

Implementation of Word wall as Learning Media to Enhance English Learning Skills (Case Study: UPT SDN 1 Rijang Panua)

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ABSTRACT

This study investigates the implementation of Word wall as a learning medium to enhance English learning skills, focusing on a case study at UPT SDN 1 Rijang Panua. The research explores how the integration of Word wall, a digital interactive platform, can increase student engagement, motivation, and improve vocabulary mastery and sentence construction, specifically in the context of Descriptive Text lessons about daily activities. The study employs a descriptive qualitative approach with observations and interviews conducted over six meetings. The results indicate that Word wall significantly enhances student participation and motivation, providing a fun and engaging learning environment. Furthermore, students showed notable improvements in their English language skills, particularly in vocabulary acquisition and sentence formation. This research concludes that Word wall is an effective educational tool for fostering active learning and improving English learning outcomes.

Keywords: Word wall; English Learning Skills; Elementary Education

INTRODUCTION

Education plays a pivotal role in shaping the future of individuals and societies. In recent years, advancements in technology have significantly influenced the way teaching and learning occur. Traditional teaching methods, often teacher-centered and lecture-based, have been gradually replaced by more interactive and engaging approaches. One such innovation is the use of digital learning media, which has gained popularity in classrooms worldwide. Among these, Wordwall stands out as a versatile and effective tool for enhancing student engagement, particularly in language learning.

Wordwall is an interactive platform that offers various games and quizzes designed

to make learning more dynamic and enjoyable. The application allows teachers to create personalized learning activities that cater to the needs and interests of their students. As the global educational landscape shifts towards digitalization, tools like Wordwall provide a fresh approach to traditional teaching, making learning more accessible and engaging. This research aims to explore the implementation of Wordwall as a learning medium to enhance English learning skills in elementary school students.

The use of technology in education is not merely about adopting new tools; it is about transforming the learning experience. In Indonesia, the adoption of digital learning media is still in its early stages, particularly in rural schools. However, there has been a growing recognition of the potential of such platforms to improve student outcomes. This study focuses on UPT SDN 1 Rijang Panua, an elementary school in Sidenreng Rappang Regency, South Sulawesi, where Wordwall was introduced as part of the English language curriculum to improve students' English learning skills. The primary challenge in English language learning at UPT SDN 1 Rijang Panua has been low student engagement and motivation. Many students struggle to grasp basic English vocabulary and sentence structures, which affects their overall performance. Traditional methods of teaching, which mainly rely on lectures and textbooks, have proven ineffective in fostering active participation. As a result, there is a need for innovative teaching methods that can better engage students and stimulate their interest in learning English.

This research aims to address the challenges faced by students in acquiring English skills by introducing Wordwall as an interactive and game-based learning medium. By incorporating elements of fun and competition, Wordwall is expected to enhance students' motivation, increase their participation in class activities, and ultimately improve their English language skills. The study will assess the effectiveness of Wordwall in fostering better vocabulary retention, sentence construction, and overall engagement among students. A significant body of research has already explored the use of technology in education, particularly in language learning. Studies have shown that digital learning tools can improve student motivation, increase participation, and enhance language skills. However, there is limited research on the specific use of Wordwall in the Indonesian context, especially in elementary schools. This study will contribute to the existing literature by providing insights into how Wordwall can be implemented effectively to enhance English learning skills among primary school students.

This research will focus on the use of Wordwall in teaching Descriptive Texts, a fundamental component of the English curriculum. Descriptive texts are essential for developing students' abilities to express themselves in English, particularly in describing people, places, and daily activities. By using Wordwall, students will have the opportunity to engage with the language in a more interactive and meaningful way, improving their vocabulary, grammar, and overall writing skills. The significance of this research lies in its potential to offer a practical solution to the challenges of language learning in elementary schools. By examining the impact

of Wordwall on student learning outcomes, the study will provide valuable insights for teachers, school administrators, and policymakers interested in integrating digital learning media into their educational practices. Ultimately, this research aims to demonstrate the positive effects of Wordwall in enhancing English learning skills, thereby contributing to the broader goal of improving the quality of education in Indonesia.

LITERATURE REVIEW

In the field of education, the role of media in facilitating learning has been widely recognized. Learning media refers to tools or materials that help convey instructional content and support the learning process. These media can range from traditional materials like books and charts to more modern digital tools such as interactive platforms and educational software. The integration of technology into education has transformed the way teachers deliver lessons and students interact with learning materials, making learning more dynamic and engaging. The use of digital media, such as Wordwall, has gained significant attention for its potential to improve learning outcomes, particularly in language education.

