

Exploring the Use of Wordwall for Students' Vocabulary Acquisition in SD PIUS Purbalingga

Angelita Butar Butar^{1✉}, Izzati Gemi Seinsiani¹

¹ English Education Study Program, Universitas Negeri Semarang, Indonesia

Abstract

Vocabulary is one of the crucial components of the English language, and it is essential to learn it because vocabulary is always present in all aspects of the English language. Teachers and students must work together to achieve maximum output so that learning activities run smoothly. This research explores teachers' and students' perspectives on using Wordwall.net as a digital learning platform. This platform is then combined with gamification to make the output more significant. This research uses descriptive qualitative methods, with data collected through observations, questionnaires, and interviews with English teachers and 6th-grade students of SD PIUS Purbalingga in the 2024/2025 academic year. The results showed that most respondents had a positive view of the application of this platform in English vocabulary classes. Based on the data obtained, gamification and Wordwall.net effectively improve students' vocabulary skills and motivation. 92.86% of respondents stated that there was an increase in motivation, 88.10% felt more confident when learning new vocabulary, and 94.12% of respondents noted that Wordwall.net was easy to use. The students positively responded to the platform because Wordwall.net helped them master new vocabulary. Despite the positive response, this study faced several obstacles, such as device limitations, students' different learning preferences, and the need for more time to prepare learning materials.

Keywords: *Wordwall.net, gamification, vocabulary acquisition, digital learning, perception*

✉Correspondence Address:

B3 Building FBS UNNES

Sekaran, Gunung Pati, Semarang City, 50229

E-mail: butarbutarangelita@students.unnes.ac.id

INTRODUCTION

Global language abilities, specifically English, are becoming increasingly important globally (Paksi & Sari, 2023). English is a crucial language due to its widespread use in trade, literature, and other domains. Vocabulary needs to be learned because it is one of the essential fundamental aspects of English. The vocabulary acquisition process includes purposeful and accidental learning activities that complement one another and expand students' vocabulary sizes, resulting in more successful communication (Poláková, 2022). So, suppose someone has a lot of vocabulary knowledge, even to an advanced level. In that case, this will improve their communication skills because they can create a variety of sentences with the vocabulary knowledge they have. Conversely, if someone is less knowledgeable in vocabulary, that person can cause misleading information to themselves and the other person when communicating information.

Many Indonesian people experience several obstacles in learning and developing English. Some barriers for students learning English are a lack of vocabulary mastery, low concentration, discipline, reading and speaking problems, pronunciation problems, and confidence issues (Mumary, 2017). For them, English is a confusing subject and difficult to understand, so it is not uncommon for one or more students to dislike English. Sometimes, students also have low motivation to learn, making it difficult to concentrate and find it easier during the learning process. In addition, another internal factor is that they tend to struggle when outputting (speaking and writing) due to low vocabulary mastery.

The implementation of the Emancipated Curriculum in Indonesia emphasizes the need for more creative and engaging teaching methods. Many methods can increase learning motivation, including using learning media. In this digital era, using technology as a learning medium is commonplace in education. Not a few teachers in Indonesia also use technology to make learning more enjoyable. Students are more likely to find their learning activities captivating and engaging when using digital media. Showing animations, videos, and educational games can make learning fun (Mayer, 2009). There are many advantages to digital media. According to Mayer (2009), interactive features like quizzes, simulations, and educational games can significantly enhance student engagement and participation in the learning process. Additionally, digital media provides the flexibility for learning at any time and location and the ability to conveniently and rapidly retrieve information from various sources.

In today's digital era, many websites can be used as learning media, including Wordwall.net. Wordwall.net is a web-based application that can be used for teaching (Purnamawanti & Julaikah, 2022). The features within Wordwall.net help teachers make learning activities more manageable to understand, and because of this platform, students show increased motivation to learn. (Paksi & Sari, 2023). Wordwall.net also

supports student collaboration and provides real-time feedback that is useful for increasing student participation and engagement through interactive and fun learning (Rodríguez-Escobar et al., 2023). The features of Wordwall.net can be collaborated with gamification to produce significant output. According to Kapp (2012), gamification integrates game mechanics, aesthetics, and game-based thinking to engage people, motivate action, promote learning, and solve problems. Gamification elements (Jusuf, 2016), such as points and leaderboards, can help make the features in Wordwall.net more interactive and fun.

