



USING WORDWALL QUIZZES IN ENGLISH GRAMMAR LEARNING: EXPLORING STUDENTS' PERCEPTIONS AND EXPERIENCES

Haryanti¹, Deo Nardo Valentino², Sabrina³

^{1,2,3} UIN Syarif Hidayatullah Jakarta

haryanti@uinjkt.ac.id

deonvalentino123@gmail.com

inasabrina23@gmail.com

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ABSTRACT

Working on English Grammar exercises written on paper tests or books is often regarded as an activity that is difficult and boring. Students often feel it is a burden that makes them struggle a lot. This study aimed to investigate the students' perceptions and experiences of using Wordwall quizzes in English Grammar learning. The data used in this study were semi-structured interviews of 6 selected participants and 67 questionnaires containing open-ended questions. The study revealed that the Wordwall platform had successfully helped students improve their motivation and reduce their boredom during the learning process. The results collected from open-ended questionnaires also showed that students perceived Wordwall positively, as it helped them understand grammar more easily, made learning more enjoyable, and increased their motivation to learn English. It concludes that Wordwall is a useful tool to support English language learning, especially in improving student engagement and creating interactive learning experiences that are interactive. Integrating interview and open-ended questionnaire results reinforces the findings and gives a more complete understanding of the usefulness of digital learning tools in the classroom.

Keywords: engagement, English learning, qualitative study, student perception, Wordwall quizzes

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INTRODUCTION

The conventional approaches to learning English grammar through writing practices in books or examinations on paper are seen by many students as a hard and tedious activity (Janadah & El-sulukiyyah, 2024). It is especially relevant for non-English major students who have minimal contact with English teaching and receive only about 2.5 hours of classes per week or three credits throughout the whole study period. Due to a lack of instruction time, it becomes quite challenging for students to grasp grammatical notions and attain the necessary level of knowledge. Therefore, studying grammar is considered an unpleasant experience that causes demotivation and boredom in class. Boredom among learners and its effects on their study were discussed in previous research papers, highlighting the importance of the notion (Kruk et al., 2022). Besides, according to the connection between boredom and enjoyment, the negative impact of emotions on the learner's participation and efficiency is stated (Li, 2022). In turn, various types of boredom, such as situational or state boredom, may have a detrimental effect on the learner's ability to remember and learn (Wang, 2021). Based on the results presented above, it could be argued that conventional methods for teaching grammar do not suffice in the current educational setting.

Consequently, the incorporation of technology in language learning has become crucial. The use of Technology Enhanced Language Learning allows for creating a flexible, interactive, and learner-centered environment. As pointed out by some previous studies, the effective implementation of technology can significantly contribute to increased engagement, participation, and success among students (Ugli, 2024). Moreover, the creation of digital learning environments has been growing at a rapid pace, thus resulting in extensive use of different platforms that contribute not only to language learning but also to developing digital skills (Hasumi & Chiu, 2024). Nevertheless, even with all these benefits, various issues still exist, such as low levels of digital literacy, technological problems, and lack of access to technology, which might pose obstacles to digital learning (Kuswoyo et al., 2022).

Gamification is another innovative strategy that has gained popularity in the field of English language teaching within the realm of digital learning. Gamification incorporates features like scoring, reward systems, competition, and instant feedback, making the whole learning experience more interactive and engaging. It has been shown through various studies that gamification can have a significant positive impact on students' motivation, engagement, and overall learning experience in the classroom (Mahyudi, 2023). Besides, gamification in the educational setting has been proven to lower learners' stress levels and make the learning environment more enjoyable, especially for those learners who face difficulties learning through conventional methods (Thurairasu, 2022). The utilization of mobile learning and gamified learning applications also reinforces this model by offering convenient learning options that help improve language acquisition skills (Ishaq et al., 2021).

