INTEGRATING WORDWALL AS A DIGITAL TOOL TO SUPPORT STUDENTS' ENGAGEMENT IN ENGLISH LANGUAGE LEARNING

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ABSTRACT

This study was motivated by the limited engagement of tenth-grade students at MAN 3 Banjarmasin during English learning activities. The research aimed to explore how the integration of Wordwall as a digital learning tool could enhance students' engagement in the English classroom. This study applied a qualitative Classroom Action Research (CAR) design conducted in one cycle, consisting of planning, acting, observing, and reflecting. The participants were 29 students from class X-F. Data were collected through observation sheets, and documentation. The findings revealed that the use of Wordwall successfully improved students' engagement across cognitive, emotional, and behavioral dimensions. Students showed greater focus, enthusiasm, and behavioral engagement in learning activities. Therefore, it can be concluded that Wordwall, as a digital learning tool, plays a significant role in fostering a more interactive and engaging English learning environment.
Keyword: *Wordwall, Students' Engagement, Digital Learning Tool, English Learning, Classroom Action Research.*

INTRODUCTION

Learning is an interactive process between students and their environment, including classrooms, learning media, and learning tools. These elements not only support academic achievement but also foster students' independence, critical thinking, and adaptability (Harefa et al., 2024). In the current digital era, the integration of technology has become essential in education, transforming conventional learning into interactive and student-centered experiences (Fadilah et al., 2023).

In Indonesia, English is a compulsory subject in secondary schools. However, students' engagement in English learning remains relatively low. Many classrooms still rely on teacher-centered instruction, which limits opportunities for interaction, collaboration, and creativity (Care et al., 2019; Wahyudhy et al., 2024). Student engagement is a key element in 21st-century education, as it enhances not only learning outcomes but also motivation and participation. Therefore, teachers are encouraged to implement innovative learning strategies that integrate digital technology to promote a more dynamic classroom atmosphere.

At MAN 3 Banjarmasin, the researcher observed that tenth-grade students tend to be passive during English lessons. Based on preliminary interviews with English teachers, many students rarely express their opinions, ask questions, or participate actively in discussions. This condition indicates a lack of engagement and highlights the need for innovative media that can encourage active learning and participation.

Game-based digital platforms have gained popularity as tools to increase classroom interaction. While Kahoot and similar applications have been used, their effectiveness varies. Wordwall, on the other hand, offers diverse and interactive templates such as quizzes, matching games, and random wheels that can easily be customized to suit different learning topics. It provides teachers with accessible, engaging, and sustainable tools to promote participation and motivation (Amri et al., 2023; Setiawan et al., 2024).

Previous studies have also reported that Wordwall enhances students' learning activity and engagement. For instance, Maslahat et al. (2024) found that Wordwall features such as Fill in the Blanks and Word Search supported students in mastering grammar and vocabulary, while Mazelin et al. (2022) highlighted that it fosters a more dynamic classroom atmosphere and encourages students' active involvement in learning. However, most of these studies focused on vocabulary and grammar lessons rather than exploring how Wordwall can be integrated to enhance students' overall engagement in English language learning.

Therefore, this study aims to investigate how integrating Wordwall as a digital tool can support students' engagement in English language learning. Specifically, it explores how this platform enhances students' engagement and promotes a more interactive and motivating classroom environment among tenth-grade students at MAN 3 Banjarmasin.

LITERATURE REVIEW
English Language Learning

In Indonesia, English holds a pivotal role in the education system, serving as a bridge to international communication in fields such as commerce, science, and technology. Recognizing its importance, English is introduced as a core subject from early education through higher education. The aim is to equip students with linguistic and communicative competence that enables them to function effectively in academic and professional contexts (Hidayat et al., 2024).

English language learning is a process in which students are encouraged to actively develop their proficiency in the four key skills: speaking, listening, reading, and writing. These skills are supported by mastery of linguistic elements such as vocabulary, grammar, and pronunciation, as well as an understanding of the cultural contexts in which English is used. Effective English language learning does not only emphasize structural knowledge but also aims to build students' confidence and ability to communicate in diverse real-world scenarios (Sapitri, 2024).

