

The Use of Wordwall Game Media to Enhance New Vocabulary in Junior High School EFL Students

Best Practice

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The Requirements For Completing a Bachelor's Degree In
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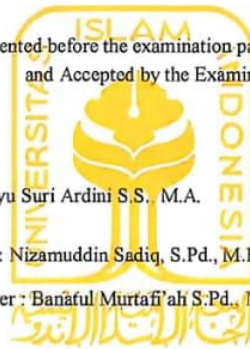
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STATEMENT OF ORIGINALITY

To be honest, i declare that this best practice The use of Wordwall Game Media To Enhance EFL Student's Vocabulary Mastery was written by me. This best practice does not include other people's work except as mentioned in the list of citations and references, as it should be in scientific work.

Yogyakarta, 19 January 2026



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MOTTO

“And he is with you wherever you are. For Allah is All-seeing of what you do.
(Q.S Al-hadid 57:4)”

DEDICATION

Alhamdulillahirabbil'alamin, I would like to express my thanks to Allah SWT for his mercy, guidance, and protection, which helped me complete this thesis. This thesis is dedicated to the people who are important in my life, especially:

1. To my beloved Parents, my father Radiansyah thank you for being our true definition of strength and protector, always shielding our family from trouble and keeping us secure. Carrying such a heavy responsibility is never easy, yet you worked tirelessly to provide for me while teaching me integrity and resilience. You are a hero without a medal, hiding your own exhaustion behind smiles for my happiness, and successfully shaping me into someone who dares to face the world. To my mother, Endang Pudji Hastuti though you now rest peacefully with God and I can no longer hold you, the love you planted in my heart grows forever. Thank you for giving me your absolute best. You taught me that gentleness is true strength. Every sacrifice, every midnight prayer, every warm hug, and every place of wisdom has beautifully shaped who I am today. Your sincere love remains my most valuable treasure.
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ABSTRACT

This study aims to explore the effect of using the wordwall game platform in enhancing new vocabulary and active participation in 7th grade junior high school students learning English as a foreign language (EFL). Recognizing the challenges faced by traditional teacher-centered methods-which often lower students motivation-this study integrates gamification principles through the wordwall platform, which offers an interactive, engaging, and user-friendly environment for vocabulary learning. This study included a set of classroom activity centered on vocabulary related to self-introduction, in which students practiced speaking skills, and vocabulary in a supportive and motivating atmosphere. The wordwall digital games, specially the “match-up” features, allowed students to compete in groups, which encouraged collaboration, quick thinking, and continuous attention. In addition, the leaderboard and reward points system provide motivation for correct and quick responses, which enhances motivation. This implementation demonstrates that wordwall effectively transforms vocabulary learning from passive to an active process, enhancing students' enthusiasm, confidence, and retention of new words. However, some challenges-such as limited digital literacy for some students and occasional technical issues-were also noted. Overall, this study highlights wordwall's potential as a flexible and effective tool that can enrich vocabulary learning and enhance learning outcomes in the context of English as a foreign language (EFL) at the junior high school level. Recommendations for the future include teacher training to optimize the use of digital platforms and sustainable development of engaging activities adapted to students needs.

Keywords: Wordwall, learning English, junior high school, vocabulary, games.

CHAPTER I

BACKGROUND OF THE STUDY

In the Sixth semester, I have practiced teaching. I was assigned to a junior high school (*Sekolah Menengah Pertama or SMP*), where I taught English for four months. The school environment was positive, as evidenced by the warm attitude of the teachers to the students and the friendly interactions between the students and teachers. In this program, I attended school from 07:30 AM to 01:00 PM. My job was to handle three classes of 7th-grade students. First, I observed and collected information about the students, the available facilities, and the general condition of the classes. My school supervisor noted that the students in these classes were cheerful. However, based on early observations, two main obstacles to learning were identified: a lack of vocabulary and low student motivation. Most students found traditional, teacher centered methods boring and demotivating. According to Al-Khresheh (2025), students often feel bored in the classroom because of teacher-centered methods that focus on passive listening and taking notes.