Wordwall can be considered a platform implementing gamification. It has gained popularity as an interactive learning platform that turns conventional practices into entertaining games. Previous studies have shown that Wordwall is successful in increasing students' vocabulary skills, which include not only spelling but also pronunciation and understanding the meaning of words (Maraden et al., 2023). The same is true for how students perceive Wordwall, as it creates a fun learning environment and encourages participation (Fadhilah & Daulay, 2025). Additionally, the application seems to work well when implemented in certain educational settings, including in vocational education, as it makes students more prepared to learn the language (Arsini et al., 2022). Furthermore, preservice teachers find Wordwall useful as it promotes interactive learning and feedback in the classroom (Rodríguez-escobar et al., 2023).

In terms of the development of grammatical competencies, game-oriented digital devices such as Wordwall have provided positive results. For instance, the experiments have demonstrated that learners who engage in the process using Wordwall perform better in terms of grammar compared to those receiving conventional lessons (Dewi & Agustina, 2025); and (Yusril et al., 2025). Similar research findings show that learners who use game-oriented digital modalities have greater knowledge and better retention of grammar rules and thus demonstrate high results in post-test assessment (Xie, 2022). Moreover, online quizzes assist in making the process of learning grammar rules engaging; thus, allowing learners to understand syntactic rules better through the process of engagement (Segaran & Hashim, 2022). Besides, regular usage of Wordwall has resulted not only in improved grammar skills but also in improved vocabulary and speaking (Galiya, 2025).

Perceptions and experiences of students are among the main components when measuring the efficiency of using digital educational instruments (Qaddumi, 2025). Many researchers claim that students tend to see Wordwall as a fascinating, interesting, and interactive instrument which promotes greater motivation and participation in the process of learning (Anjani & Lestari, 2023). What is more, Wordwall is considered as an assessment tool that eliminates stress among students, thus creating a relaxing learning atmosphere. Moreover, the employment of Wordwall in reading and speaking activities produces a number of positive outcomes on students' understanding of the material, their participation, and overall performance (Syarifah & Warni, 2025).. Moreover, the application of Wordwall alongside the Think-Pair-Share technique has proven to be efficient (Rohmatus et al., 2021).

Apart from Wordwall, other academic studies related to digital learning media highlight the contribution of technology in engaging and motivating learners. As far as Indonesia is concerned, studies have shown that the use of digital learning media has a positive impact on the participation and understanding of the students, despite some limitations such as low technology accessibility and inadequate teacher (Firli et al., 2025). In addition, studies on the design of interactive learning media highlight the need for proper technology and instruction in developing effective learning media (Syafika & Usman, 2025).. Moreover, the study of e-learning systems revealed that visual content helps enhance the understanding of the learners, especially beginners (Afidah & Alkhoyath, 2021).. In addition, there is recognition that student engagement is indeed a multifaceted concept that incorporates elements related to behavior, cognition, and affect (Bećirović & Dubravac, 2022). The results of empirical research have confirmed that the integration of technology has an impact on increasing these elements by enabling participation and collaborative learning (Nkomo et al., 2021). The implementation of blended learning approaches provides additional support for increasing student engagement through incorporating traditional and modern approaches (Johny, 2023). This means that using digital solutions, like Wordwall, will positively influence the educational process.

According to previous literature, there has been a constant finding that technology tools like Wordwall play an evident positive role in encouraging and enhancing motivation and learning outcomes among students acquiring English as a foreign language (Preis & Bećirović, 2023). Although most studies have concentrated on the effectiveness of digital technology through various performance measures, few studies have extensively examined students' perceptions and experiences, particularly concerning grammatical components of the English language (Segaran & Hashim, 2022). Therefore, the purpose of this study is to examine students' perceptions and experiences in the use of Wordwall quizzes in learning English grammar. To achieve this purpose, this study employs a descriptive qualitative approach. The research questions are formulated as follows:

1. How do students perceive Wordwall quizzes as a tool for learning English Grammar?
2. What experiences do students have when using Wordwall quizzes for learning English Grammar?

THEORETICAL FRAMEWORK

The research begins with an understanding that the application of digital tools for grammar teaching can influence not just the results of learning but also the perception of the learner, their problems and experience of studying, motivation and engagement. Thus, the theoretical part of the paper includes several relevant theories, namely *Technology Acceptance Model*, *Theory of Student Engagement*, *Gamification Theory*, *Constructivist Learning Theory*, and the *Functional Theory of Boredom*.

