

ENHANCING VOCABULARY LEARNING THROUGH WORDWALL: STUDENTS' PERCEPTIONS AND EXPERIENCES

Fauzi Rahmad Zeda ^{*1}
Fitri Handayani ²
Risza Dwiputri ³

^{1,2,3} Universitas Mahaputra Muhammad Yamin

*e-mail : fauzizada.fz@gmail.com, fhandayani1786@gmail.com, risza.dwiputri@gmail.com

Abstract

This study aims to describe students' perception on the use of wordwall-based interactive learning media in vocabulary learning. Several problems were identified, sixth-grade students at SDN 17 Aro IV Korong still lack of vocabulary, the surrounding environment easily distracts sixth-grade students at SDN 17 Aro IV Korong, and sixth-grade students at SDN 17 Aro IV Korong are still having difficulty understanding the vocabulary without pictures and animations. This research employed a descriptive quantitative method, with a sample consisting of 28 sixth-grade students at in SDN 17 Aro IV Korong during the 2025/2026. Data were collected through a questionnaire comprising 20 statements and were analyzed based on the percentage of students' agreement with each item. The findings revealed that students' perceptions on the use of wordwall-based interactive learning media in vocabulary learning fell into the "good" category, with an agreement percentage of 52.34%. This indicates that the majority of students responded positively to use wordwall, despite some practical and individual difficulties. Based on these findings, it is recommended that teachers continue to utilize wordwall as an interactive and engaging learning medium, as it is considered effective in creating a more active learning environment and increasing students' interest in vocabulary acquisition.

Keyword : Wordwall, Vocabulary Learning, Students' Perception

INTRODUCTION

Vocabulary acquisition should always be prioritized due to its significance as a fundamental component of language acquisition, comparable to the acquisition of speaking and writing skills (Hornby, 2002). Vocabulary is a tool that is used by humans to communicate with each other and to express their desires and emotions (Astrov, 2003). Vocabulary as the collection of words an individual knows. When students learn new words, they enhance their ability to understand all aspects of a language (Linse, 2005).

Vocabulary can be divided into two main types, namely active and passive vocabulary (Richards, 2007). Vocabulary as an important component of four main skills in English: reading, listening, writing, and speaking (Sugiana, 2019). Vocabulary is divided into two main types; functional words and content words (De Gregory in Sari, 2019). Vocabulary can be divided into two categories: productive and receptive vocabulary (Hibert and Kamil in Utami, 2015). Vocabulary can also be divided into high-frequency words, academic vocabulary, and technical vocabulary, depending on its use in different contexts (Nation, 2001).

Wordwall is a collection of words or parts of words that are used to teach vocabulary, the relationship between letters, sounds and spelling (Timumun, 2020). Wordwall is a literacy tool used in classrooms to display frequently used vocabulary and common words that are important to student learning (Nyalwal and Russel, 2015).

Wordwall is a collection of words displayed in large letters on a wall, bulletin board, or other display media in the classroom (Ramadhan & Zaharani in Huda, 2024).

The gamification elements in Wordwall, such as challenges, scores, and rewards, play an important role in increasing student motivation (Prensky, 2001). Emphasizes that interactive technology, like Wordwall, is highly effective in creating meaningful learning experiences (Sadik, 2008). The features in Wordwall, such as *matching pairs* and *quiz*, help students practice vocabulary repeatedly, enhancing their mastery (Yunus et al, 2019).

Perception is the process by which individuals interpret sensory experiences from their environment (John R. Searle, 2015). Perception involves the reception of stimuli through the senses such as sight, hearing, touch, taste, and smell which are then processed and interpreted by the brain to create meaningful insights (Slameto, 2013).

Perception as a dynamic process shaped by direct interaction with the environment, emphasizing how individuals extract meaningful information from stimuli (Gibson, 1989).

Perception as a high-level cognitive function that integrates sensory data into comprehensible interpretations, categorizing perception into positive and negative forms based on individual attitudes and evaluations (Solso et al, 2007). Perception is influenced by a combination of internal and external factors that shape how individuals interpret their surroundings (Robbins, 2001). Perception is selective and depends on individuals' prior experiences, current psychological state, and the characteristics of the stimuli itself (Schiffman and Kanuk, 2007).

