito;	13 (2) 0.27 %
7	Utilizing Wordwall Interactive Games for Evaluating Arabic Language Learning in Madrasah Tarbiyah Islamiah Bayur West Sumatra Zahasfan Alvian Iqbal, Nasiruddin Nasiruddin,Ainun Mawaddah, Kurnia Ningsih;	11 (2) 0.23 %

from the home database (0.00 %)

NO	TITLE	NUMBER OF IDENTICAL WORDS (FRAGMENTS)
----	-------	---------------------------------------

from the Database Exchange Program (0.00 %)

NO	TITLE	NUMBER OF IDENTICAL WORDS (FRAGMENTS)
----	-------	---------------------------------------

from the Internet (2.53 %)

NO	SOURCE URL	NUMBER OF IDENTICAL WORDS (FRAGMENTS)
1	https://www.atlantis-press.com/proceedings/icetech-22/125989141	24 (2) 0.50 %

2	https://journal.lppmunindra.ac.id/index.php/SCOPE/article/download/20457/20457	23 (3) 0.48 %
3	https://jurnal.daarulqimmah.org/index.php/Alkalim/article/view/58	18 (1) 0.38 %
4	https://www.atlantis-press.com/article/125989141.pdf	17 (2) 0.36 %
5	https://eflcafe.net/strategies-for-teaching-english-to-young-efl-esl-learners/	12 (2) 0.25 %
6	https://edukatif.org/edukatif/article/download/7707/pdf	9 (1) 0.19 %
7	http://repositori.uin-alauddin.ac.id/25619/1/The%20Implementation%20of%20Web-Based%20Basic%20English%20Grammar%20Materials%20of%20Nouns%20for%20the%20First%20Year%20Students%20of%20English%20Education%20Department%20at%20UIN%20Alauddin%20Makassar.pdf	8 (1) 0.17 %
8	https://archive.umsida.ac.id/index.php/archive/preprint/view/5507	5 (1) 0.10 %
9	http://pea.lib.pte.hu/bitstream/handle/pea/242/dombi-judit-phd-2013.pdf?sequence=1&isAllowed=y	5 (1) 0.10 %

List of accepted fragments

NO	CONTENTS	NUMBER OF IDENTICAL WORDS (FRAGMENTS)
	THE USE OF WORDWALL MEDIA IN TEACHING ENGLISH VO...	9 (0.19%)
1	Y.Febriyanti,N	9 (0.19%)
	https://www.atlantis-press.com/proceedings/icete...	24 (0.50%)
1	WordWall Application as an Interactive Learning Media in Mastering English Voc...	14 (0.29%)
2	2023. doi: 10.2991/978-2-38476-056-5_46. how to use A	10 (0.21%)
	The Impact of Experimental Research-Based Learni...	32 (0.67%)
1	Z. Yan, E. Panadero, X. Wang, and Y. Zhan, "A Systematic Review on Students ' ...	32 (0.67%)
	Effectiveness of Social Forestry in Increasing C...	20 (0.42%)
1	I. N. Rachmawati, "Data Collection in Qualitative Research: Interviews," Indon...	20 (0.42%)
	Identifikasi Makroinvertebrata Permukiman sebaga...	19 (0.40%)
1	Sutopo,A. H. Sutopo, 2015 Pengembangan Bahan Ajar Berbasis Multimedia," Tersed...	19 (0.40%)

Students' Perception on Wordwall Implementation in Vocabulary English Learning

Rishma Anggraini¹, Fika Megawati^{2*}, Sanitpim Thongbab³, Candra Hadi Sastra⁴
^{1,2})Program Studi Pendidikan Bahasa Inggris, Universitas Muhammadiyah Sidoarjo, Indonesia
³) Ban Loei Wangsai School, Thailand
⁴) Program Studi Pendidikan Bahasa Inggris, Universitas Muhammadiyah Gresik, Indonesia
*Email Penulis Korespondensi: fikamegawati@umsida.ac.id