Student Engagement in English Language Learning

Student engagement is particularly vital in the context of language learning. English, as an international language, plays a crucial role in fostering global communication. In the era of the Industrial Revolution 4.0, proficiency in foreign languages, especially English, is indispensable for navigating the rapid advancements in technology and addressing the demands of globalization. Encouraging student engagement in English learning not only enhances students' language competence but also equips them to adapt to the evolving challenges of modern society (Wihartanti, 2022).

Student engagement refers to students' involvement in learning activities, encompassing both physical and mental participation. Physical engagement includes behaviors such as paying attention, taking part in discussions, and collaborating in group work. Mental engagement involves critical thinking, analyzing information, and reflecting on knowledge. Through engagement, students develop deeper understanding, academic growth, and a sense of responsibility for their own learning (Susilawati et al., 2019).

Factors Influencing Student Engagement

Factors influencing student engagement can be categorized into internal and external factors. Internal factors include individual characteristics such as intelligence, attention, interest, talent, motivation, self-confidence, physical health, and prior knowledge all of which affect a student's readiness and willingness to engage in learning. External factors encompass environmental and social influences, including family support, teaching quality, instructional methods, school facilities, peer relationships, and community culture. The interaction between these factors shapes how actively students participate in learning, with teacher-student and peer collaboration serving as key drivers of engagement (Hariyadi et al., 2024).

In this study, student engagement is explored in the context of English learning, emphasizing cognitive, emotional, and

behavioral dimensions. Students are encouraged to process the text actively, express their understanding, and participate in interactive activities using Wordwall as the primary digital tool.

The Importance of Student Engagement

According to Mashadi (2024), when students participate in discussions, share ideas, and collaborate in completing assignments, they become more responsible and motivated in their learning. Engaged students are more likely to process information deeply and understand lesson content more effectively. Similarly, Kasi (2023) highlights that student engagement contributes to cognitive, motivational, social, and practical benefits. It promotes higher-order thinking skills such as analysis and evaluation, enhances intrinsic motivation, develops social competence through collaboration, and improves knowledge retention and transfer.

Learning Media

In learning, teachers often use teaching materials to convey content so that students can understand. Using teaching materials in the teaching and learning process can arouse new interests, and desires, stimulate motivation, and even have a psychological effect on learning (Wulandari et al., 2023).

Through interactive technology like Wordwall, students can actively participate in learning activities such as simulations, educational games, and online discussions, significantly boosting their engagement in learning. Moreover, interactive learning and deepen their understanding of complex concepts (Usman Mashwani et al., 2024).

Wordwall

Wordwall is an application that can be used as a learning media , learning resource, or assessment tool based on courage that is interesting for students. The platform offers a range of activity templates, including The platform offers a range of activity templates, including *Quiz, Crossword, Find the Match, Random Wheel, Missing Word, True or False,* *Whack-a-Mole, Hangman, Anagram,* and many more (Sari et al., 2021).

Advantages and Disadvantages of Wordwall

As a digital learning platform, *Wordwall* offers several advantages and limitations in promoting student engagement. Its accessibility through multiple devices allows flexible learning anytime and anywhere. The variety of interactive templates makes it effective in capturing students' attention and sustaining their interest during the learning process (Marensi et al., 2023).

However, several drawbacks exist. Developing activities can be time-consuming, and full access to features requires a premium subscription. Non-premium users can only create up to four activities unless they delete previous ones or register a new account. Furthermore, the platform's reliance on internet connectivity limits its use in areas with unstable access (Amri et al., 2023).

METHOD

This research applied a Classroom Action Research (CAR) design using a qualitative descriptive approach, following the model developed by Kemmis and McTaggart (1988 as cited in Arikunto, 2020). The study was conducted in one cycle, which included four main stages: planning, implementation, observation, and reflection.

The research took place at MAN 3 Banjarmasin, involving tenth-grade students as the research population, totaling 210 students. The participants of this study were 29 students from class X-F, selected through a combination of purposive and random sampling techniques to ensure representativeness and relevance to the study's objectives.

Data in this study were collected through observation and documentation. The observation sheet contained eight indicators representing the cognitive, emotional, and behavioral dimensions of student engagement, adapted from Sasmita (2022). Each indicator was assessed using a five-point scale, allowing the researcher to capture variations in students' engagement levels during the learning process using Wordwall.

