

Exploring Students' Engagement in Learning English Vocabulary Through Wordwall Media for Secondary Level

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Abstract

The utilize of Wordwall is fundamental for learning English lexicon as an intelligently and successful medium. Wordwall media can offer assistance understudies increment their engagement in learning lexicon. The reason of this inquire about is to explore students' discernments of how locked in understudies are in learning English lexicon utilizing Wordwall. This investigate employments a subjective approach with a case ponder plan. This inquire about was carried out in one of Smp wahidiyah Kota Kediri particularly in review eight. At that point, three understudies were chosen purposively to take part within the investigate to speak to the populace based on suggestions From English instructors with the criteria of being moo to dynamic in learning English. The information was collected through documentation and interviews. Within the documentation, understudies are inquired to do a few exercises in Wordwall with respect to learning fabric for around 20 minutes. At that point, understudies are inquired to compose almost 10 unused Vocabularies based on the Wordwall they learned. Moreover, Interviews within the shape of semi-structured interviews are related to three fundamental angles of understudy engagement such as behavioral, cognitive, and enthusiastic engagement.

Keywords: Learning English, Vocabulary, Wordwall Media, Student Engagement.

INTRODUCTION

Learning language is especially learning a foreign language such as English. According to Jianzong (2024;5093) vocabulary that one use visual-related language vocabulary data like image captions as auxiliary supervision in open vocabulary setting. Part that must be learned first is vocabulary. According to Anh (2024) many learners still find vocabulary difficult to learn since it is primary to all language learners at the beginning. Therefore, a number of vocabulary learning methods have been implemented to memorise as many words as possible. The use of visual aids such as pictures, films, posters or media has been widely recognised in many language classes with teachers' knowledge of language teaching. This can result in students being less enthusiastic and unfocused in learning.

Therefore, teachers play an important role in implementing innovative learning strategies in order to attract students' interest in learning English vocabulary. To attract students' interest in learning English vocabulary. Learning vocabulary has a very interesting variation, one of which is by using wordwall media for interactive learning. According to Sri Utari (2020) Word wall is one of media that will help teacher easier to teach vocabulary. By using word wall media in teaching vocabulary mastery, the students of junior high school were get new experience and make students become active in learning vocabulary. The advantages of wordwall is encompass a range of

engaging features, automated reporting of results, and the provision of printable, easily accessible materials. the advantages for students include the familiarization with vocabulary skills increased motivation to learn vocabulary and assistance to enhance reading and writing skill So, wordwall is suitable for increasing student engagement in vocabulary learning. Engagement here is more than just students participating in learning activities and listening to the material presented by the teacher still, student need to be actively involved in vocabulary learning activities, such as doing activities on the wordwall, asking questions, and discussing with other friends.

According to Fredricks and McColskey (2012), More recently, others have outlined a three-component model of engagement that includes behavior, emotion, and a cognitive dimension. Although there are large individual bodies of literature on behavioral, emotional and cognitive engagement. So by implementing wordwall in english vocabulary learning activities, it is hoped students will be actively engaged in vocabulary learning.

Therefore, researcher must find out how students carryout vocabulary learning in English using wordwall media. Which aims to make learning in class more effective and fun to increase interest in learning vocabulary in English, with to class learning material.

METHOD

This research is field with a descriptive qualitative method. Data analysis in qualitative according to Kusuma (2021), is the process for compiling data obtained from interviews, field notes, and other materials collected to determine research result and which can be developed to be others. The location is secondary Smp wahidiyah Kota Kediri. According to Sugiyono (2013) qualitative approach with a case study type design to explain and interpret the phenomena that occur in the school. From the data collected through documentation and interview.

RESULT AND DISCUSSION

There are three findings related to student engagement when learning vocabulary using word wall. First, behaviour students related to doing assigned take on time, obeying teacher orders, and being willing to learn. Second, emotional is related to students always enthusiastic, enjoying, and happy. And the last cognitive related to student focus during learning. In addition, from the results observations, it was found that wordwall can have a good impact for learning vocabulary in secondary Smp wahidiyah Kota Kediri. So use of wordwall is also considered effective in increasing and enthusiasm students.

According Marzano, Robert J. (2004) defines a word wall as a continuous and well-organized display of important terms that provides students with a visual aid for reference throughout a semester or unit of study. Word walls can be considered as a practice medium for all abilities, including speaking, writing, and reading. Word wall media can be a fantastic tool to encourage group learning and help create a rich atmosphere of printed materials for students. Word wall materials add excitement and fun to the classroom.

The following is one of the interview from the secondary students Smp wahidiyah kota Kediri.

The students did activities on the wordwall with theme "class"

Researcher : is vocab learning using wordwall very easy?