Individuals who have related with an object at school the results of their perceptions can be allocated into two types of perceptions positive and negative (Irwanto, 2018). There are two types of perception first is self-perception, perception that occurs because of stimuli that come from the individual (Sunaryo in Rosdianasari Sadeli and Herdhiana, 2017). Types of perception namely self-perception, object perception and social perception (Walgito, 2013).

So far, several studies related to this topic have predominantly employed quantitative approaches to measure relationships between variables through statistical data. While such approaches yield objective findings and allow for generalization, they often fail to capture the underlying meaning, subjective experiences, and social contexts of the phenomena being studied. This limitation leads to a less comprehensive understanding of the issue. Therefore, a qualitative approach is needed to obtain richer, more contextual, and in-depth data that can complement previous findings and offer new perspectives on the subject.

Previous research has identified persistent issues related to the analysis of students' perception on the use of wordwall-based interactive learning media in vocabulary learning. This study provides new information for all students and teachers to pay more attention to students who frequently or frequently make mistakes along with the factors that influence student errors.

METHOD

This research was conducted by using descriptive quantitative. According to Abdullah (2018), descriptive research aims to collect data on conditions or phenomena specific to a population or location and to map facts within a given framework. Sugiyono (2015) highlights that the quantitative research method is a scientific, positivist approach aimed at examining variable characteristics and their interrelationships using a theoretical framework. This method relies on structured tools such as surveys, experiments, and statistical analysis to collect and interpret numerical data. Sugiyono (2015) further explains that this method is particularly effective for hypothesis testing, where researchers aim to confirm or refute theoretical assumptions through empirical data.

Population and Sample

According to Sugiyono (2019), population is all research subjects, which can be concluded as the number of research subjects. Meanwhile, the population includes all individuals or objects that have certain characteristics and are relevant to the research problem being studied. The population of this research was sixth grade students in SDN 17 Aro IV Korong. It consists of 28 students. Therefore, this research analyzed students' perception on the use of Wordwall-based interactive learning media in vocabulary learning sixth grade elementary school students at SDN 17 Aro IV Korong.

Arikunto (2016) explains that. the sample is part of the population to be studied. The sample was chosen to represent the population as a whole, so that the research results obtained

from the sample can be used to draw conclusions that apply to the entire population. This research used total sampling, meaning that every sample in the population is included and examined. Twenty-eight students were used as the sample for this research.

Instrumentation

One of the instruments that was used in collecting data is a questionnaire. According to Sugiyono (2015), research instruments are measuring tools such as tests, questionnaires, interview guidelines and observation guidelines used by researchers to collect data in a study. In this research, a questionnaire was used as instrument. Researcher used close-ended questionnaires in form of statement as a method for collecting quantitative data. In general, quantitative methods often utilize questionnaires as a tool for collecting data. In this study, the questionnaire functions as a data collection instrument. The closed statement in the questionnaire was used an Indonesian language and also use a Likert scale, with the following options: 5 (strongly agree), 4 (agree), 3 (neutral), 2 (disagree), and 1 (strongly disagree).

Table 1: Indicator Questionnaires

No	Aspects	Indicator Questionnaire	Sub Indicator of Questionnaire	Number of Items
1.	Wordwall-Based Interactive Media using	Engagement in learning	Easiness to access learning materials	1, 2
			Enjoyment in using interactive media	3,4
2	Features of Wordwall	Effectiveness of features	Variety of interactive games and tools	5,6
			Visual appeal and design	7,8
3	Vocabulary Learning	Form	Spelling of new vocabulary	9,10
			Recognizing word structure	11,12
		Meaning	Understanding individual word meanings	13,14
			Synonyms and antonyms	15,16
		Use	Applying vocabulary in sentences	17,18
			Retention of vocabulary through practice	19,20

Technique of Data Collection

Data collection is an important step in research. The goal is to obtain accurate information regarding relevant facts. In this research, researcher used a questionnaire. In this research, the questionnaire was written in Indonesian language. Data collection took 20 minutes. The following were the steps that the researcher used to collect the data: first, the researcher informed the students about the purpose of the questionnaire in class. After explaining, the researcher asked the students to fill out the questionnaire. After that, the researcher analyzed the data from the questionnaire and drew conclusions from the data.