Vocabulary is a fundamental part and a key element in learning any language. (Bakhsh, 2016). Vocabulary mastery is a valuable aspect of language learning, especially for junior high school students. Junior high school is an institution of education that should make the learning process enjoyable, interactive, and capable of encouraging students to participate actively (Panis et al., 2025). One of the learning processes that can be used is games. According to Bakhsh (2016), using games not only motivates students, but also enhances students to

use the language. This opportunity was used to teach students to become more active and interested in learning activities by interesting media. The learning activities I chose was Wordwall as a form of gamification. Wordwall can support students' vocabulary learning because it has a "match-up" feature; then, ask students to practice their vocabulary by matching words with their meanings. This choice was based on the understanding that integrating technology into the learning process can create new opportunities for students to express and collaborate. Wordwall is a web-based platform developed by Visual Education Ltd in the United Kingdom (Khairunisa, 2021). This app is suitable for teachers who want to create new assessment methods (Khairunisa, 2021). Furthermore, Wordwall is a useful tool for making the teaching and learning process more engaging and enjoyable (Novalia et al., 2019). Novalia et al., (2019) also found a significant enhancement in students' vocabulary test scores after using Wordwall compared to before, proving that this medium is flexible and effective. The main reasons for choosing Wordwall are its engaging features and ease of access for both students and teachers (Hidayaty et al., 2022).

What challenges do new teachers have when using wordwall games in class ?

Why do students feel bored with old teaching styles ?

CHAPTER II

CONSTRUCT

2.1 Gamification

According to Deterding et al. (2011), gamification is the use of game design elements in contexts unrelated to games. As an educational approach, gamification utilizes basic elements of games or video games with the aim of making the teaching experience more motivating and enjoyable (Panis et al., 2025). In general, gamification in educational learning contexts includes achievement and progress indicators, with most studies reporting positive results (Majuri et al., 2018). Gamification describes game based interactive learning. According to Panis et al., (2025), Gamification based media, that can combine game elements and educational goals, is one approach that aligns with this interactive learning.

Furthermore, Digital educational games offer students a fresh and unique learning experience by presenting educational content in a gamified format, which creates an engaging and interactive learning experience (Li, et al., 2024). By combining game elements and mechanics, gamification can improve educational outcomes (Alshammari, 2020). Therefore, the teachers are encouraged to use gamification into learning media, especially in educational games, to provide engaging experiences that interest students and learning students needs (Ahmad, 2022).

2.2. Wordwall

Wordwall is a tool used to create educational materials such as quizzes and present them in a game-like format using gamification, which is designed to look like a playable game (Maghfiroh, 2018). By transforming traditional vocabulary exercises into these interactive challenges, the platform enables English as a Foreign Language (EFL) learners to continuously learn and acquire new words without getting bored, which is different from the traditional method. The benefit of Wordwall is its simple appearance, making it easy for teachers and students to use (Wafiqni & Putri, 2021). This allows teachers to design and implement interactive vocabulary games in a matter of minutes, so they can focus more on the active learning process rather than on complicated technical setups. This educational platform offers various games that can be played individually or collaboratively, providing educators with flexible instructional options for enhancing student learning (Çil, 2021). This flexibility allows teachers to easily integrate digital games as part of exercises, formative assessments, or collaborative review sessions that are adapted to the specific needs of the class.

According to Khairunisa (2021), Wordwall has many features, including a "Match Up" feature. On Wordwall, I chose the "Match Up" feature as the main feature for matching words with their meanings. Although many studies have analyzed the use of popular learning platforms such as Kahoot and Quizizz. Wordwall is more simple, and has a user-friendly interface because the students are still in junior high school.