Wordwall.net is one of the platforms that is quite effective in improving language skills. In the authors' research, they managed to prove it with satisfactory results. Wordwall.net can improve students' vocabulary acquisition (Widyaningsih et al., 2023; Magasvaran et al., 2022). Not only vocabulary, Wordwall.net can also enhance students' reading comprehension and motivation, which, of course, also affects their vocabulary and creates a sense of competition and recognition. (Aktaş, 2023). Yanti et al. (2022) also proved that Wordwall.net is influential in improving writing skills. This platform improved students' observation report writing skills, with a significant increase from pre-test to post-test. Paksi & Sari (2023) also successfully researched Wordwall.net user responses from a teacher's perspective. The poll results found that teachers are happy with using Wordwall.net to teach English vocabulary.

Previous studies have explored teachers' and students' perspectives on language learning platforms, mainly using quantitative methods like surveys. These studies showed positive outcomes despite challenges in facilities and internet access. This qualitative research investigates opinions on Wordwall.net for English vocabulary learning at SD PIUS Purbalingga, a school with adequate technology and experience in digital platforms. This study combines a digital platform and gamification, which hasn't been widely explored. The goal is to enhance vocabulary teaching methods and increase student motivation and participation in elementary schools. The findings will serve as a reference for educators seeking to optimize technology-based learning more interactively and enjoyably. The problem that will be discussed in this research is related to the use of Wordwall.net in vocabulary learning for students of PIUS Purbalingga Elementary School and the teachers' and students' perspectives on using Wordwall.net in vocabulary learning in English class.

METHODS

This study uses descriptive qualitative research to explore perceptions of Wordwall.net in English classes to improve vocabulary, motivation, and participation. Descriptive qualitative research seeks to gain a deep understanding of a phenomenon by capturing the perspectives and experiences of the individuals involved and providing detailed descriptions without imposing outside theories or interpretations (Lambert & Lambert, 2012). Direct observation, interviews, and questionnaires are used to obtain data from relevant participants. This study examines Wordwall.net's use in English vocabulary learning at SD PIUS Purbalingga, highlighting challenges and perceptions from teachers and students in grade 6. According to Creswell & Poth (2016), case studies allow in-depth exploration of a particular phenomenon through various data collection techniques. This method explores Wordwall.net's use in vocabulary learning, challenges, and feedback in primary education. This research was conducted by researchers in class 6B, SD PIUS Purbalingga, in 2024/2025. Students of class 6 SD PIUS Purbalingga, a total of 19 people, consisting of 8 female students and 11 male students, were investigated to find out their perspective on using Wordwall.net and gamification elements to improve their vocabulary, motivation, and participation in learning English. Six were interviewed to gather more information about their reactions to the implementation. In addition, the methods used were also discussed. This study used observation, questionnaires, and interviews to collect the data following a qualitative research methodology. The researcher conducted a checklist observation to observe the teacher's performance in using Wordwall.net and the students' activities during the learning process in the classroom. Furthermore, the students' questionnaire had 17 questions divided into five sections: efficient methods for vocabulary acquisition, shortcomings of Wordwall.net, benefits of Wordwall.net in learning, students' involvement in using Wordwall.net, and students' ambition in using Wordwall.net. For the interviews, the researcher selected six children as representatives and interviewed the English teacher to gather more information about their perspectives on Wordwall.net and gamification.

FINDINGS AND DISCUSSION

The research findings were based on implementing Wordwall.net in English vocabulary learning at SD PIUS Purbalingga. The study aimed to understand how the use of this platform affected students' motivation, participation, and vocabulary acquisition. Data were collected through observation, questionnaires, and interviews with teachers and students. The findings were presented in two main sections: (1) the use of Wordwall.net in English vocabulary learning and (2) students' and teachers' perceptions

towards Wordwall.net. We collected data through observations, questionnaires, and interviews. Observations used a checklist to evaluate student engagement, teaching methods, and digital media in the classroom. A questionnaire, adapted from Purwanto & Syafryadin (2023), assessed perceptions of Wordwall.net via Google Forms, featuring five sections and open-ended questions for deeper insights. Interviews included three active students, three less active students, and one teacher to gather views on Wordwall.net. Preliminary findings indicate that it boosts student motivation and participation due to its interactive features. However, some students lacked confidence due to fear of mistakes, highlighting the need for confidence-building strategies. Teachers acknowledged that Wordwall.net fosters a more engaging learning atmosphere, despite some challenges with technology adaptation. Overall, the study underscores Wordwall.net's potential for enhancing English vocabulary learning while addressing both psychological and technical challenges, making it a valuable tool for primary school English education when implemented effectively.