Page | 1
2 | Page
Page | 3

Abstract. Vocabulary mastery plays a very important role in the ability to communicate, as well as influencing other skills such as reading and writing. Students who have a wide vocabulary tend to understand complex text more easily and can write better. Effective vocabulary learning can improve students' language skills, allowing them to use foreign languages with greater confidence and fluency in a variety of communication situations. One of the interactive learning media that has been proven to improve students' motivation and vocabulary learning outcomes is Wordwall. However, in English language learning, students often experience difficulties in remembering and memorizing vocabulary. This is usually caused by a lack of meaningful

context and minimal **exposure to authentic language use**. Therefore, it is important to integrate technology and interactive learning media in the English learning process. This approach is expected to provide a more flexible, effective, and enjoyable experience for students. This study aims to find out how students perceive the use of Wordwall in learning English vocabulary. The study involved 15 grade 4 and 5 students from Ban Loei Wangsai School, Thailand. By using a qualitative approach and interview method, this research was conducted. The interview results showed that the students feel that learning using Wordwall is fun and helps them remember vocabulary more easily. Wordwall also proved to be able to increase their motivation and interest in learning English. These findings provide a clear overview of the effectiveness of using Wordwall in supporting the English learning process, especially in terms of vocabulary acquisition.

Keywords - Wordwall; Vocabulary; Perception

Abstrak. Penguasaan kosakata memainkan peran yang sangat penting dalam kemampuan berkomunikasi, serta mempengaruhi kemampuan lain seperti membaca dan menulis. Siswa yang memiliki kosakata yang luas cenderung lebih mudah memahami teks yang kompleks dan dapat menulis dengan lebih baik. Pembelajaran kosakata yang efektif dapat meningkatkan kemampuan berbahasa siswa, sehingga mereka dapat menggunakan bahasa asing dengan percaya diri dan lancar dalam berbagai situasi komunikasi. Salah satu media pembelajaran interaktif yang telah terbukti dapat meningkatkan motivasi dan hasil belajar kosakata siswa adalah Wordwall. Namun, dalam pembelajaran bahasa Inggris, siswa seringkali mengalami kesulitan dalam mengingat dan menghafal kosakata. Hal ini biasanya disebabkan oleh kurangnya konteks yang bermakna dan minimnya paparan terhadap penggunaan yang otentik. Oleh karena itu, penting untuk mengintegrasikan teknologi dan media pembelajaran interaktif dalam proses pembelajaran bahasa Inggris. Pendekatan ini diharapkan dapat memberikan pengalaman yang lebih fleksibel, efektif, dan menyenangkan bagi siswa. Penelitian ini bertujuan untuk mengetahui bagaimana persepsi siswa terhadap penggunaan Wordwall dalam pembelajaran kosakata bahasa Inggris, khususnya dalam hal memperoleh kosakata.

Kata Kunci - Wordwall; Kosakata; Persepsi

1. I. Introduction

Vocabulary mastery plays a significant role in communication skills and influences other abilities, such as reading and writing. Students with a rich vocabulary tend to understand complex texts more easily and can write more effectively. This is because a broad vocabulary enables students to grasp the nuances and context of reading materials, allowing them to derive deeper meanings from the texts they engage with [1]. In addition, effective vocabulary learning can improve students' language skills, so that they can use foreign languages more confidently and fluently in various communication situations. **The use of interactive and creative learning media, such as Wordwall** and learning technology proven to improve students' motivation and vocabulary **learning outcomes** [2],[3]. However, **in the process of learning English**, students often face challenges that prevent them from learning vocabulary effectively. One of the main difficulties is remembering and memorizing vocabulary. This is due to the lack of meaningful context and insufficient exposure to authentic language use, crucial for long-term retention. Therefore, there is a need to integrate technology and interactive applications in English learning to provide a flexible, effective, and engaging learning approach [4] [5].

In today's digital era, technology in education has advanced rapidly, offering a wide variety of tools and platforms that can enhance students' learning experiences. One such popular tool is Wordwall, a web-based platform that allows teachers and students to create and utilize various types of educational games [6]. Wordwall offers a variety of templates, including multiple-choice quizzes, matching games, anagrams, and crossword puzzles. It also supports multimedia integration like images, audio, and video, and offers easy customization, task management, and progress tracking for teachers and students [7] [8]. These features make Wordwall a flexible tool that can be used for various subjects and learning environments, both online and offline.

