

WORD WALL GAME: Students' Vocabulary Mastery & EFL Learning

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ABSTRACT

In the development of modern learning, the use of digital media as a modern learning tool is increasingly important to encourage the effectiveness of the learning process. One of the teaching media innovations that can be used to attract students' interest in mastering the material is the Word Wall game. This study investigates the effect of the Word Wall game on students' vocabulary mastery compared to conventional instruction, addressing the urgent need for engaging digital media to enhance English learning in secondary schools. Employing a quasi-experimental quantitative design with pretests and posttests, the research involved 40 eighth-grade students at MTs Muhammadiyah 1 Samarinda in the 2024/2025 academic year, selected through purposive sampling. The experimental group received vocabulary instruction using the Word Wall game, while the control group followed traditional methods. Results show substantial improvement in the experimental class (pretest 56.50; posttest 82.50) compared to the control group (pretest 58.00; posttest 68.50). The independent t-test yielded a significance value of 0.001, indicating a statistically significant effect of the Word Wall game. This study contributes evidence that digital game-based media can effectively support vocabulary acquisition. However, the limited sample suggests the need for broader and longitudinal research.

Keywords: Learning Word Media, Vocabulary Wall Game

INTRODUCTION

English is an international language used to communicate between countries. English is one of the most important foreign languages used as an official language in various sovereign countries. English plays an important role due to its role in history, politics, science, technology, and education. Therefore, learning English is an integral part of the education curriculum in Indonesian schools with the hope that students can learn and master English for future provision. Language mastery requires adequate vocabulary. Someone who maximizes their vocabulary comprehension, then it can smoothly express the message, both oral and written information (Sari et al., 2021). Thus, good vocabulary mastery can make it easier for students to express opinions, communicate well and be able to understand information.

However, in practice, many students have difficulty in remembering vocabulary and lack of interest during the learning process which affects the effectiveness of learning. If you look at the national exam results at the junior and senior high school levels during 2015-2019, the intermediate level English exam scores tend to decrease. In the five-year period, the average junior high school English exam score decreased by 4.8% while at the high school level there was a decrease of 5.8% (Pusat Penilaian Pendidikan, 2019). From the results of this data, it is necessary to improve learning to support mastery of English, especially for students at the secondary education level. To overcome this challenge, innovation is needed to attract students' interest in learning and create a conducive learning classroom. Attracting students' interest in learning and creating a fun class requires more varied learning methods and innovations such as educational games or utilization of mobile technology such as the use of smartphones for gamification-based learning. The use of gamification in learning can increase learner engagement and motivation through game elements in gamification such as points, challenges, leaderboards and others (Fathoni et al., 2023). Nowadays, smartphones and games are an inseparable part of students' lives. One of the ways that can be done to improve students' vocabulary mastery is by adding learning aids instruments such as games that can educate and build an educative classroom and can be accessed by the internet.

One of the games that can also be a learning media is the Word wall game that can help learn every new word. Word Wall game is one of the educational games that utilizes game-based technology involving an attractive visual display so that students get a fun learning experience and actively involve students in learning activities. The advantages of Word Wall are that it has an attractive appearance and offers features that challenge students' spirit to participate plus it has the advantage of being accessible for free without paying for several game options. Wordwall is a web-based learning media in the form of a simple game where learners are invited to follow the commands and choose the correct answer by clicking on the specified object. Word Wall game can be easily accessed through a browser by students through various devices such as smartphones or tablets without the need to download the application first. Based on the convenience that Word Wall Game offers, it can make learning more interesting

with interactive games. However, although Wordwall game has been widely recognized, the use of digital media-based games is still not widely applied at the school level, especially MTs.

The objectives of this research is determine the effect of Word Wall game on students' vocabulary mastery in learning English as a foreign language. The study was conducted on secondary school students involving an experimental class that received learning using Word wall and a control group that was taught using conventional methods. Both classes were provided with a pretest and posttest o measure changes.

In previous studies, the population used was mostly elementary school children, so the effectiveness in the context of learning English as a foreign language at the secondary school level is not yet widely known empirically. This study presents a novelty by examining the secondary school level with research material on irregular verbs using word wall games as an interactive and fun learning medium. The results of this study are expected to help students master English vocabulary and assist teachers in providing interesting learning innovations.