The Use of Wordwall.net in English Vocabulary Learning for the Students of SD PIUS Purbalingga

An 11-item checklist assessed technical aspects and teacher-student interactions. Findings showed improved classroom conditions, better vocabulary comprehension, and increased student motivation and engagement. The implementation of Wordwall.net at SD PIUS Purbalingga was successful, as indicated by positive feedback. While teachers had the necessary devices, some students faced challenges accessing the platform. Teachers provided paper alternatives and promoted collaboration through features like “maze and chase.” Student engagement was high, but some found the “flashcards” distracting and limited vocabulary review. Despite enjoying the interactive aspects, students wanted improvements to revisit vocabulary. Overall, Wordwall.net was a valuable tool for vocabulary learning, but adjustments are needed to accommodate diverse learning preferences and technical challenges. The students actively participate in learning activities and are visibly excited and engaged as they participate in Wordwall.net activities, as Wordwall.net features provide feedback and track the students’ progress.

Wordwall.net as an Efficient Method for Vocabulary Acquisition

The integration of Wordwall.net into English vocabulary instruction at SD PIUS Purbalingga has demonstrated considerable success, garnering positive feedback from students and teachers. Its implementation has facilitated more efficient vocabulary learning and transformed the learning environment into a more engaging and student-centered space. According to survey data, most students—94.12%—found the platform easy to use for teaching and learning purposes. The English teacher, Miss Revi, highlighted that students’ prior familiarity with digital technology played a crucial role in their ability to navigate and utilize the various features offered by Wordwall.net quickly. Even students using the platform for the first time reported that its user-friendly interface allowed them to engage with the content with minimal difficulty.

Ease of Use and Engagement

Ease of use and user engagement emerged as key strengths of Wordwall.net. Survey findings revealed that 94.1% of students could easily understand the platform’s instructions and game mechanics. The intuitive and interactive design of Wordwall.net contributed significantly to student involvement. One student remarked that the experience felt like playing a game rather than studying, making learning more natural and enjoyable. This gamified approach to understanding sustained students’ attention and increased their willingness to participate actively. However, it is essential to acknowledge that a few students faced minor challenges, such as difficulty keeping up with the fast pace of some games or hesitation to seek help due to nervousness. These insights suggest that while the platform is generally accessible, additional support may benefit students who require more time or reassurance.

Effectiveness in Vocabulary Learning

Wordwall.net proved to be highly effective in facilitating vocabulary acquisition. All students surveyed (100%) agreed that the platform helped them master English vocabulary more efficiently. The teacher also observed a notable improvement in students’ ability to remember new language, with faster recall and longer retention than traditional memorization methods. One student noted that while learning new words previously took several days, using Wordwall.net enabled them to understand and remember vocabulary within a single session. This aligns with findings from other studies that support the role of interactive digital tools in enhancing memory and language skills.

Accessibility and Interactive Features

The digital nature of Wordwall.net offers notable advantages in terms of accessibility and flexibility. Approximately 82.35% of students reported that they appreciated accessing learning materials anytime and anywhere, which allowed them to review vocabulary at their own pace. Furthermore, the platform's

diverse range of interactive features was highly valued by learners. 94.12% of respondents indicated that the game-based design was engaging and motivating. Game modes such as “Maze Chase,” “Flashcards,” and “Flip Cards” helped maintain interest and prevented the monotony often associated with rote learning. These features supported various learning preferences and encouraged repeated exposure to vocabulary in different contexts.

Wordwall.net's Disadvantages

Although using Wordwall.net in English vocabulary instruction at SD PIUS Purbalingga yielded overwhelmingly positive results, several limitations and challenges emerged during its implementation. While most students responded favorably, 95.24% reported feeling energized while using the platform, and 81.96% disagreed that it was ineffective. Certain drawbacks related to accessibility, technical reliability, and teacher workload were identified.