Wordwall is an online platform that provides educators with a wide range of customizable interactive activities designed to enhance student engagement. It allows teachers to create games, quizzes, and other interactive learning experiences tailored to specific lessons or topics. This type of learning media aligns with the trend towards student-centered education, where the focus shifts from teacher-led instruction to active student participation. As a result, platforms like Wordwall provide an opportunity to make learning more engaging, interactive, and enjoyable, helping to maintain students' interest and motivation throughout the lesson.

Interactive learning is an essential component of modern education, particularly in language learning. According to Bonwell and Eison (1991), interactive learning emphasizes student engagement, participation, and active involvement in the learning process. This approach is grounded in the constructivist theory of learning, which posits that knowledge is actively constructed by learners through experiences and interactions with their environment. By incorporating interactive activities such as games, quizzes, and challenges, digital tools like Wordwall promote hands-on learning and help students better understand and retain new information.

A growing body of research has demonstrated the effectiveness of game-based learning in improving student outcomes, especially in language acquisition. Games and interactive activities provide a context in which students can practice language skills in a fun and low-pressure environment. According to Gee (2003), games offer a rich learning experience because they allow students to engage with the content, receive immediate feedback, and repeat tasks until they achieve mastery. In the context of English language learning, game-based learning platforms like Wordwall offer an engaging way for students to practice vocabulary, grammar, and sentence structure while maintaining their motivation and enthusiasm for the subject.

Studies have also highlighted the benefits of using digital tools in language learning. According to research by Sutrisno (2021), technology-based media, such as Wordwall, can enhance students' learning motivation by providing a more varied and engaging learning experience. Interactive media like Wordwall offer students opportunities to participate in various activities that cater to different learning styles, whether visual, auditory, or kinesthetic. By providing diverse ways of interacting with the material, Wordwall helps students engage with the content in a way that suits their individual learning preferences, thereby improving retention and comprehension.

Furthermore, research has shown that the use of digital learning tools enhances student collaboration and peer learning. Platforms like Wordwall promote teamwork by encouraging students to work together in groups, discuss their answers, and provide feedback to one another. This collaborative approach not only enhances students' social skills but also deepens their understanding of the material as they engage in discussions and problem-solving activities. Vygotsky's (1978) theory of social constructivism emphasizes the importance of social interaction in learning, and digital tools that encourage collaboration align with this theory by facilitating peer-to-peer learning.

Despite the numerous advantages of interactive learning media, there are challenges to their implementation, particularly in developing countries. One of the primary barriers is the limited access to digital devices and reliable internet connections. In schools where resources are scarce, students may not have equal opportunities to benefit from digital learning tools. However, research by Maghfiroh (2018) suggests that platforms like Wordwall, which can be accessed on various devices and shared through online platforms like Google Classroom and WhatsApp, can help overcome some of these barriers by providing accessible learning opportunities for students with limited access to technology.

In conclusion, the literature highlights the significant potential of interactive learning media like Wordwall in enhancing language learning outcomes. Through the use of engaging, game-based activities, Wordwall helps students develop essential language skills, such as vocabulary acquisition, grammar mastery, and sentence construction. Moreover, by promoting student engagement, motivation, and collaboration, Wordwall creates a dynamic learning environment that supports both individual and group learning. As the demand for innovative educational tools grows, platforms like Wordwall offer a promising solution to the challenges faced in language education, particularly in schools seeking to integrate technology into their curriculum.

METHOD

Design and Sample

This study employed a qualitative research design using a descriptive case study

approach to explore the implementation of Wordwall as a learning medium in enhancing English learning skills. The case study method was selected due to its capacity to investigate complex phenomena within real-life educational contexts, making it particularly appropriate for examining how digital tools influence student engagement, motivation, and language acquisition.

The research was conducted at UPT SDN 1 Rijang Panua, an elementary school located in Sidenreng Rappang Regency, South Sulawesi, Indonesia. The participants consisted of 15 fifth-grade students and their English teacher. The sample was selected through purposive sampling, with the criteria focusing on students actively involved in English language learning using Wordwall and a teacher with prior experience in traditional teaching methods. The fifth-grade class was chosen as the focus group because it represented the target population involved in the intervention.