In order to answer the research questions proposed in this paper, it is imperative to base the analysis on the Theory of *Technology Acceptance Model* (TAM). According to this model, the level of user acceptance of a certain technology depends on how useful and easy to use this particular technology is. In this research, the mentioned concepts will be related to students' perception of Wordwall as an effective means of acquiring knowledge of English grammar. Furthermore, one of the crucial aspects of TAM is the facilitation conditions, which include access to the internet, availability of time, and technical assistance, among other important elements.

Thus, the TAM model provides an adequate explanation of students' attitudes towards the use of Wordwall and difficulties in applying this educational tool. As far as technology adoption is concerned, this research will be based on the *Technology Acceptance Model* (TAM) that states that people's acceptance of new technologies is mainly influenced by their perceptions about the usefulness and ease of use of this product. The perception of the benefits of Wordwall for learning English grammar rules and the platform's usability is expected to result in positive attitudes among learners. However, further research shows that such extensions as TRA and UTAUT have revealed that other factors, such as social influence, behavioral intention, and facilitating conditions, are important predictors of successful technology adoption (Alshammari & Rosli, 2020). Furthermore, studies show that the incorporation of technological innovations into the process of learning English has improved efficiency and accessibility because users can learn from any place, interact more frequently, and become actively involved in class discussions (Dian & Paramita, 2023). This suggests that the effectiveness of Wordwall depends not only on its features but also on how it is perceived and utilized by students.

Furthermore, this study is based on *Student Engagement Theory*, according to which engagement is viewed as a multidimensional concept that involves behavioral, cognitive, and emotional aspects. The use of Wordwall, being an interactive quiz application, supports active engagement of learners in the educational process (behavioral engagement), deep analysis of grammar topics (cognitive engagement), as well as enjoyment and development of interest in the learning process (emotional engagement). All these types of engagement play an important role in achieving the best results of learning, especially with regard to online education, when active interaction is a prerequisite (Nkomo et al., 2021). Moreover, the use of technology as part of the learning process helps improve students' motivation, participation, and interest in the material (Mahyudi, 2023). E-learning platforms with flexibility and accessibility also play an important role in maintaining learner engagement (Dian & Paramita, 2023).

The concept of *Gamification Theory* is used to demonstrate the process by which game elements introduced in Wordwall can help to improve students' motivation and engagement. Gamification refers to the use of elements of games such as scoring, competitions, and challenges in non-game settings. Through the use of these elements, learners can convert ordinary grammar practice into exciting and fun games (Laily et al., 2021). The study by Wulantari et al. found that gamification helps to enhance learners' motivation, engagement, and learning experience in EFL instruction (Sailer & Homner, 2020). Furthermore, gamification contributes to making a fun learning environment, reducing anxiety, and increasing active involvement among students (Thurairasu, 2022).

In addition to that, the current research will also discuss the emotionality of learning as well as boredom that usually accompanies the process of grammar teaching in traditional classrooms. According to the *Functional Theory of Boredom*, boredom is an emotional reaction that occurs due to the absence of meaningful and satisfying cognitive engagement, and consequently, people start looking for something else to do (Yan et al., 2024). Unlike its negative meaning, boredom can be regarded as an indicator of a change in behavior as a person begins doing something more interesting (Elpidorou, 2020). Therefore, the implementation of Wordwall may decrease boredom through enhancing cognitive and emotional engagement.