2.3. Vocabulary

Vocabulary means a group of words that someone or some people know and can use (Nathan, 2013). Vocabulary is a collection of words that people understand and can use. Rasulova and Shamuratova (2021) also stated that vocabulary means the ability of students to understand, memorize, produce, and use language for all aspects of communication—namely, speaking, listening, reading, and writing. Basically, vocabulary describes students' skills in understanding, remembering, and using language in speaking, listening, reading, and writing.

Vocabulary is the basis, and mastery of certain vocabulary is a key prerequisite for learning English well (Dehua, 2024). It means vocabulary is the foundation, and mastering certain vocabulary words is essential for learning English. Vocabulary for junior high school students plays an important role in preparing students to continue their education to the next level (Matruty & Que, 2021). If students learn a lot of English vocabulary now, they will feel the benefits in the future: learning English—which they currently find difficult and complicated—will become much easier. According to Az Zahrah and Anwar (2023), vocabulary is central to foreign language learning, especially at the junior high school level, to enhance students' language skills. By vocabulary, Junior high school students can enhance their skills for learning foreign languages. Az Zahrah and Anwar (2023) state that vocabulary is highly important in the EFL classroom for expressing meaning and ideas through receptive and productive skills. It is critical to learn vocabulary in the

classroom, especially for EFL students, because it helps transfer meaning and express ideas using both receptive and productive skills. Vocabulary is the key to language learning and plays a crucial role in the learning process for both students and teachers (Az Zahrah & Anwar, 2023).

CHAPTER III

IMPLEMENTATION

This chapter presents the implementation of Wordwall based gamification activities conducted during the teaching practice for 7th junior high school. I asked simple questions on the first day that were relevant for the material to check the students' knowledge. Then I asked 3 questions about the “self-introduction” material to check the students' understanding. In the last learning session, I gave the students the task of coming forward one by one to answer questions on the wordwall. During this process, the students were interested in trying it out and began to enhance their learning skills, such as speaking and developing their vocabulary.



Picture 1. The School Environment

3.1. Prerequisites for the innovation

Before conducting the Wordwall based activity, the teacher needed several prerequisites to make the innovation work well: a supportive and motivating classroom atmosphere, students background knowledge of basic greetings and self-introductions vocabulary, and digital tools such as laptop, projector, and speaker to support the learning process through digital media. An internet connection is also available, since Wordwall is an online, web-based platform accessed through students' own phones.

During the learning process, I started the lesson that day with a warm greeting and continued with a prayer together to ask for a smooth learning process. However, when praying, they used Indonesian, so I immediately taught them to pray in English. They were very enthusiastic about learning to pray in English.



Picture 2. Teaching how to pray in English

3.2. Step/Activities Conducted in the Classroom

I divided the teaching sessions into three classes (A, B, and C), each for two hours (35 minutes per hour), with one session per week. Wordwall provided students with more opportunities to practice vocabulary both individually and in groups, enhancing the student to be more active in the learning process. Each session also concludes with reflection and evaluation, such as measuring students' understanding of the vocabulary that has been learned, meanwhile, reflection allows students to reflect on their experiences and identify areas of enhancement.

Step 1: Warm-up and Ice Breaking

- Goal: to ensure that students were all focused and ready to receive the material, and to help students recall vocabulary that has been learned previously through a simple game.

- Teachers Activity : I did not immediately start the material, but did a little warm-up with the English version of “head, shoulders, knees, and toes.”
- Students Activity : They were very active in following the movements.



Picture 3. Ice breaking “knees, and toes.” in English

Step 2: Opening Question and Topic Introduction

- Goal: to connect students with the material for that day and stimulate their prior knowledge
- Teacher Activity: I asked the students an opening question: “How are you today?” They were very enthusiastic in answering about their condition that day. After that, to connect with the material for that day, I asked the students another question: “When do you introduce yourselves?” After listening to several answers from the students, I officially introduced the main topic for that day, which was introducing one's personal identity in English. Then, I explained in detail the learning objectives to be achieved: students were expected to understand and use relevant vocabulary to describe their own identities in accordance with the material.