Engagement and Learning Effectiveness

Students generally perceived Wordwall.net as an engaging and enjoyable learning tool. Many likened its interactive activities to game playing, creating a more relaxed and motivating classroom environment. Vocabulary memorization, which had previously been time-consuming and tedious, became noticeably faster and more effective when gamified through the platform. The English teacher also observed heightened student enthusiasm, noting that learners frequently requested to use Wordwall.net in future lessons. However, despite the overall effectiveness, these positive perceptions do not negate the existence of practical limitations associated with its regular use.

Accessibility and Technical Limitations

One of the most significant issues reported by students was related to accessibility. While Wordwall.net offers the advantage of digital flexibility, approximately 66.67% of students faced challenges due to unstable internet connectivity. These issues were primarily linked to poor signal strength, limited mobile data availability, and occasional disruptions in Wi-Fi access. Although the teacher attempted to address these concerns by providing hotspot access and utilizing the school's Wi-Fi, technical difficulties, such as power outages, device incompatibility, and trouble accessing shared activity links, remained persistent obstacles for a portion of the student population. These limitations highlight the dependency on consistent technological infrastructure, which is not always guaranteed in every classroom context.

Implementation Challenges for Teachers

From the teacher's perspective, time management posed an additional internal constraint. Although Wordwall.net is relatively user-friendly, preparing customized materials and aligning them with lesson objectives required considerable time and effort. This made it challenging to incorporate the platform into daily lessons consistently. As a result, the English teacher decided to use Wordwall.net selectively, primarily for vocabulary-building sessions where interactive learning could offer the most significant benefit. Despite these logistical limitations, the teacher strongly supported its continued use, citing the considerable boost in student motivation and vocabulary retention.

Wordwall.net's benefit in learning

Implementing Wordwall.net in English vocabulary instruction at SD PIUS Purbalingga brought about several notable benefits, which were consistently highlighted through questionnaire data and student interviews. Most students (88.09%) reported that Wordwall.net helped them understand the meanings of new vocabulary. Qualitative feedback strongly supported this perception, where students described the platform as enjoyable and effective in promoting deeper comprehension. Additionally, 88.10% of students indicated that the platform increased their engagement during learning activities, underscoring the role of interactivity in sustaining attention and motivation in the classroom. One of the most significant benefits of using Wordwall.net is its impact on vocabulary retention. Many students expressed that the gamified nature of the platform made it easier for them to remember new words, drastically reducing the time required for memorization.

Unlike traditional methods that rely on rote learning, Wordwall.net offered a playful and interactive approach, allowing students to absorb vocabulary more naturally and enjoyably. Game formats such as "Flashcards" and "Maze Chase" allowed for repeated exposure to new words in varied contexts, reinforcing understanding and long-term recall. The English teacher also observed that students could grasp vocabulary more quickly and effectively when using Wordwall.net. This improvement was attributed to both the engaging nature of the platform and students' general comfort with digital technology, which minimized the learning curve and allowed them to focus more on the content itself. The visual and interactive components of the platform also cater to different learning styles, making it a versatile tool in a diverse classroom setting.

The students' Engagement Using Wordwall.net

A questionnaire conducted at SD PIUS Purbalingga revealed that a large majority of students (85.72%) found Wordwall.net helpful for learning English vocabulary. In comparison, an even higher percentage (92.86%) considered it effective for memorizing new words. These findings were supported by the English teacher's observations, which indicated a notable improvement in vocabulary retention among students who used the platform, particularly those in the experimental group. Additionally, 76.19% of students expressed confidence in using newly learned vocabulary in daily conversation, although they also indicated a need for further support to reinforce their learning.

Students consistently reported that Wordwall.net made vocabulary acquisition easier and more efficient by reducing the time required for memorization. The platform's gamified learning model was preferred over traditional methods, allowing students to learn while having fun. Interactive features such as quizzes, flashcards, and games transformed vocabulary learning into an engaging experience, improving motivation and increasing long-term retention.

However, several students pointed out the platform's design limitations despite these advantages. One commonly mentioned drawback was the lack of access to previously learned vocabulary sets within the platform, which made review and reinforcement difficult without teacher intervention. While Wordwall.net is effective for initial vocabulary exposure, supplementary tools or strategies may be needed to support long-term reinforcement.