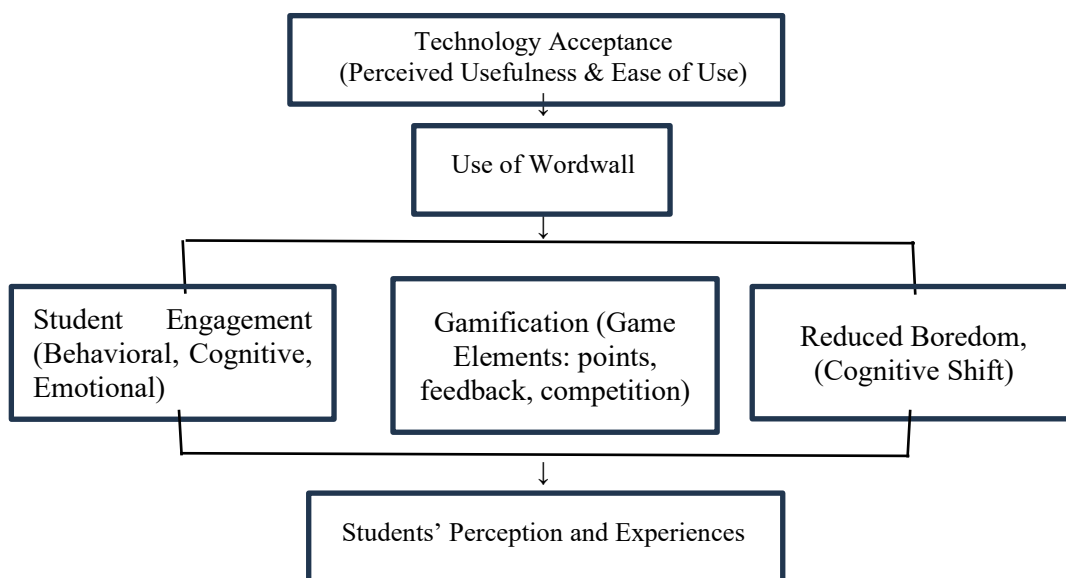
Finally, another theory that guides this research is *Constructivist Learning Theory*, especially the views held by Vygotsky. According to this theory, learning takes place through participation and interaction. In this particular case, learning takes place as a result of the interaction between the learners and the Wordwall activities (Devi, 2019). This makes the explanation about how learners learn from Wordwall stronger.

Combining these theoretical concepts ensures that this research will be based on a solid theoretical framework regarding the process of how students understand and experience the use of Wordwall in the process of grammar learning. The model of technology acceptance will help clarify why and how students adopt the use of Wordwall as a learning tool based on the usefulness and ease of use perceived by students (Alomary & Woollard, 2015). The students' interactions with Wordwall can be better understood using the concept of *Student Engagement Theory*, which shows that learning takes place meaningfully because of the behavioral,

cognitive, and emotional engagement of the students in the learning process. In this case, Wordwall engages the students actively, making the learning experience both engaging and enjoyable for the students. The use of the concept is further explained using Gamification Theory, according to which the use of quizzes, competitions, and instant feedback makes the traditional grammar lessons an engaging activity for the students.

On the other hand, the Functional Theory of Boredom is a key theory that explains the change of emotional reactions of students. Traditionally, studying grammar causes boredom because of a lack of cognitive stimulation. The use of Wordwall eliminates this problem since the process becomes more stimulating for students. Moreover, taking into consideration the concept of constructivism, Wordwall can be considered a process of constructing knowledge. In accordance with the theories of Vygotsky and Piaget, the process involves not only passive obtaining of information, but also constructing it. Learners are involved in the process of acquiring knowledge using interaction and repetition techniques.

When taken altogether, these theories reveal that the adoption of Wordwall does not merely focus on the adoption process of technology but also encompasses deeper processes such as engagement, motivation, affective experience, and knowledge building. Hence, this research proposes a conceptual framework where all these components are connected in one stream. As shown in the diagram below, Wordwall as an electronic game-based learning tool acts on technology adoption, engagement, and learning experience to influence learners' perception and experiences, which eventually improve their understanding of English grammar.