- Actual Instructions/Questions: “How are you today?” and “When do you introduce yourselves?”
- Students Activity: They were very enthusiastic in answering about their condition that day.

Throughout learning activities, I give a supportive and motivating atmosphere, encouraging students to take the risks and give more expression to themselves and nevermind the mistake. This helped students to build confidence and cheerfulness while learning English. By combining gamification with interactive and communicative activities, these learning activities can provide balance and completeness of learning according to students' needs.



Picture 4. Asking simple questions.

Step 3: Material Presentation and Explanation.

- Goal: to explain vocabulary related to introducing oneself, such as name, origin, age, school, hobbies, and etc.
- Teacher Activity: I used an English language companion book from the Merdeka curriculum to support students' vocabulary introduction, and I also read example questions and pictures that were provided to explore students'

understanding. Students were asked to take notes on the vocabulary that had been taught. I guided students to listen and follow the pronunciation of vocabulary related to the introduction material.

- Students Activity: Students were allowed to practice memorizing the vocabulary that had been taught.
- Actual Instruction/Items: I gave students questions to guess the vocabulary they had memorized. This was done so that students better understand the material that had been taught.

a. Complete the chart below with your identity. You can put or draw your picture in the box on the left.

YOUR PHOTO

Name:

Origin:

Age:

School:

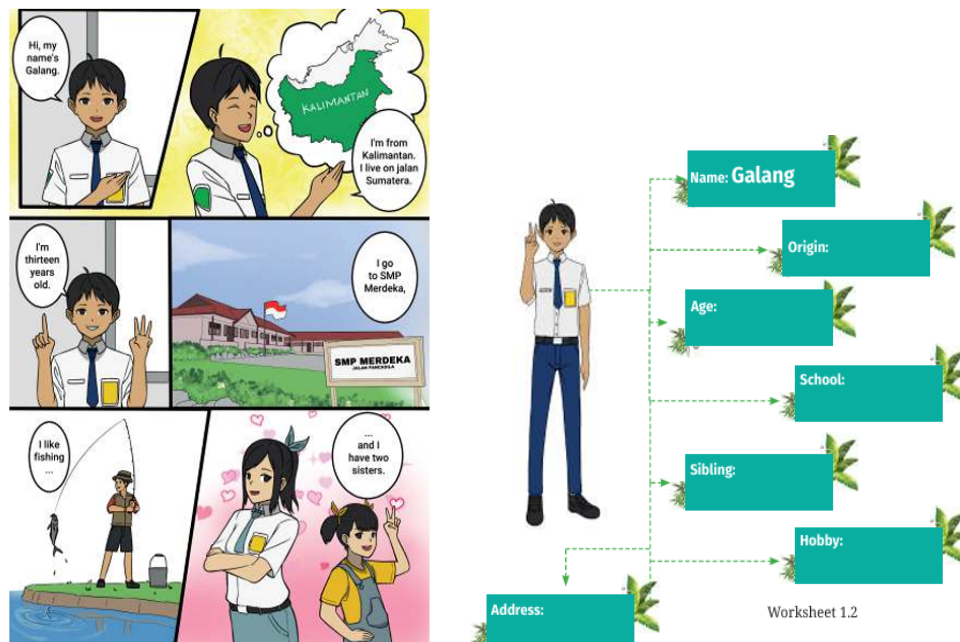
Sibling:

Hobby:

Address:

Hello.

My name's _____ I go to _____ school. I come from _____ I live on *Jalan* _____ I like _____ I have _____ sister(s)/brother(s).