Instrument and Procedures

Data collection for this study was conducted through classroom observations, semi-structured interviews, and documentation review to ensure triangulation and enhance the credibility of the findings. The primary source of data was classroom observation, which was carried out over six instructional sessions involving the use of Wordwall. During these sessions, the researcher observed students' behaviors, participation levels, and engagement with Wordwall-based activities. Particular attention was paid to individual responses and collaborative learning interactions, especially in relation to students' vocabulary use, sentence construction, and overall responsiveness throughout the lessons.

In addition to observations, a semi-structured interview was conducted with the English teacher to gain deeper insight into the effectiveness and challenges of implementing Wordwall as a learning medium. The interview focused on the teacher's perceptions of the platform's impact on student motivation, participation, and learning outcomes. The sessions were audio-recorded with the teacher's consent and subsequently transcribed verbatim for further analysis. To complement the observational and interview data, relevant documentation was also collected. This included observation notes, interview transcripts, screenshots of Wordwall activities, and samples of students' written assignments. These documents served as supporting evidence and contributed to the validation and triangulation of the study's findings.

Data Analysis

The data analysis followed the model proposed by Miles and Huberman (1994), which involves three interrelated stages: data reduction, data display, and conclusion drawing or verification. In the data reduction phase, irrelevant information was filtered out, and attention was directed toward key themes related to student engagement, language skill development, and the overall implementation

of Wordwall. The data display stage involved organizing information into coherent narratives, thematic tables, and visual representations to facilitate pattern recognition and interpretation. Finally, during the conclusion drawing and verification stage, recurring themes were identified, and interpretations were made based on the synthesized evidence. Specific attention was given to how Wordwall influenced vocabulary acquisition, grammar usage, and classroom participation.

Through this systematic and comprehensive approach, the study aimed to capture an in-depth understanding of how Wordwall functions as an effective digital learning tool in an elementary school English classroom. The use of multiple data sources and analytical strategies enhanced both the depth and validity of the study, ensuring that the findings genuinely reflected the experiences and outcomes of both students and the teacher in the learning environment.

RESULT AND DISCUSSION

The implementation of Wordwall as a learning medium in the English classroom at UPT SDN 1 Rijang Panua yielded significant improvements in student engagement, participation, and English language skills. Prior to the use of Wordwall, observations revealed that student engagement during English lessons was relatively low. The majority of students were passive and showed minimal involvement in classroom activities. Teaching relied heavily on traditional methods such as lecturing and textbook exercises, which resulted in reduced student interest, limited vocabulary use, and difficulty in constructing complete and grammatically correct sentences.

After the introduction of Wordwall, there was a notable increase in student enthusiasm and active participation. The platform's interactive games and quizzes created a dynamic learning atmosphere, shifting the classroom from a passive to an engaging environment. Activities such as matching words with pictures, word searches, and fill-in-the-blank tasks helped students better understand vocabulary and sentence structures. As a result, students made fewer errors in both written and spoken English.

A measurable improvement in vocabulary mastery and sentence construction was observed. Previously, students often used inappropriate vocabulary and produced incomplete sentences. Post-implementation, students demonstrated a stronger command of vocabulary and were able to construct sentences more accurately. Wordwall's instant feedback feature played a crucial role in supporting this development by providing immediate corrections during activities, allowing students to learn from their mistakes in real time.

Student involvement increased significantly. Prior to the intervention, only 30% of students were actively participating. Following the use of Wordwall, over 85% of students engaged actively in class. Many students eagerly raised their hands to

answer questions and participate in discussions, reflecting a growth in confidence and a willingness to use English more frequently during lessons.

Interviews with the English teacher confirmed these findings. The teacher expressed satisfaction with the use of Wordwall, stating that it fostered a more collaborative and interactive learning environment. Students appeared more motivated and eager to learn, and the teacher found it easier to monitor student progress through the platform's real-time feedback tools.

Despite the success, a few challenges emerged. Some students initially struggled to navigate the digital platform due to limited prior exposure to educational technology. Additionally, unstable internet connectivity occasionally disrupted lessons. However, these issues were addressed by teacher guidance and adjustments in lesson planning, such as using offline alternatives when necessary.