The English teacher confirmed the platform's effectiveness through empirical evidence from pre- and post-assessment scores. Students who regularly engaged with Wordwall.net demonstrated significant gains in vocabulary mastery compared to those who relied on conventional learning methods. This performance gap underscores the platform's potential to enhance learning outcomes when integrated effectively into instructional practice. Despite minor limitations—such as dependency on digital infrastructure, internet access, and occasional technical issues—Wordwall.net remains a valuable tool supporting vocabulary learning. Its ability to combine educational content with interactive and gamified elements has led to improved retention, increased confidence, and greater student engagement in the English classroom at SD PIUS Purbalingga.

The students' Ambition while Using Wordwall.net

Integrating Wordwall.net into English vocabulary instruction at SD PIUS Purbalingga has enhanced students' learning experiences. Most students (88.09%) reported that the platform helped them understand the meanings of new vocabulary. Both questionnaire results and in-depth student interviews consistently supported this positive perception. Additionally, 88.10% of respondents noted increased engagement during learning activities when using Wordwall.net, indicating its effectiveness in promoting active and student-centered learning.

Improved Vocabulary Retention

Students expressed that using Wordwall.net significantly improved their ability to remember vocabulary. Many highlighted that the gamified format allowed them to learn in a more relaxed and enjoyable environment, making the memorization process faster and more effective than traditional methods. The interactive activities encouraged repeated exposure to vocabulary in diverse contexts, supporting long-term retention. The teacher also observed that students could grasp and recall vocabulary more efficiently, attributing these improvements partly to their familiarity with digital technology and the engaging nature of the platform.

Increased Motivation and Engagement

Motivation was another key benefit observed from the use of Wordwall.net. A high percentage of students (92.86%) reported feeling more motivated to learn vocabulary through the platform, and 88.10% agreed that it helped them retain vocabulary more effectively. The gamification elements—such as challenges, rewards, leaderboards, and interactive gameplay—played a significant role in maintaining student interest and boosting motivation. Teachers noticed that students were more enthusiastic and frequently requested to use Wordwall.net during lessons. Many learners expressed that the platform made vocabulary practice more fun and exciting, transforming routine learning into an engaging activity. Students also appreciated specific features such as earning points, receiving instant feedback, and competing in friendly classroom games. These elements fostered a sense of achievement and encouraged active participation. The opportunity to “play while learning” was a recurring theme in student feedback, further validating the motivational impact of gamified learning.

DISCUSSION

Implementation of Wordwall.net as Digital Media in English Vocabulary Learning

In this era of digitalization, it is not surprising that many teachers use technology as a learning medium to make learning more enjoyable. According to Mayer (2009), students find their learning activities more

interesting and fun when using digital media. Displaying animations, videos, and educational games can make learning fun. In addition, Mayer (2009) also mentions that digital media has three essential roles in education. First, it facilitates broad access to information through the Internet and digital resources. Second, it creates more interactive learning with features such as quizzes and simulations. Third, it allows the students to learn anytime and anywhere. Digital learning media provides many valuable benefits for the teachers and the students. One way to improve vocabulary is by using technology. According to Purnamawanti & Julaikeh (2022), Wordwall.net is a web-based application that can be used for teaching. According to Khairunisa (2021), Wordwall.net is an innovative network-based digital gamification application that provides interactive games and quizzes. These features effectively evaluate and reinforce learning materials engagingly and dynamically. Based on these two definitions, Wordwall.net can be a digital-based learning media with various interactive games and quiz features. This is undoubtedly one of the reasons why Wordwall.net is suitable as a learning medium that can improve the students' English vocabulary.