Picture 5. Example vocabulary introduction

Unit 1 - Section 2.c

origin = asal
address = alamat
age = umur
siblings = saudara kandung

Unit 1 - Section 3.b

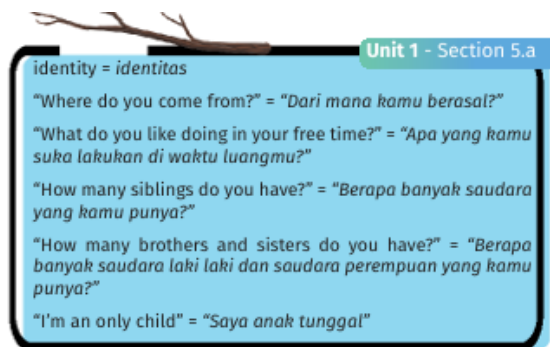
"I have sister(s)/brother(s)" =
"Saya mempunyai ... (saudara perempuan/saudara laki-laki)"

Unit 1 - Section 2.c

Good morning = Selamat pagi
Good afternoon = Selamat siang
Good evening = Selamat sore

Unit 1 - Section 4.a

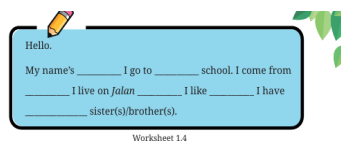
enjoy = senang/menikmati
live = tinggal
first day = hari pertama
fishing = memancing
mobile gaming = bermain game di ponsel
by the way = omong-omong



Picture 6. Example material for introducing yourself

Step 4: Practice, Reinforcement, and Production

- Goal: to build students' confidence and give them the opportunity to develop their speaking and vocabulary skills.
- Teacher Activity: I gave students the opportunity to perform in front of their classmates to demonstrate how to introduce themselves to others.
- Students Activity: Six students wanted to try, even though they brought their books. This is a good step in building students' confidence and giving them the opportunity to develop.

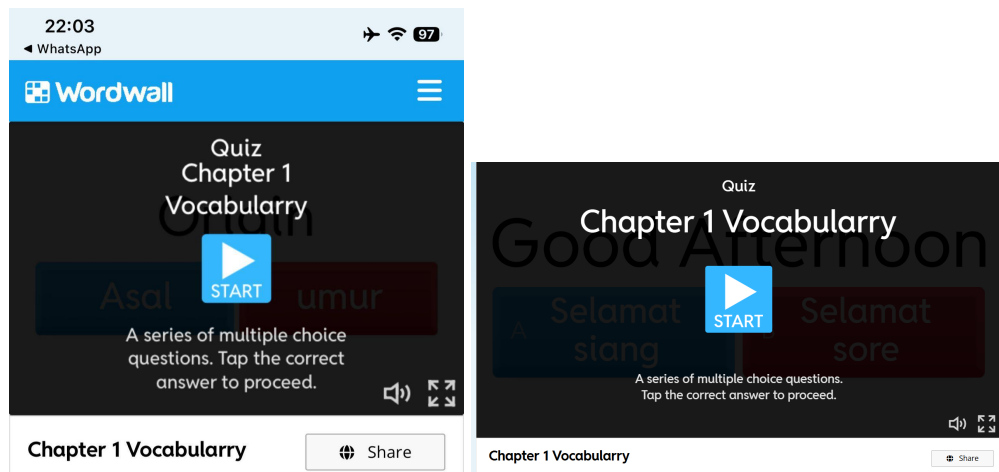




Picture 7. Practice introducing yourself

Step 5: Wordwall, Game Activity

- Goal: to measure how much vocabulary the students understood in the lesson through a Wordwall based quiz.
- Teacher Activity: I provided several questions using Wordwall regarding the material. The goal was to measure how much vocabulary they understood in the lesson. Next, I divided the students into small groups (two students) with one set of tools per team to carry out the activity. I provided them with a Wordwall link displayed on the screen. on the whiteboard, then they will be asked to open the link shared in the WhatsApp group at the following web address: <https://wordwall.net/resource/77270459>.
- Students Activity: Students were asked to access the platform using their own phone. After finishing answering, they were asked to enter their names so they could participate in the leaderboard on Wordwall.



Picture 8. Wordwall webpage linked to the game

Origin

A Asal

B umur

Age

A Asal

B umur

Live

A Menikmati

B Tinggal

Good Afternoon

A Selamat siang

B Selamat sore

Enjoy

A Menikmati

B tinggal

Picture 9. Material from the Wordwall activity.