MATERIALS AND METHOD

This study used a quasi-experimental design. Quasi experimental is one the approaches quantitative methods used to test the cause-and-effect relationship (causality) between independent variables and dependent variables. According to (Anantasia G, 2017) quasi-experimental designs are used to evaluate learning interventions in classroom contexts that do not allow for complete randomization. The quasi-experimental design was chosen so that the research was conducted in natural classroom conditions without changing the existing classroom structure or learning system, so that the results of the study reflect everyday reality (ecologically valid). The design in this study used a pretest and posttest non-equivalent control group. This quasi-experimental study using 2 classes that were given two different treatments. The first class became the control research group (comparison group) and the second class became the experimental research group (the group to which the new method was applied). The control group before entering the material was given a pretest to measure students' initial ability and then given learning with conventional methods after which the students'

vocabulary improvement was measured with a posttest. Meanwhile, in experimental group the same thing was done, namely giving a pre-test then given learning with Word Wall Game media and then given a post-test as a measurement of learning improvement.

The population is students from class VIII MTs Muhammadiyah 1 Samarinda in the 2024/2025 school year who were studying English lessons. The type of sample used was purposive sampling, involving 40 students consisting of 2 classes, namely VIII A and VIII B consisting of each class containing 20 students.

pretest and posttest are used as instruments containing multiple choice questions totaling 10 questions with material about Irregular Verbs material adapted from previous research relevant to the topic of English vocabulary acquisition which has been proven valid and reliable at the level of education equivalent to MTs or Junior High School. Before use, the instrument was revalidated by the supervisor and the English subject teacher at the school to ensure content suitability.

The data collection process involved pretest then treatment (using wordwall and conversional learning), posttest and documentation. Data analysis was conducted using descriptive statistics, normality test, homogeneity test and hypothesis testing (Independent sample t-test) using IBM Statistical for Social Science (SPSS).

RESULTS AND DISCUSSION

Based on the data collected, this research compares the results of students who were given the material Wordwall Game and those given material with conversional learning. The following are the results of the researcher's findings.

Tabel 1. The Result of Statistical Descriptive

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pre-Test (Control)	20	40	90	58.00	13.219
Post-Test (Control)	20	50	100	68.50	14.244
Pre-Test (Experimental)	20	30	90	56.50	14.609
Post-Test (Experimental)	20	60	100	82.50	10.699
Valid N (listwise)	20				

Based on table 1 above, the data are the result of descriptive statistics of the control class and experimental class. Each has 20 people in the control class and experimental class that did the pre-test also posttest. On the pre-test in the control class the mean is 58.00 while in experimental class the mean is 56.50. Then in post-test, the mean score for control class is 68.50 and for experimental class the mean score is 82.50.

In control class, pretest have a lowest score is 40 and the highest score is 90, then in the post-test result have a lowest score is 50 and the highest score is 100. While in the experimental class have a lowest pretest value is 30 and the highest value is 90. Then the posttest results have a lowest score 60 and the highest score is 100.

*Tabel 2. The Result of Normality Test from Control and Experimental Class
 One-Sample Shapiro Wilk*

Tests of Normality							
	Class	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Students Learning Outcomes	Pre-Test (Control)	.190	20	.057	.919	20	.094
	Post-Test (Control)	.225	20	.009	.911	20	.067
	Pre-Test (Experimental)	.205	20	.027	.937	20	.207
	Post-Test (Experimental)	.208	20	.023	.920	20	.098

a. Lilliefors Significance Correction

Based on table 2 above, the data are the result of normality test from control and experimental classes. The test used is the Shapiro Wilk normality test which states that the data is normal if (Sig.) > 0.05. From a data above the Sig. value for the control class of 0.094 on the pretest and a score of 0.067 on the posttest. While the significance value of the pretest of the experimental class is 0.207 and for posttest 0.098 for. These result show that Sig. value greater than 0.05. Therefore, the significance values on the pretest and posttest of the control and experimental class indicate normal data distribution.

Table 3. The Result of Homogeneity Test from Control Class and Experimental Class

		Test of Homogeneity of Variance			
		Levene Statistic	df1	df2	Sig.
Outcomes	Based on Mean	1.550	1	38	.221
	Based on Median	1.481	1	38	.231
	Based on Median and with adjusted df	1.481	1	35.598	.232
	Based on trimmed mean	1.517	1	38	.226

In table 3 above, shows the results of homogeneity test of the data. The Sig. results obtained from the data above show a mean 0.221. These results show that $0.221 > 0.05$. So based on the data attached above, it can be concluded that the data has a homogeneous variance (the same) in the control and experimental classes.