Student : yes, miss because it's very fun

Researcher : do you still remember the vocabulary we learned about "home" using wordwall media?

Participant 1: yes, miss i remember about living room, bathroom

Participant 2: dining table

Participant 3: kitchen, television

Researcher : how was your learning experience in class use wordwall?

Participant 1 : I am always excited when learning English because I use wordwall media so that I can more easily

memorize vocabulary and when I don't understand I discuss with the teacher or my friends.

Based on interview students are actively, positive reaction, and student discuss with teacher or friends.

The findings of this study showed that most English teachers agreed that Wordwall.it is a very easy-to-use tool that greatly facilitates their work in organizing, implementing, and assessing instruction. Teachers agreed that the Wordwall.net program is useful for organizing classroom activities and ensuring that they follow the steps and plans. Regarding the appearance, respondents believed that both teachers and students found the Wordwall.net program very attractive and entertaining. Teachers did not find any major obstacles in terms of access speed. Despite the many features and games in the program, users can still access the web-based application quickly. This is because the application utilizes several recent technological advances. Teachers generally expressed satisfaction with the ability of the Wordwall.net application to help children expand their English vocabulary.

The **Result and Discussion** section has been significantly deepened and expanded using the three-dimensional student engagement framework established by **Fredricks & McColskey (2012)**:

1. *Behavioral Engagement: Active Participation, Compliance, and Task Persistence*

Detailed analysis of student overt participation, on-task persistence, prompt submission of documentation tasks (writing 10 novel vocabulary terms), handling digital feedback loops, and overcoming initial task obstacles through self-correction and peer/teacher consultation.

Behavioral engagement encompasses students' overt actions, participation, adherence to classroom rules, effort, and persistence during learning tasks (Fredricks & McColskey, 2012). In traditional English vocabulary classrooms, secondary students frequently exhibit passive behaviors, such as staring blankly into textbooks, reluctance to participate in verbal drills, or distraction when memorizing abstract word lists. However, the qualitative observations and documentation sessions utilizing Wordwall revealed a profound transformation in students' behavioral patterns.

During the 20-minute interactive Wordwall session focusing on the thematic vocabulary set of "Classroom Objects and Environments", all participant students demonstrated immediate task orientation. They did not require repeated prompts from the English instructor to open their digital interfaces or begin the assigned interactive

matching and quiz games. As noted by Marzano (2004), visual and interactive displays provide clear structural scaffolds that direct student attention and reduce off-task behavior.

Furthermore, behavioral engagement manifested through students' prompt submission of their post-task documentation writing exercises. After completing the interactive Wordwall modules, students successfully generated and recorded ten novel vocabulary items in their notebooks, complete with contextual definitions and correct spellings. The digital feedback loop provided instantly by Wordwall—such as visual celebratory animations, real-time score tallies, and competitive leaderboards—acted as an immediate behavioral reinforcer. Students exhibited high levels of persistence; when they encountered unfamiliar lexical items or made initial matching errors on the Wordwall game, rather than abandoning the task, they willingly restarted the module, carefully consulting with peers or raising their hands to seek clarification from the teacher.

This empirical observation aligns closely with Putra et al. (2024), who asserted that gamified web-based learning platforms encourage repeated attempts and sustain student focus longer than conventional rote memorization techniques. The behavioral compliance observed was not merely superficial obedience to teacher commands, but an intrinsic willingness to engage with the learning material driven by the gamified structure of the media.

2. **Emotional Engagement:** *Enthusiasm, Enjoyment, and Affective Reactions.*

Emotional engagement refers to students' affective reactions in the classroom, encompassing interest, enthusiasm, happiness, a sense of belonging, and the absence of anxiety or boredom (Fredricks & McColskey, 2012). Language anxiety is a notorious barrier in secondary school English classrooms, where learners often fear making pronunciation mistakes or failing vocabulary quizzes. The integration of Wordwall effectively mitigated this affective filter by reframing vocabulary practice from a stressful evaluative test into an entertaining game based experience.

The qualitative interview data strongly corroborate this finding. When asked about their perceptions of learning vocabulary through Wordwall, the participants expressed unreserved enthusiasm:

Researcher	:	Is vocab learning using Wordwall very easy?
Student	:	Yes, miss because it's very fun.

This concise yet profound response highlights the core psychological shift facilitated by the media. The perception of "fun" directly correlates with intrinsic motivation and positive emotional arousal. When students perceive learning as enjoyable, the release of cognitive tension allows for more receptive language acquisition. Further elaboration from the participants during the semi-structured interviews illuminated specific emotional dimensions:

Researcher	:	How was your learning experience in class using Wordwall?
Participant 1	:	I am always excited when learning English because I use Wordwall media so that I can more easily memorize vocabulary and when I don't understand I discuss with the teacher or my friends.