Picture 10. The students work in groups on the Wordwall questions.

Through this activity, the students are required to answer each question and get the most points by answering questions faster and correctly. The five groups with the highest points were displayed on the leaderboard. After all groups had performed answering all examinations, Wordwall displayed the names of the winners from the group that earned the most points, and the top five winners were awarded 10 extra points to boost their school report cards. However, during the activity, I found that some people forgot to give their names after completing the questions. This made some groups' names not show up on the leaderboard.

ENTER YOUR NAME

You're 1st on the leaderboard

Q W E R T Y U I O P

A S D F G H J K L

↑ Z X C V B N M ←

Skip 123 Enter

Chapter 1 Vocabulary

Share

Leaderboard

Options ▾

Rank	Name	Score	Time
1st	Jessika	24	1:38
2nd	Eunike	23	59.4
3rd	Desty	23	1:21
4th	Mitha	23	2:17
5th	Gabriel	22	1:08

Picture 11. The student's nickname on the mobile screen and Wordwall Leaderboard that earned the most points.



Picture 12. Check their understanding by asking them some questions.

Step 6: Closing

- Goal: to check students' understanding of the material and provide brief feedback.
- Teacher Activity: At the end of the class, before I finish teaching, I check their understanding by asking a few questions related to the material, and providing brief feedback.

3.3. Explanation on How the Students Respond to the Practice

Given the interaction that happens during the learning activities, using a Wordwall as a practice activity keeps students more engaged. Besides that, the competitive nature of using a Wordwall can motivate students to participate in the learning process, and create a lively classroom atmosphere. Although this is a competitive game, they have to work in pairs, discussing together to find the right answer-whether it's "right" or "wrong." And when they answer

correctly, they cheer with joy and are excited to answer the next question with enthusiasm.

However, this requires compatible devices and an available internet connection; even if the connection is unstable, Wordwall can still be used, because wordwall remains accessible.

CHAPTER IV

REFLECTION

Using wordwall in my activity helped a lot. The best thing about it was making students excited and active. It changed a quiet classroom into a fun, enjoyable one. The games made students want to join in, and things like leaderboard helped them practice and learn together. Most of all, it helped them learn new words easily, and it let me see how well they were doing.

But there were also some challenges. Some students did not know how to use phones or computers well, so they found it hard. The games also made a few students feel nervous because they did not want to lose. Also some students did not write their names after they finished answering questions on wordwall, so i could not check their scores easily.

This was my first time teaching in school. It showed me that managing a class is very difficult. Even in Yogyakarta, where schools have good things, dealing with different students' behaviors took a lot of effort. This taught me to be patient and change my plans easily. I learned that games are fun, but a teacher must still give clear, simple directions and teach meaningful content. Also, living in a place where muslims are a minority was a great experience. It taught me to respect and understand people from different backgrounds. Overall, this experience helped me become much better at controlling a class. In the future. I want to make more fun and different activities to help my students learn better.

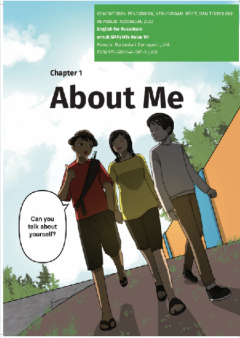
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APPENDICES

Buku English For Nusantara untuk SMP/MTs Kelas VII Chapter 1 : About Me



Chapter 1
About Me

Unit 1
Galang from Kalimantan
1. Introducing myself
2. Greetings and Saying Goodbye

Learning Objectives

Upon completion of Chapter 1, you should be able to:

1. introduce yourself and others;
2. talk about hobbies;
3. describe people's physical and personality traits, and
4. describe their daily activities.