Wordwall has been widely recognized for its effectiveness in improving vocabulary acquisition among primary school students. Various studies have shown that this app significantly improves students' ability to understand and remember new words. For example, a study conducted in Indonesia showed that there was a significant improvement in the English vocabulary skills of grade 4 students. The percentage of scores increased by 65% after the use of Wordwall [9]. Similarly with another study showed that Wordwall provided rapid progress in students' recall and comprehension. Quantitative data showed that comprehension of the meaning of the words increased by 79.96% in cycle 2, and spelling progress also increased significantly [10]. Another study by Widiyaningsih also concluded that Wordwall is an interesting and interactive learning media, involving learning outcomes, especially on vocabulary mastery at the elementary school level [9]. One of Wordwall's key advantages is its versatility across different educational levels. Oviliani and Susanto also note that Wordwall-based learning media can be adapted for various subjects and contexts, both in online and offline settings [11]. This flexibility allows teachers to create dynamic and interactive learning experiences tailored to students' needs.

In the context of this study, the researcher was directly involved in teaching English vocabulary to primary school students during an internship program at Ban Loeiwangsai School, Thailand. The research was conducted in collaboration with local teachers at the school and under the supervision of university lecturers. The researcher's direct involvement in the classroom provided an opportunity to observe the use of Wordwall in real life, thus obtaining authentic data about the students' learning experience. Before the implementation of Wordwall, initial observations revealed that English instruction relied heavily on traditional learning methods, where the teacher explained the material on the blackboard and students just listened and took notes. The observation showed that this method made students less motivated to learn English, and their **involvement in the learning process** was very low. **Based on these findings, the researcher decided to** implement Wordwall-based interactive learning media to increase students' motivation and participation in learning English vocabulary. This study aims to find out how students' perspectives on the use of Wordwall in English vocabulary learning. By understanding students' perceptions, it is hoped that an overview of the effectiveness of using Wordwall in supporting the learning process can be obtained, as well as identifying the benefits and challenges they experience during the learning process. Based on these objectives, the research question in this study is:

"What are students' perceptions of the implementation of Wordwall in learning English vocabulary?"

2. II. Method

To explore **students' perceptions of the use of Wordwall in English language** learning, this study utilized a qualitative research design. The method was chosen to gain **an in-depth understanding of students' views** and experiences. Since **the objective of this research is to** explore students' perceptions, **it is important to understand** how they perceive **the use of Wordwall in English learning** [6]. **The participants of** this study were 15 students, 8 students from grades 4 and 7 students from grade 5 from Ban Loei Wangsai School, Thailand. The 15 students have covered all students in both classes because there are only a few students. Students at these grade levels were selected because they are at the stage of cognitive development that enables them to think more abstractly and critically, making them capable of engaging with interactive learning media such as Wordwall [12]. The implementation of Wordwall was carried out over three months by a student intern, with two meetings per week, totaling 24 sessions. The

teaching procedure involved introducing English vocabulary in the first meeting and reinforcing it through a quiz game using Wordwall in the second meeting. In this activity, students lined up and answered questions individually via Wordwall-based games. This interactive approach was expected to make the learning process more engaging and help students better retain the vocabulary learned. The details of the weekly material are outlined in Table 1.

Table 1. Classroom activities

Week	Material	Activity Description
1	Introduction	Students learn basic greetings, self-introductions, and simple sentences through interactive games on Wordwall
2	Daily activities	Vocabulary introduction about daily activities using Wordwall and simple sentence practice
3	Introduce your family	Students learn about family members and use possessive pronouns (my, his, her, etc)
4	Classroom objects	Introduce vocabulary of objects in the classroom through the guess the picture game and word matching on Wordwall
5	Vocabulary of Fruits	Students recognise various fruit names in English through pictures on Wordwall games
6	Canteen activity	Students learn vocabulary and conversation in the canteen
7	Vocabulary of animals	Students recognise various animal names, their habitats, and characteristics through the Wordwall game
8	Vocabulary of Verb	Students learn various common verbs such as eat, run, jump, write, and read
9	Preposition	Introduction of prepositions of place (in, on, under, beside, between, behind) Through a game on Wordwall
10	Opposite word	Introduce opposite word pairs (big-small, hot-cold, happy-sad, fast-slow) using pictures and examples in simple sentences. The students play a matching game on Wordwall, matching words with their opposites
11	Singular and Plural	Introduction to singular and plural forms (s, -es, -ies) with interactive exercises on Wordwall
12	What do you want to be	Students learn about different professions and express their aspirations using Wordwall