The following table illustrates the improvement across key aspects of student engagement and language learning before and after the implementation of Wordwall:

Table 1. Student Engagement Before and After the Implementation of Wordwall

Aspect	Before Wordwall	After Wordwall
Student Involvement	Low (30%)	High (85%)
Participation in Class	Minimal	Active
Confidence in Answering	Low	High
Vocabulary Mastery	Limited	Improved
Sentence Construction	Inaccurate/Incomplete	Improved/Accurate
Classroom Atmosphere	Monotonous	Interactive/Fun

This table clearly demonstrates the significant increase in student engagement and the improvement in core areas of language learning, such as vocabulary use and sentence accuracy, following the use of Wordwall in the classroom.

The results of this study support previous findings on the benefits of interactive learning tools in enhancing classroom engagement and learning outcomes. Wordwall's gamified learning model transformed a previously passive classroom environment into one that was highly participative and learner-centered. This aligns with Bonwell and Eison's (1991) argument that interactive learning promotes

deeper student engagement and encourages active participation rather than passive reception of information.

One of the most prominent outcomes of this study was the improvement in vocabulary mastery. Before Wordwall, students struggled with vocabulary retention a common challenge in language learning. The ARCS model of motivation proposed by Keller (1987) explains that learning tasks which are attention-grabbing and relevant to students' needs tend to improve motivation and learning outcomes. Wordwall's vocabulary games offered students engaging, contextual practice, which contributed to noticeable improvements in their language proficiency. Increased student confidence was another key observation. This finding echoes Bruner's (1966) view that learning environments promoting active engagement foster students' belief in their abilities. The game-based nature of Wordwall reduced students' fear of making mistakes and encouraged them to participate freely, while the platform's immediate feedback reinforced learning and boosted their confidence.

Additionally, the collaborative learning dynamic encouraged by Wordwall aligns with Vygotsky's (1978) social constructivist theory, which underscores the importance of social interaction in the learning process. Through group activities and peer discussion integrated into Wordwall sessions, students had opportunities to share knowledge, develop ideas collaboratively, and build social as well as academic skills. However, challenges during implementation, such as students' unfamiliarity with the platform and unreliable internet access, reflect broader infrastructural limitations common in rural school settings. As Maghfiroh (2018) emphasized, the success of digital learning tools largely depends on teachers' ability to guide students and adapt tools to suit the learning context. In this study, the teacher played a vital role in providing support and introducing offline alternatives when technical difficulties arose.

Despite these obstacles, the overall impact of Wordwall was clearly positive. The results are consistent with Gee's (2003) findings on game-based learning, which highlight its effectiveness in improving student motivation, engagement, and academic performance. Wordwall's ability to combine meaningful learning content with playful interaction offers a promising strategy for making English learning more effective and enjoyable, especially for elementary school students. This study demonstrates that Wordwall can serve as an effective digital learning medium to enhance students' English learning outcomes. Its interactive and game-based nature significantly contributed to increased engagement, improved vocabulary mastery, greater student confidence, and a more collaborative learning atmosphere. These findings suggest that the thoughtful integration of platforms like Wordwall into classroom instruction can bring meaningful improvements to language education in primary schools, especially in contexts seeking to innovate teaching practices through technology.

CONCLUSION

In conclusion, the implementation of Wordwall as a learning medium has proven to be an effective and innovative strategy for enhancing English language skills among elementary school students at UPT SDN 1 Rijang Panua. The findings of this study demonstrate that the use of Wordwall significantly increased student engagement and motivation, transforming a passive, teacher-centered classroom into a more interactive, student-centered environment. Through engaging game-based activities and interactive quizzes, students not only found the learning process more enjoyable but also exhibited marked improvements in vocabulary retention, sentence construction, and overall confidence in using English.

The study also revealed the positive influence of Wordwall on fostering student collaboration and peer learning. By encouraging students to work together, exchange ideas, and support one another, the platform contributed to a richer understanding of the material and strengthened classroom interaction. The teacher's observations confirmed that students became more enthusiastic and participatory, indicating a shift toward more active learning. These outcomes align with the principles of constructivist and interactive learning theories, which highlight the significance of engagement and social interaction in achieving meaningful learning experiences.

Although challenges such as technological unfamiliarity and internet connectivity issues were encountered, they did not hinder the overall success of the implementation. With proper guidance and adaptability, these obstacles were effectively managed. The overall findings suggest that integrating digital tools like Wordwall into the primary education curriculum can significantly improve students' language proficiency, boost their motivation, and create a more dynamic and collaborative classroom environment. Future research is recommended to examine the long-term impact of Wordwall on academic achievement and to explore its applicability across various subjects and educational contexts.

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