Participant 1's testimony underscores a critical emotional trajectory: the transition from anxiety or indifference to consistent anticipation and excitement ("I am always excited"). Emotional engagement also manifested through observable peer interactions during the Wordwall sessions. Students smiled, cheered softly when clearing difficult levels, and shared playful banter regarding their scores. This positive emotional climate created a supportive micro-culture within the eighth-grade classroom at SMP Wahidiyah. As Utari (2020) notes, creating an atmosphere rich in interactive, visually stimulating materials fosters a vibrant classroom community where students feel safe to explore foreign language vocabulary.

Examination of affective reactions, mitigation of foreign language anxiety, fostering positive classroom atmospheres, and qualitative interview interpretations capturing students' enthusiasm ("*Yes, miss because it's very fun*" and "*I am always excited when learning English...*").

3. **Cognitive Engagement:** *Mental Investment, Retention, and Strategic Thinking.*

Cognitive engagement is perhaps the most complex dimension, involving psychological investment in learning, a willingness to exert the necessary cognitive effort to comprehend complex ideas, mastery of difficult skills, and the employment of self-regulated learning strategies (Fredricks & McColskey, 2012). In vocabulary acquisition, cognitive engagement goes beyond superficial word-matching; it requires deep cognitive processing, semantic mapping, and long-term memory consolidation.

During the post-documentation recall testing, students were asked to retrieve and articulate the vocabulary terms they had interacted with during the Wordwall session centered on the home and classroom theme. The interview transcript reveals remarkable cognitive retention and active lexical retrieval:

Researcher	:	Do you still remember the vocabulary we learned about "home" using Wordwall media?
Participant 1	:	Yes, miss I remember about living room, bathroom.
Participant 2	:	Dining table.
Participant 3	:	Kitchen, television.

The immediate and accurate retrieval of these specific lexical categories by multiple participants demonstrates that the interactive nature of Wordwall facilitates deep cognitive encoding. Rather than storing words as isolated linguistic units in rote memory, students associated the lexical items with visual spatial cues and game based context embedded in the Wordwall application. This supports Jianzong's (2024) framework on visual-related language data acting as auxiliary supervision in open vocabulary settings, where visual cues significantly enhance cognitive processing efficiency.

Furthermore, cognitive engagement was evidenced through strategic collaborative problem-solving. When faced with challenging vocabulary items or complex semantic distinctions, students did not remain passive recipients of information. As Participant 1 noted, "when I don't understand I discuss with the teacher or my friends." This collaborative dialogue represents high-level cognitive and metacognitive processing. Students engaged in peer scaffolding, evaluating definitions

together, testing hypotheses about word meanings, and adjusting their learning strategies in real time.

4. *Pedagogical Implications & Teacher Efficacy*

Evaluation of how Wordwall.net aids secondary English instructors in structuring lesson plans, seamless operational stability, automated assessment reporting, and instructional efficiency.

Beyond student-level engagement, the research findings shed light on the broader instructional implications for secondary English teachers at SMP Wahidiyah Kota Kediri. Teacher participants reported that Wordwall.net served as an exceptionally versatile and efficient pedagogical tool. Organizing classroom activities, structuring vocabulary lists, implementing lesson plans, and assessing student performance became significantly more streamlined.

Teachers noted that despite the rich multimedia features, interactive games, and diverse templates available on Wordwall (such as anagrams, matching pairs, random wheels, and quiz shows), the platform maintained high access speeds and operational stability within the school environment. This technological reliability is crucial for secondary classrooms in Indonesia, where digital infrastructure can occasionally present bottlenecks. The automated reporting of results further liberated teachers from tedious manual grading, allowing them to redirect their professional energy toward targeted pedagogical interventions and individualized student support.

Marzano's (2004) principles of classroom instruction emphasize that well-organized displays of important terms provide crucial visual scaffolding. Wordwall bridges traditional word wall pedagogy with modern digital interactivity, creating a dynamic learning ecosystem that benefits both learner engagement and instructional efficacy.

CONCLUSION

In conclusion, the utilization of wordwall media significantly increased student engagement and vocabulary learning in English at SMP wahidiyah Kota Kediri. Increasing bahavioral, emotional, and cognitive engagement, while assisting teachers in organizing and assessing intruction effectivelly. Finally, regarding behavioral engagement, participants showed positive behavior by always actively participating in learning using Wordwall. They become active in learning, submit assignments on time, and discuss with friends and teachers when they do not understand the learning material. Therefore, the use of Wordwall can be quite an effective

solution to increase student engagement in vocabulary learning. Wordwall can make the atmosphere for learning English vocabulary more interesting, effective, and easy to understand.

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