The interview method was chosen because it allows the researcher to dive deeper into the students' understanding of English learning, as well as to explore their responses to the possibility of using Wordwall in the classroom. The interviews were conducted individually so that each student could express their opinions without any influence from classmates. All interview sessions were recorded and then transcribed for further analysis. This process aims to ensure that each student's voice is heard clearly and can be considered in this research. With this approach, the researcher will be able to obtain rich and diverse data regarding students' experiences and perceptions of English language learning and the use of technology in that context. The analysis of the interview transcript is expected to provide deeper insights into students' perceptions of the implementation of Wordwall [13]. This study applies thematic analysis to the transcripts of interviews and open-ended questionnaires conducted with students. The use of thematic analysis provides high flexibility, which allows the researcher to identify and explore themes that emerge from the data in a systematic and structured way [14]. The analysis begins with a thorough reading of the interview transcripts to gain an initial understanding, followed by coding the data to identify emerging themes. Themes were determined through the initial coding process, then analysed using manual coding to identify emerging patterns in the data. These themes are grouped and further analyzed to discover the relationship between students' perception and their experiences while using Wordwall. Through thematic analysis, the researcher was able to uncover the nuances and complexities of students' perceptions, as well as provide deeper insights into how Wordwall influenced their learning experiences.

3. III. Result

Based on the analysis of interview data conducted with 15 students, grades 4 and 5 at Ban Loei Wangsai School, several significant findings were obtained regarding students' perceptions of using Wordwall in English language learning. The analysis was conducted using a thematic approach, which identified significant patterns of students' responses to be grouped into major themes. In the first stage, all interview data were transcribed verbatim. An open coding process was then conducted, and each meaningful piece of data was grouped into categories, and key themes were identified from the categories. This process was done to ensure that the interpretation of the data matched the students' original responses and to avoid researcher bias. Details of the coding results and themes identified can be seen in Table 2.

Table 2. Coding Analysis

Theme	Codes/ Keywords	Students Response	Student						
Fun learning experience	Fun. Exciting, enjoyable, not boring	"Playing games gives me."	"I like it, I learn a lot, and it was fun."	"It was fun."					
"Playing a quiz game is fun."	S13	S15	S12	S5					
Effective Wordwall features for vocabulary	Quiz, game show, remember	vocabulary, correct/incorrect	"Quiz because it helps me to remember the vocabulary."	"Quiz game show makes me remember a lot of vocabulary."	"Correct & Incorrect vocabulary features"	"I like quizzes"	S12		
S11	S5	S7							
Better than traditional methods	Prefer game, dislike writing, bored with the book method	"Wordwall is more fun than writing in the book."	"I feel bored when we do not play a game."	"It is easier to understand than the traditional method."	"I like it than I have to write in a book."	S11	S15		
S2	S14								
Increased motivation and interest in learning	Motivated, want to learn more, happy, excited	"Yes, I want to learn more and more."	"Yes, I feel happy when I play."	"Learning English vocabulary using Wordwall makes me want to learn English more."	"I am so excited to learn English Vocabulary, it was so much fun."	S14	S5	S3	S1
Fun collaborative learning	Play with friends, teacher interaction, and learning together	"Having fun with my friends when playing a quiz game."	"Play a game in the class with my friend and teacher Rishma."	"I like playing games with my friend, it is very fun, and I want to play forever."	"I am having fun with my friends playing a quiz game."	S4	S14	S5	S8

First, the most dominant theme was that Wordwall provides a fun learning experience. Many students mentioned that they felt happy and not bored when learning using Wordwall. Activities such as quizzes and games make the learning atmosphere more interesting. They feel like they are playing, not learning, so the lesson feels more enjoyable. This is based on students' responses who said that "Playing games gives me more knowledge and it is fun" (S13) and "I really like it, I learn a lot and it was really fun" (S15). Secondly, students also highlighted that the features in Wordwall are effective in helping them remember new vocabulary. Some of them mentioned that the quizzes and games made it easier for them to remember and understand the words taught. For example, from the question of what features students like the most, student S12 said. "Quiz, because it helps me to remember the vocabulary." This shows that Wordwall is not only fun but also provides direct benefits in cognitive aspects, especially in vocabulary learning. Furthermore, there was a theme that Wordwall was more engaging than traditional learning methods. Students stated that they often felt bored if they only learned through books or copying words into notes. In contrast, the use of interactive games or Wordwall made them more engaged in learning. Statements such as "Wordwall is more fun than writing in the books" (S11) and "I feel bored when we do not play games" (S15) confirmed that learning