YOUR PHOTO

Name: _____

Origin: _____

Age: _____

School: _____

Sibling: _____

Hobby: _____

Address: _____

Worksheet 1.4

Hello. My name's _____ I go to _____ school. I come from _____ I live on Jalan _____ I like _____ I have _____ sister(s)/brother(s).

Worksheet 1.5

c. Practice introducing yourself.

Worksheet 1.6

d. Introduce yourself to the class.

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Table 1.1

	Questions	Responses
Name	What's your name?	My name's ... I'm ...
Origin	Where are you from? Where do you come from?	I'm from ... I come from ...
Address	Where do you live?	I live on Jalan ...
Age	How old are you?	I'm ... years old.
Hobby	What's your hobby? What do you like doing in your free time?	My hobby is ... I like ...
Siblings	How many siblings do you have? How many brothers and sisters do you have?	I have ... siblings. I have ... brothers. I have ... sisters. I'm an only child.

Unit 1 - Section 1.a

before = sebelum
classmate = teman sekelas
"I also love drawing manga" = "Saya juga suka menggambar manga"
"Cool! I love manga but I can't draw" = "Hebat! Saya suka manga tetapi saya tidak bisa menggambar"
The more, the merrier = Semakin banyak, semakin meriah
"I've got to find my seat. See you later, Guys" = "Saya harus menemukan tempat dudukku. Sampai nanti, Teman-Teman"

Unit 1 - Section 2.a

Good morning = Selamat pagi
Good afternoon = Selamat siang
Good evening = Selamat sore

Unit 1 - Section 3.b

cycling = bersepeda
playing badminton = bermain badminton

Unit 1 - Section 1.b

origin = asal
address = alamat
age = umur
siblings = saudara kandung

Unit 1 - Section 1.c

"I have ... sister(s)/brother(s)" = "Saya mempunyai ... saudara perempuan/saudara laki-laki"

Unit 1 - Section 1.d

enjoy = senang/menikmati
live = tinggal
that day = hari tersebut
hobby = hobi
table game = permainan kartu
board game = permainan papan
by the way = omong-omong

Unit 1 - Section 2.b

Good morning = Selamat pagi
Good afternoon = Selamat siang
Good evening = Selamat sore

Unit 1 - Section 3.b

cycling = bersepeda
playing badminton = bermain badminton

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Find out about our templates

Select a template to learn more

	Match up Drag and drop each keyword next to its definition.		Quiz A series of multiple choice questions. Tap the correct answer to proceed.		Flash cards Test yourself using cards with prompts on the front and answers on the back.
	Spin the wheel Spin the wheel to see which item comes up next.		Speaking cards Deal out cards at random from a shuffled deck.		Group sort Drag and drop each item into its correct group.
	Find the match Tap the matching answer to eliminate it. Repeat until all answers are gone.		Complete the sentence A cloze activity where you drag and drop words into blank spaces within a text.		Anagram Drag the letters into their correct positions to unscramble the word or phrase.
	Unjumble Drag and drop words to rearrange each sentence into its correct order.		Open the box Tap each box in turn to open them up and reveal the item inside.		Matching pairs Tap a pair of tiles at a time to reveal if they are a match.



Quiz

Chapter 1 Vocabulary

START

A series of multiple choice questions.
Tap the correct answer to proceed.

ENTER YOUR NAME

You're 1st on the leaderboard

Q W E R T Y U I O P
A S D F G H J K L
Z X C V B N M ←
Skip 123 Enter

Chapter 1 Vocabulary

Share

TEACHING SCHEDULE

JADWAL BELAJAR MENGAJAR DIDALAM KELAS
PROGRAM TTP KALBAR (KUALA BEHE)

NAMA MAHASISWA	KELAS	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
MUHAMMAD SATRIA ILHAMSYAH	7A 7B 7C	7B 2 JP		7A 2 JP		7C 2 JP	LITERASI
MOHAMMAD FARHAN RIZKI RAMADHAN	8A 8B		8A 2 JP		8B 2 JP	8A & 8B 2 JP	LITERASI