According to Godwin-Jones (2011), Wordwall.net offers a variety of interactive games and activities that make the learning process more enjoyable and dynamic. This platform has created a more effective and engaging learning environment for students, particularly in language learning contexts. By incorporating Wordwall.net into classroom instruction, educators can enhance student motivation and participation through interactive and visually appealing content. Wordwall.net was used to support English vocabulary instruction in this implementation, resulting in increased student enthusiasm and noticeable learning gains. The teacher first prepared printed materials as supplementary resources to facilitate this approach and encouraged student collaborative learning. Most students could access the platform using their personal data packages or the school's available WiFi network, ensuring broad participation. After ensuring that all students had access, the teacher demonstrated how to use some of Wordwall.net's most effective features, including the "Flashcards" activity and the "Maze and Chase" game. These features were chosen for their educational value and ability to transform vocabulary practice into a game-like, engaging experience. Throughout the session, the teacher actively guided the class, providing both instructional and technical support as needed. The flashcard feature was initially used to introduce and reinforce new vocabulary items. A question-and-answer session followed this to assess comprehension, and then practice games to reinforce learning in an interactive format. Students were enthusiastic about the activities and responded positively to the digital learning experience. They expressed that using Wordwall.net made learning more enjoyable and accessible, as they could participate directly from their smartphones.

In addition to the gamified learning experience, the teacher implemented a reward system to motivate the students further, offering recognition or small incentives for active participation and correct answers. Many students reported that they could recall two to four new vocabulary words after the session, indicating that the integration of Wordwall.net had a tangible and positive impact on their learning. Combining digital tools, guided instruction, and motivational strategies created a well-rounded, effective learning environment that enhanced vocabulary acquisition and student engagement.

The Use of Gamification in English Vocabulary Learning for the Students of SD PIUS Purbalingga

According to Jusuf (2016), gamification is the application of game-like elements in non-game contexts to increase user engagement and motivation. This concept has been increasingly integrated into educational settings to create more engaging and interactive learning experiences. One such implementation can be observed in the English classes at SD PIUS Purbalingga, where Wordwall.net is used as a gamified learning tool. The platform incorporates key gamification elements like points, leaderboards, and prizes to foster a more interactive, student-centered learning environment. These elements contribute to heightened motivation, active participation, and a sense of achievement among students.

In particular, features like "Flashcards" and "Maze and Chase" significantly boost student engagement. These activities provide a fun and dynamic approach to vocabulary learning and tap into students' competitive instincts and desire for rewards. Observations conducted during classroom sessions and student interviews revealed that including these game-like components led to increased enthusiasm, with many students striving for higher scores and eagerly participating in classroom challenges. The leaderboard feature, for example, encouraged healthy competition among peers, further driving motivation through intrinsic and extrinsic factors. Moreover, interviews with six students—three of whom were categorized as highly active and three as less engaged—provided more profound insights into the effectiveness of Wordwall.net. Regardless of their usual level of participation, all students expressed that the platform made learning more enjoyable and reduced the boredom typically associated with traditional vocabulary instruction. The gamified nature of the activities helped students remain focused and

interested, ultimately leading to better vocabulary retention and understanding. Even though teachers only use Wordwall.net occasionally, its positive effects on learning outcomes are evident.

Overall, using Wordwall.net in the English curriculum at SD PIUS Purbalingga demonstrates the powerful impact of gamification on primary education. By making learning more enjoyable and interactive, the platform supports vocabulary acquisition in a way that traditional methods often fail to achieve. The combination of engaging content, competitive elements, and accessible technology positions Wordwall.net as a valuable educational tool that enhances student engagement, motivation, and linguistic proficiency.

The students' and the teachers' Perceptions of Wordwall.net in English Vocabulary Learning at SD PIUS Purbalingga

In today's rapidly evolving technological era, digital-based learning media has become an increasingly integral part of the educational landscape. Educators and institutions leverage these tools to create more engaging and compelling learning experiences. According to Mayer (2009), well-designed digital media can significantly enhance learning outcomes by integrating visual and verbal elements that cater to different learning styles. Among the many digital tools available, one that stands out for its versatility and interactivity is Wordwall.net. This web-based platform offers a variety of educational activities that can be easily customized to suit different teaching objectives and student needs. With its wide range of interactive features, Wordwall.net proves especially beneficial in supporting the teaching and learning of English vocabulary. To maximize its educational impact, the researcher has chosen to integrate Wordwall.net with elements of gamification—a learning approach that incorporates game design principles to increase student motivation and engagement. Gamification has been shown to promote active participation and make learning more enjoyable and effective. Wordwall.net, as described by Purnamawanti and Julaikah (2022), is a user-friendly web application that can be effectively utilized in classroom settings for various teaching purposes. Furthermore, Khairunisa (2021) highlights Wordwall.net as an innovative, network-based digital gamification platform that provides numerous game and quiz formats to enhance learning experiences.