Table 4. The Result of Independent t-Test from Control Class and Experimental Class

		Independent Samples Test								
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
Outcomes	Equal variances assumed	1,550	,221	-3,514	38	,001	-14,000	3,984	-22,064	-5,936
	Equal variances not assumed			-3,514	35,263	,001	-14,000	3,984	-22,085	-5,915

Based on table above, , the data shows result of independent sample t-test from experimental and control classes. The result of Sig.(2-tailed) of equal variance assumed is 0.001 which means $0.001 < 0.05$. Based on the result it can be concluded that the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted. From the data, the result of this study shows that there is an increase in vocabulary mastery of students who use Wordwall game media compared to those who do not use Wordwall game.

DISCUSSION

The conclusion of this findings shows that there is an increase in vocabulary mastery of students who are given material with the help Wordwall

game media compared to students who are taught using conventional learning without media tools. This is evidenced by the posttest results who have been taught using Wordwall game media on the experimental class those with a mean score is 82.50, compared to the control class the mean score is 68.50. For the results of the independent t-test data, the Sig is 0.001, which indicates this value < 0.05 . The result of this research finding of this study state that alternative hypothesis (H_a) is accepted. The acceptance of this alternative hypothesis (H_a) indicates that learning using Wordwall game media can improve students' at MTs. Muhammadiyah 1 Samarinda.

This research is supported by the research (Sigüenza A., 2023) where it was found that after using the Wordwall educational game, students can acquire vocabulary meaningfully because of their involvement in the game and their entertainment during the learning process. These findings suggest that wordwall games are not only a medium to support students' vocabulary learning improvement but also as a new means to enrich learning that is more interactive and fun.

This research is supported research by (Purwitasari, 2022) in her research entitled "The Effectiveness Of Wordwall Application in Improving Students' Vocabulary Mastery At MTsN 4 Magetan" explaining to improvement in vocabulary mastery of students who use Wordwall application than learning using conventional learning. This study collected data using pretest and posttest which were processed using t-test. Results of this study concluded that the use of WordwallApplication as an effective learning media that can increase student activeness makes the class fully interactive and develops students' interest in learning English. `

In addition, there is research conducted by (Hartatiningsih, 2022) in her research entitled "Improving Mastery of English Vocabulary Using Wordwall Media for Class VII Students of Mts. Guppi Kresnomulyo" explains the development students' English vocabulary using the Wordwall Game media. Hartatiningsih conducted her research at Mts. Guppi Kresnomulyo with qualitative descriptive analysis method. The results of her research show that students' vocabulary mastery has increased significantly by using the help of wordwall learning media. Through the results of these studies, conclusions can be drawn

which show that Wordwall game media is considered effective for improving students' English vocabulary mastery.

Implications of the study results this give a positive influence on the use of Wordwall can also provide other benefits such as sharpening students' thinking power and making good competitiveness and training students' focus on the material provided. So, if Wordwall games are applied for learning aids in schools that have not implemented educational games, it is likely that Wordwall can help teachers in an effective learning process. This is supported by (Rohmatin, 2023) who said that Wordwall is useful for teachers in creating interactive lesson content with a variety of interesting quiz features, such as the use of colors, images and sounds.

CONCLUSION

based on the findings that have been processed as well as the discussion that has been described, the conclusions is that Word Wall game has an influence on students' mastery of English vocabulary in learning as a foreign language at MTs Muhammadiyah 1 Samarinda.

Word Wall game offers a variety of interactive game features that are very helpful in the learning process such as guess the word, match the word, open the box, missing word, whack-a-mole and many more. these features can be customized according to learning needs. Thus, Wordwall not only supports students' comprehension process but also attracts student's attention to learning.

From the learning outcome scores given to students, students who used Wordwall showed higher average scores than students who learned using conventional methods. This shows that the Word Wall does not only a learning instrument for students, but it is also a media that has an important impact on learning.

In this implementation of this research, there were several limitations faced when giving treatment using the Word Wall game media. Some of these obstacles are first, school policies that limit the use of student smartphones in the school area. Second, the unstable internet connection in the school environment where the research took place. In dealing with these obstacles, several solutions were given as follows. First, students are only allowed to bring smartphones when there

are subjects that require the use of smartphones then when before and after the lesson is finished, the student's smartphone will be kept by the teacher and will be returned to the student again after dismissal time. Second, researchers provide smartphones with personal internet quota to connect the internet to students who have difficulty connecting.

from the results obtained from the research, so the school is expected to provide this Word Wall game as a learning media, especially in mastering student vocabulary because it can attract students' interest in learning. In addition, the results obtained can be a reference for further researchers in studying the effect of learning media on student vocabulary mastery and can be developed again the sample size studied so that it can be generalized to a wider learning context. In addition, it is necessary to explore the effect of Word Wall game on language expertise such as reading, writing, listening or speaking.

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