approaches that are too conventional are less effective in capturing their attention. In addition, it was also found that the use of Wordwall was able to **increase students' motivation and interest in learning**. Some students reported that they felt more enthusiastic and wanted to continue learning English after using Wordwall. This is in line with students' statements such as "Yes, I want to learn more and more" (S14) and "Learning vocabulary using Wordwall makes me want to learn English more" (S3). This indicates a positive change in attitude towards the subject. Lastly, students also appreciate that learning with Wordwall feels more fun because it is done collaboratively. They feel happier and comfortable when playing quizzes with classmates and teachers. This not only strengthens the understanding of the material but also builds a positive learning atmosphere. Some students said that they enjoyed being able to play and learn with their friends from the question what memorable thing they remember the most, they said "Having fun with friends when playing quiz games" (S4) and "Playing games in class with my friends" (S14).

4. V. discussion

The result of this study reveals various positive perceptions of students toward the use of Wordwall in learning English vocabulary. However, more than just a pleasant response, the findings show how interactive learning media such as Wordwall can influence the learning process from cognitive, affective, and social aspects. The dominant theme of fun learning reflects the importance of game-based learning in increasing students' attention and participation. Many students mentioned that they felt happy and not bored when learning using WordWall. The effectiveness of Wordwall in learning can be explained through several learning theories. Firstly, based on constructivism theory, students construct their knowledge and interaction with the learning environment [15]. In this context, Wordwall provides a platform that allows students to engage directly in the learning process through activities such as quizzes and games. Students not only passively receive information, but are also active in building their own understanding. This reflected in student 12's (S12) statement, who said that the quiz feature helped him remember vocabulary. The statement shows that the interactive activities in Wordwall encourage students to better understand and remember the material taught.

Secondly, multimedia learning theory states that a combination of text, image, and interactivity can improve comprehension and retention of information [16]. Wordwall integrates these elements through engaging quiz design, use of relevant images, and immediate feedback to help students better understand and retain information. For example, features "True/False" and "Guess the word" help students connect new vocabulary to the right context so that they can better remember what they have learned. Third, the gamification approach in education emphasizes the use of game elements to increase students' motivation and engagement [17]. Wordwall adopts this approach by providing different types of educational games that appeal to students. In this study, students showed an increase in motivation and interest in learning after using Wordwall, as stated by student 14 (S14), "Yes, I want to learn more and more." This statement shows that the gamification element in Wordwall successfully motivates students to continue learning.

The use of games such as quizzes creates an interactive and fun atmosphere. As student 15 said, "Playing games gives me more knowledge and it is fun". And "I really like it, I learn a lot and it was really fun." This confirms that learning becomes fun by utilizing the element of entertainment as a bridge to deeper learning. The statement also shows that students enjoy the learning process that is packaged in the form of a game. This is in line with the previous research, which shows that interactive media such as Wordwall can increase students' engagement and make learning more fun [18]. In addition, features contained in Wordwall, such as quizzes, word matching, and interactive games, are considered very helpful for students in remembering new vocabulary. Students find it easier to understand English words because learning is done in a fun and non-monotonous way. Research conducted by Richo & Vareza supports this finding, where it is mentioned that the effectiveness of Wordwall is supported by its repetitive, structured, and visually appealing design, which reinforces vocabulary acquisition [19]. Furthermore, students also revealed that they prefer using Wordwall over traditional methods such as reading and writing in books. For example, students 11 (S11) stated that "Wordwall is more fun than writing in the book." This is reinforced by research, which states that Wordwall can increase students' learning motivation because it is competitive and provides immediate feedback, which is not found in conventional methods [1]. When students feel engaged and challenged in learning, they become more active and driven to continue learning. Moreover, from a psychological perspective, positive emotional engagement such as excitement, passion, and enthusiasm is an important factors that promote students' cognitive engagement in learning. Wordwall indirectly creates a pleasant emotional condition, which then supports learning achievement. Positive emotions during the learning process can increase the brain's capacity to absorb and remember information [20]. Therefore, the implementation of interactive media such as Wordwall not only has an impact on motivation but also scientifically affects the cognitive effectiveness of students in mastering vocabulary.