Technique of Data Analysis

According to Winarno (2013), the interval scale was a scale of measurement that showed quantitative relationships in the form of rankings or numbers. The interval scale also showed that the distance or difference in quantity between two consecutive numbers was always the same. The interval scale in this research was as follows:

Table 2: The Classification of Questionnaire percentage

No.	Frequency of Students' Perception	e Classification Level of Students' Perception
1.	81% - 100%	Excellent
2.	61% - 80%	Very Good
3.	41% - 60%	Good
4.	21% - 40%	Poor
5.	0% - 20%	Very Poor

Winarno (2013)

$$p = \frac{F}{N} \times 100\%$$

Where :

P = Percentage F = Frequency

N = Total Number

After measuring the total percentage of students' perception scores, the researcher classified the percentage based on the interval.

FINDINGS AND DISCUSSION

Findings

The purpose of this research was to analyze students' perception on the use of Wordwall-based interactive learning media in teaching vocabulary. Based on research conducted at SDN 17 Aro IV Korong Kota Solok on May 25, 2025, researcher obtained data from questionnaire distributed to sixth-grade students.

1. Wordwall-Based Interactive Media Using

The following analysis percent data on students' perception of Wordwall based interactive learning media in vocabulary learning based on 2 subs indicators which are; Easiness to access learning materials and Enjoyment in using interactive media.

Table 1. The Result of Wordwall-Based Interactive Media

No of Items	Sub Indicator	Frequency The Result of Wordwall-Based Interactive Media		Classificati On Level
		Score	Percentage	
1-2	Easiness to access learning materials	260	52.53%	Strongly agree
		220	44,44%	Agree
		15	3,03%	Doubtful
3-4	Enjoyment in using interactive media	-	0%	Disagree
		-	0%	Strongly

				disagree
Total		495	100%	

Based on the table above, it can be described that from 28 students and 495 total score, the maximum score of this indicator was 52,53% in the level *strongly agree*, which is classified into good criteria. 44,44% (220) choose *agree* which is Classified into good criteria . furthermore 3,03% (15) choose *doubtful* which is classified into poor criteria. It means that teachers have used Wordwall media as learning media for vocabulary learning well.

2. Features of Wordwall

In this research, features of Wordwall were analyzed to determine how students' perception on features of Wordwall in vocabulary learning. The analysis focuces on effectiveness of features.

Table 2. The Result of Features of Wordwall

No of Items	Sub Indicator	Frequency The Result of features of Wordwall		Classificati On Level
		Score	Precentage	
5-6	Variety of interactive games and tools Visual appeal and design	225	46,39%	Strongly agree
7-8		236	48,66%	Agree
		24	4,95%	Doubtful
		-	0%	Disagree
		-	0%	Strongly disagree
Total		485	100%	

Based on the table above, it can be described that from 28 students and 485 total score, the maximum score of this indicator was 48,66% in the level *strongly agree* in good criteria. 48,66% (236) choose *agree* which is classified into good criteria. Meanwhile 4,95% (24) choose *doubtful* which is classied into very poor criteria. It means that features of Wordwall media as learning for vocabulary learning was effective.

3. Vocabulary Learning

In this research, vocabulary learning was analyzed to determine how students' perception on the use of Wordwall. The analysis focuses on aspect, form, meaning, and use.

Table 2. The Result of Vocabulary Learning

No of Items	Sub Indicator	Frequency The Result of Vocabulary learning		Classificati On Level
		Score	Precentage	
9-10	Spelling of new vocabulary	810	54,22%	Strongly agree
11-12	Recognizing word structure			
	Understanding individual word meanings	648	43,37%	Agree
13-14	Synonyms and antonyms			
15-16	Applying vocabulary in sentences	36	2,41%	Doubtful
17-18	Retention of vocabulary through practice	-	0%	Disagree
19-20		-	0%	Strongly disagree

Total		485	100%	
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Based on the table above, it can be described that from 28 students and 485 total score, the maximum score of this indicator was 54,22% in the level *strongly agree*, which fell into good criteria. Based on table 3.6 page 38 43,37% choose agree which is fell into good. and 2,41% choose doubtful which fell into very poor criteria classification It can be informed that using wordwall can improve students' ability in learning vocabulary.

Discussion

After conducting the research, the results of the data are discussed. This research examines students' perception on the use of Wordwall media for vocabulary learning among sixth grade students at SDN 17 Aro IV Korong Kota Solok in the 2024/2025 academic year. The findings of this research indicate that the majority of sixth-grade students at SDN 17 Aro IV Korong hold a positive perception towards the use of Wordwall-based interactive learning media in vocabulary learning. Out of the total respondents, 52.34% stated strongly agree and 44.62% stated agree, while only 3.03% expressed a neutral stance. No students selected disagree or strongly disagree. These results suggest that Wordwall is perceived as an effective, accessible, and engaging tool that supports vocabulary mastery.