Meanwhile, documentation in the form of lesson plans, photos, and short video recordings was used to provide supporting evidence during the teaching and learning process. The documentation served as a means of triangulation to validate and strengthen the observational data.

Data analysis was carried out using descriptive qualitative techniques. Observation results were analyzed to describe patterns of student engagement across the three dimensions cognitive, emotional, and behavioral throughout the implementation of Wordwall-based learning. The results of the documentation were used to support, interpret, and verify the findings from the observation process.

RESULTS AND DISCUSSION

Table 1 presents the observation sheet results on students' engagement during the implementation of Wordwall-based learning activities. The observation covered three dimensions of engagement: cognitive, emotional, and behavioral.

Tabel 1. Observation Sheet Data on Students' Engagement

Aspect	Indicator	Description of Findings
Emotional	Shows positive emotional expressions	Laughter and smiles were frequently observed as students participated in interactive games.
Behavioral	Participates voluntarily	Several students volunteered to join activities without being prompted by the teacher.
Behavioral	Collaborates actively	Students worked together effectively in small groups, exchanging ideas and helping each other complete the tasks.
Behavioral	Completes tasks	The majority of students successfully finished each Wordwall activity within the allocated time.
Cognitive	Shows critical thinking when answering questions	Students were able to respond with relevant and thoughtful answers during Wordwall quiz activities, showing understanding beyond memorization.
Cognitive	Engages seriously with material and tasks	Most students concentrated on the given activities and followed the instructions carefully during game-based learning.
Cognitive	Asks or responds to questions	Some students began to ask questions or give feedback to peers, indicating growing confidence in classroom interaction.
Emotional	Displays enthusiasm and interest	Students appeared highly enthusiastic when using Wordwall, showing visible excitement and enjoyment throughout the activity.

As shown in Table 1, the observation results indicate that the integration of Wordwall as a digital learning tool effectively supported students' engagement in English language learning. Students demonstrated active participation across the cognitive, emotional, and behavioral dimensions throughout the learning process.

In the cognitive dimension, students displayed focused attention, curiosity, and active participation while responding to Wordwall-based questions and completing interactive activities. The platform's game-like format encouraged critical thinking and deeper mental involvement with the learning material.

In the emotional dimension, students exhibited enthusiasm, enjoyment, and confidence during the learning sessions. The interactive and competitive elements of Wordwall helped reduce anxiety and boredom, fostering a more positive and motivating classroom atmosphere.

In the behavioral dimension, students showed cooperation, persistence, and

responsibility. They actively participated in group tasks, collaborated effectively with peers, and consistently completed their assignments on time. These behaviors suggest that the integration of Wordwall encouraged not only engagement but also a sense of teamwork and accountability among learners.

Overall, the findings reveal that integrating Wordwall into English classroom activities enhances students' engagement by combining digital interactivity with meaningful learning experiences. The platform's flexibility and engaging design transform conventional lessons into more dynamic, student-centered environments that support active participation and enjoyment in learning.

In addition to the observation results, documentation in the form of photos and videos was used to visually support and verify the findings. The documentation showed students' enthusiasm and active involvement during the implementation of Wordwall-based learning. Images captured students' expressions of enjoyment, collaboration during group activities, and focused attention when interacting with the digital platform. These visual evidences complemented the observation results, confirming that Wordwall created an engaging and interactive classroom atmosphere that encouraged students to participate actively and enjoy the learning process.

CONCLUSION

The findings of this study reveal that integrating Wordwall as a digital tool effectively supports students' engagement in English language learning. The integration of Wordwall encouraged students to participate actively and meaningfully across the cognitive, emotional, and behavioral dimensions of engagement. Students showed greater focus, curiosity, and critical thinking during the learning process, alongside enthusiasm, confidence, and collaboration in classroom activities.

Moreover, the use of Wordwall transformed traditional English lessons into more interactive and student-centered experiences. Its game-based and visually engaging features enhanced motivation,

sustained attention, and promoted teamwork among learners. Therefore, the integration of Wordwall can be regarded as an effective strategy to strengthen students' engagement and improve the quality of English language learning in the digital era.

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| 269

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