However, although the research results show various advantages of using Wordwall, it should be noted that not all students have the same preference for technology-based learning media. Some students may need more assistance in accessing and using Wordwall effectively, especially students who have limitations in digital literacy. Therefore, the role of the teacher is very important in assisting students, ensuring that the media is used optimally and is adapted to the needs and characteristics of learners. This is in accordance with research that emphasizes that the success of technology integration is highly dependent on teachers and students' readiness and the application of appropriate pedagogy to maximize the benefits of **technology in the learning process** [20].

In addition, the results of this study are also relevant to the local context in Thailand, especially in primary schools in rural areas such as Ban Loei Wangsai School. This school already has access to digital technology, but its utilization in the learning process has not been fully maximized. The use of interactive media such as Wordwall is one of the innovations that answer the challenges of conventional learning that is still dominant in local schools. Students in this school show high enthusiasm when engaging in digital game-based learning, which they rarely experience in their daily learning activities. Therefore, the results of this study not only demonstrate the effectiveness of Wordwall in general but also underline the importance of integrating educational technology that is adaptive to the conditions and characteristics of learners in the region of Thailand, especially in the Loei region, to make learning more interesting, inclusive, and meaningful.

5. VII. Conclusion

Based on the results of this study, it can be concluded that the use of Wordwall has positively contributed to the learning of English vocabulary among Grade 4 and 5 students at Ban Loei Wangsai School in Thailand. Students showed high interest and enthusiasm in using Wordwall during the learning process, and this media not only helped students to understand and remember vocabulary more easily, but also created an interactive and fun learning atmosphere. Wordwall provides a more engaging learning experience with games, quizzes, and challenges aligned with the characteristics of elementary school students. The results of this study show that integration of educational technology, such as Wordwall, has great potential to improve foreign language learning, especially vocabulary development. Moreover, the use of Wordwall not only helps students to actively participate in learning activities but also increases their confidence in using new vocabulary [21].

Further research is needed to explore how Wordwall can be developed to support more varied language learning contexts. The result of this study supports the main goal of the research, which was to understand how students perceive using Wordwall to learn English vocabulary. Additionally, the findings provide practical insight for teachers, schools, and learning media developers to use digital platforms like Wordwall more effectively and make learning more enjoyable. However, this study was conducted in only one school at specific educational level. Therefore, further research is needed to

explore how Wordwall can be expanded and adapted to a wider range of language learning settings. This research suggests that the future development of Wordwall can make a significant contribution in improving the quality of English vocabulary learning especially for elementary school.

6. Acknowledgments

The author would like to thank Students and teachers at Ban Loei Wangsai School, Thailand, who have participated in [this research with enthusiasm](#). [Hopefully, the results of this research can](#) contribute to the world of education, especially in the utilisation of technology in English language learning.