The researcher specifically selected Wordwall.net due to its engaging and interactive features, which align well with the goals of vocabulary acquisition in English language learning. Among its many activities, tools such as “Flashcards” and “Maze and Chase” are particularly effective in gamifying the learning process. These features transform vocabulary practice into an enjoyable and stimulating experience, helping students retain new words more effectively while fostering a positive attitude toward learning. According to Kapp (2012), gamification integrates game mechanics, aesthetics, and game-based thinking to engage people, motivate action, promote learning, and solve problems. Gamification can also describe how game thinking and mechanics engage users and help solve problems (Jusuf, 2016). Gamification uses game elements in a non-game context to encourage and increase student participation. The eight aspects of gamification include: points, badges, levels, leaderboards, challenges, rewards, onboarding, and engagement loops (Jusuf, 2016). Of the eight elements, the researcher used almost all of them. However, the most prominent features, leaderboards, and rewards, improved the students' vocabulary, motivation, and active participation/engagement.

The collaboration between Wordwall.net and gamification proved effective, as these two approaches complement each other. The implementation at SD PIUS Purbalingga showed positive results. Previous research conducted by Widyaningsih et al. (2023), Magasvaran et al. (2022), and Amelia et al. (2023) showed that Wordwall.net successfully improved the students' vocabulary skills as well as their motivation. Fatimah (2020) and Rodríguez-escobar et al. (2023) also proved that Wordwall.net successfully increased the students' motivation, engagement, and collaboration. The students also stated that Wordwall.net made learning more fun and engaging. Not only Wordwall.net but also gamification, which involves elements such as points, prizes, and leaderboards, has been proven to influence students by increasing their academic achievement, motivation, and engagement in learning. In the research, Jannah (2022), Aljraiwi (2019), and Purnawan et al. (2022) found that gamification elements improved academic achievement, motivation, and student engagement. The use of these elements enhanced the students' creative thinking skills. The students found that gamification made learning more fun and interactive. Wordwall.net and gamification increased student enjoyment and motivation in learning. Students liked using their smartphones, which enhanced vocabulary retention and participation, leading to a highly engaged classroom atmosphere.

According to Paksi & Sari (2023), based on their research, the teachers found Wordwall.net easy to use and beneficial in designing, implementing, and evaluating vocabulary learning. This application simplifies English learning at SD PIUS Purbalingga, where time constraints limit lessons to once a week. This can lead to missed material. During observations, a teacher expressed interest in using learning

media to address this issue. Upon introducing Wordwall.net, she was eager to implement it, noting increased student motivation and engagement. The gamification features helped students learn two to five new vocabulary words, with the experimental group outperforming the control group. Overall, it proved effective for tech-savvy students.

CONCLUSION

Research on implementing Wordwall.net in English vocabulary classes at SD PIUS Purbalingga yielded promising results. This digital learning platform facilitated innovative breakthroughs in the learning process through interactive features like “flashcards” and “maze and chase,” enhancing student participation. Teachers ensured access to devices and the internet, providing guidance and alternatives for students without electronics. Notably, 92.86% of students reported increased motivation, learning two to five new vocabulary words. Gamification elements like leaderboards and rewards fostered an engaging atmosphere, with 88.10% of students feeling more confident exploring vocabulary and 94.12% finding the platform user-friendly. Despite challenges such as device limitations and varying learning preferences, teachers successfully adapted by supplying printed materials. Overall, teachers and students responded positively, with students appreciating the interactive and enjoyable nature of Wordwall.net compared to traditional methods. This study confirms Wordwall.net as an effective tool for improving English vocabulary in elementary schools in the digital era. This research shows that Wordwall.net benefits elementary English teachers by supporting vocabulary, writing, speaking, and listening skills. It recommends gradual implementation of digital tools, teacher skill development, and ongoing evaluation of the platform's effectiveness. Positive feedback indicates it boosts student motivation and engagement, warranting further exploration of learning style alignment. This research on Wordwall.net in an English classroom at SD PIUS Purbalingga highlighted key limitations, including restricted resources, internet and power dependency, varied student preferences, and time constraints. These factors limited broader applicability beyond this specific setting.

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