The findings are in line with Butar Butar and Seinsiani (2025), which demonstrates that integrating gamification via Wordwall.net significantly boosts students' vocabulary mastery and learning motivation. In their study, 92.86% of respondents reported heightened motivation, 88.10% felt more confident learning new vocabulary, and 94.12% found the platform easy to use, contributing to an overall positive perception of Wordwall role in vocabulary learning.

The high percentages in the indicators of easiness to access learning materials and enjoyment in using interactive media demonstrate that students find Wordwall to be a convenient and enjoyable platform for learning vocabulary. Furthermore, the features of Wordwall, such as the variety of interactive games, real-time feedback, and customizable templates, were proven to help students to improve their vocabulary learning. This is aligned with Al-Marooof & Salloum's (2021) findings which found that Wordwall's gamified activities significantly enhance learner engagement by combining game elements with instructional content. Moreover, its visual appeal and user-friendly interface also reflect the platform's strength in supporting differentiated learning.

In the vocabulary learning aspect, the highest percentages show that Wordwall helps students to spell new vocabulary, recognize word structure, understand individual word meanings, identify synonyms and antonyms, and apply vocabulary in sentences. These findings are consistent with previous studies by Irawati (2017), Harwika (2019), and Mariyati (2018), which all reported there are significant improvements in students' vocabulary mastery after using Wordwall.

However, the present study differs in that it focuses on elementary school students, particularly sixth graders, whose cognitive and motivational characteristics differ from those of junior or senior high school students. Therefore, this study provides new insights into the effectiveness of Wordwall for younger learners in an elementary school context, particularly in Kota Solok.

Several factors are likely to have contributed to the positive perceptions observed. From a developmental perspective, elementary school students are in Piaget's concrete operational stage, during which visual, colorful, and animated learning materials are particularly effective. The gamified elements of Wordwall, such as points, challenges, and rewards, encourage repeated engagement, as explained by Prensky (2001). Moreover, the variety in teaching methods that Wordwall enables helps to break the monotony of traditional lecture- and memorization-based instruction, while its accessibility allows students to practice both at school and at home. This research thus offers contributions in several areas. In terms of novelty, it is among the few studies investigating Wordwall implementation at the elementary school level in the local context of Kota Solok. Practically, the findings can serve as a reference for English teachers seeking to integrate

interactive digital media to enhance vocabulary learning and student engagement. Scientifically, the study adds empirical evidence supporting the effectiveness of Wordwall in developing the form, meaning, and use dimensions of vocabulary among younger learners.

However, this study also has certain limitations. The sample was limited to 28 students from a single school, which restricts the generalizability of the findings. The research instrument consisted only of a questionnaire, without observational or test-based measures to assess actual improvement in vocabulary achievement. Additionally, the focus on student perceptions means that the study cannot establish a causal relationship between Wordwall usage and vocabulary gains. For future research, it is recommended to employ an experimental design to measure the direct impact of Wordwall on vocabulary achievement scores, expand the sample size to include multiple schools, and combine Wordwall with other teaching strategies such as project-based learning or collaborative learning to examine potential synergies in English language learning.

CONCLUSSION AND SUGGESTION

The researcher concluded that sixth-grade students at SDN 17 Aro IV Korong have a positive perception of using Wordwall-based interactive learning media in vocabulary learning. The research findings show that the overall perception was in the “good” classification, with the majority of students expressing agreement or strong agreement with the use of Wordwall during vocabulary instruction. The researcher would like to make some suggestions. For teachers are encouraged to integrate Wordwall more frequently in vocabulary teaching. The interactive and game-based nature of Wordwall can help increase students' enthusiasm and attention during class. The Students are advised to actively participate in vocabulary learning using Wordwall and explore its various games independently if possible. By doing so, students can reinforce their vocabulary knowledge through repetition and practice in an enjoyable way. The Future researchers are encouraged to conduct deeper studies involving experimental methods to measure the effectiveness of Wordwall in improving students' vocabulary achievement. Research can also be expanded to different grade levels or broader educational settings.

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