7. References

- [1] F. Anindya, A. F. Aini, and S. Hidayani, "[The Use of Wordwall Media in Teaching English Vocabulary for Young Learners: A Systematic Review](#)," J. Pendidik. dan Kegur., vol. 2, no. 7, pp. 933-944, 2024.
- [2] M. R. Aziz and W. S. Devi, "Membangun Pilar Bahasa: Metode Efektif Memperluas Kosakata Bahasa Inggris pada Siswa Sekolah Menengah Pertama," pp. 2349-2353, 2024.
- [3] A. Rekha, "[Perspektif Mahasiswa terhadap Peningkatan Kosakata Bahasa Inggris melalui Permainan Taboo](#)," Transform. J. Bahasa, Sastra, dan Pengajarannya, vol. 5, no. 2, p. 23, 2023, doi: 10.31002/transformatika.v5i2.7488.
- [4] A. Idayani and B. Sailun, "Students' Difficulties with Vocabulary Mastery in English Language Education at the University Level," vol. 11, no. 2, pp. 120-134, 2024.
- [5] K. R. Kaphle, "Challenges of Learning English Vocabulary," vol. 2, no. December, pp. 31-43, 2024.
- [6] M. N. I. Saputra, A. Syafi'i, and H. Dibdyaningsih, "Students' Perception towards Wordwall as an Online Assessment Platform in Teaching English at MTS Alif Laam Miim Surabaya," JELTII J. English Lang. Teach. Islam. Integr., vol. 6, no. 2, pp. 163-194, 2024.
- [7] T. N. Fitria, "Creating an Education Game Using Wordwall: An Interactive Learning Media for English Language Teaching (ELT)," Foremost J., vol. 4, no. 2, pp. 17-30, 2023, doi: 10.33592/foremost.v4i2.3610.
- [8] M. A. Aqliyah, S. Azhar, L. N. Aini, I. P. Lestari, and D. Novita, "Exploring The Role Of Wordwall As A Learning Media For Teaching Procedural Texts To Ninth-Grade Students," pp. 1-5, 2024.
- [9] [Y. Widyaniingsih, N. Nadiroti, N. Hamdani, S. Nurfaadilah, and N. Febriyanti](#), **WordWall Application as an Interactive Learning Media in Mastering English Vocabulary at Elementary School**, vol. 1. Atlantis Press SARL, 2023. doi: [10.2991/978-2-38476-056-5_46](#).
- [10] [A. Khartha, I. R. Naing, H. C. Rini, M. B. A. Bohang, N. Pratiwi, and A. G. Efendy](#), "Unlocking English Vocabulary Mastery: An Innovative Learning Experience with the Wordwall Platform," vol. 8, no. 10, pp. 122-144, 2025.
- [11] [Z. Yan, E. Panadero, X. Wang, and Y. Zhan](#), "[A Systematic Review on Students' Perceptions of Self-Assessment: Usefulness and Factors Influencing](#)," Educ. Psychol. Rev., vol. 35, no. 3, pp. 1-28, 2023, doi: [10.1007/s10648-023-09799-1](#).
- [12] I. Magdalena, A. Nurchayati, and P. Rizkiyanah, "Perkembangan Kognitif Peserta Didik Pada Siswa Kelas 3 SDN Pakulonon 2," Tech. Vacat. Educ. Int. J., vol. 3, no. 2, pp. 2721-9798, 2023.
- [13] [I. N. Rachmawati](#), "[Data Collection in Qualitative Research: Interviews](#)," Indones. J. Nurs., vol. 11, no. 1, pp. 35-40, 2007.
- [14] P. Analisis and K. Dan, "Penggunaan analisis konten dan analisis tematik," 2022.
- [15] M. A. Julia, N. Fitriani, and R. Setiawan, "Proses Pembelajaran Konstruktivisme yang Bersifat Generatif di Sekolah Dasar," J. Pendidik. Guru Sekol. Dasar, vol. 1, no. 3, p. 7, 2024, doi: 10.47134/pgsd.v1i3.519.
- [16] [A. H. Sutopo](#), "[Pengembangan Bahan Ajar Berbasis Multimedia](#)," Tersedia [http://www. topazart. info/teks_teaching mat/flash/tutorialBahanAjarMultimedia. pdf](http://www.topazart.info/teks_teaching_mat/flash/tutorialBahanAjarMultimedia.pdf), 2008.
- [17] M. Ahmad and R. W. Khan, "Gamification in Education: Enhancing the Students Engagement and Learning Achievements through the Integration use of Game based Learning," vol. 3, no. 1, pp. 23-37, 2024, doi: 10.63062/tk/2k24a.31016.
- [18] K. B. Inggris, N. Putu, O. Wahyunia, and I. N. Sueca, "Implementasi Permainan Bahasa Wordwall Dalam Penguasaan Kosa Kata Bahasa Inggris," vol. 07, no. 01, pp. 7101-7109, 2024.
- [19] B. Richo, A. Vareza, S. Hadi, and S. H. Wibawa, "Learning English Vocabulary Through The Wordwall Website: A Case Study To The Fifth Class Students Of Sd Negeri 2 Borang, Arjosari In The Academic Year 2023/2024," pp. 83-91, 2024.
- [20] B. Al Habsy, T. W. Arifuddin, K. Shindy, and R. S. Jelita, "Psikologi Pendidikan Peserta Didik Pada Jenjang Smp (Analisis Konsep Emosi Dan Konsep Diri Peserta Didik serta Pengaruhnya terhadap Kualitas Pembelajaran di SMP 1 Jenu Tuban)," 2022.
- [21] A. Kharta, I. R. Naing, H. C. Rini, M. B. A. Bohang, N. Pratiwi, and A. G. Efendy, "Unlocking English Vocabulary mstery: An innovative learning experience with the Wordwall platform," Eduvelop: Journal of English Education and Development, vol. 8, no. 2, pp. 122-144, Apr. 2025.