In this conceptual framework, there is an explanation of how Wordwall quizzes can help students gain knowledge about English grammar. First, the technology acceptance factor is important since it determines whether students will find themselves comfortable using Wordwall for learning purposes. According to the Technology Acceptance Model (TAM), it is more probable for students to adopt technology when they see it as being useful and easy to learn. The use of these factors is what determines students' willingness to use Wordwall quizzes for studying English. Once the students have adopted the use of Wordwall, then the use of Wordwall itself will become the key aspect of the learning process. As such, Wordwall is a gamified online quiz site used for educational purposes (Louise et al., 2011). The implementation of Wordwall is then affected by three important mediating variables. Firstly, it increases student engagement, consisting of behavioral engagement (student participation), cognitive engagement (the ability to process grammar concepts), and emotional engagement (student interest and enthusiasm). All these three aspects of engagement play an important role in facilitating effective learning and understanding of concepts. Second, Wordwall involves various gamification aspects such as gaining points, competition, instant feedback, and challenges. Third, the site assists in overcoming boredom, which is usually related to the conventional approach to grammar instruction. As suggested by the functional theory of boredom, people become less involved whenever there is a lack of cognitive stimulation. Wordwall can be seen to tackle this problem by providing stimulating activities. In summary, these three elements of engagement, gamification, and boredom have a bearing on the learner's experience and perception. Learners who are engaged, motivated, and less bored are expected to hold favorable views towards the learning instrument and learning process.

Finally, these perceptions and experiences will help develop better comprehension of the English grammar structure. The students can comprehend the concepts more easily because of the increased interactions, motivation, and cognitive engagements. These improvements have been verified using data from the interviews

and open-ended questionnaires. This theoretical framework shows that apart from the effectiveness of Wordwall being affected by the tool, it is also impacted by other factors such as engagement and motivation, among others (Elpidorou, 2020).

METHOD

Research Design

This study employed a descriptive qualitative research design to explore students' perceptions and experiences of using Wordwall for learning English, particularly English grammar. The qualitative approach was chosen because it allows researchers to gain an in-depth understanding of participants' perspectives and experiences regarding the use of educational technology in language learning. To enrich the findings, this research not only used semi-structured interview results, but also open-ended questionnaire results which were then analyzed descriptively. Furthermore, this study adhered to ethical research procedures. Participation was entirely voluntary, and no pressure was applied to students. Out of 96 students invited to participate, 67 agreed to take part in the study. Before participation, all students were informed about the purpose of the research. To ensure confidentiality and anonymity, all data were collected anonymously and used solely for research purposes.

Setting and Participant

This study was conducted at an Islamic university in Indonesia involving two General English classes. The participants were 67 first-semester students majoring in the Family Law Study Program who learned English using Wordwall quizzes during grammar drilling sessions. The participants were selected based on their experience of using Wordwall as part of their English learning activities. In addition, purposive sampling was employed to select six students from the total participants for semi-structured interviews. These six selected participants are three students from class 1A and three students from class 1B. They were chosen based on their questionnaire responses and were considered appropriate to represent each class because they were able to provide rich and relevant information regarding their perceptions and experiences of using Wordwall in English learning.

Data Collection

The study utilized both primary and supporting data. The primary data was semi-structured interview results and the supporting data was responses from students' open-ended questionnaires. Data were collected through two techniques: interviews and open-ended questionnaires. Semi-structured interviews were conducted with six selected students to gain deeper insights into their perceptions and experiences in using Wordwall for learning English. The flexible nature of semi-structured interviews enabled participants to elaborate on their responses while allowing the researcher to explore emerging issues. Questionnaires were distributed to all participants to gather information regarding their perceptions of Wordwall. The questionnaire consisted of open-ended question items. This open-ended questionnaire served as an additional source of the qualitative data.

Data Analysis

The collected qualitative data from interviews and open-ended questionnaires were analyzed using thematic analysis. The analysis followed several stages, including data reduction, coding, classification, and interpretation. Through these stages, recurring themes and patterns related to students' perceptions and experiences were identified and interpreted. The findings were then presented descriptively and supported by direct quotations from participants written anonymously to enhance the credibility of the analysis. To enhance the credibility of the study, two instruments, namely semi-structured interviews and open-ended questionnaires, were used to collect the data. The results of those two sources were then compared and corroborated to determine similar patterns and themes. Additionally, to confirm that the participants' perspectives were exactly captured, a member checking process was carried out.

FINDINGS AND DISCUSSIONS

The findings indicate that the majority of students viewed the use of Wordwalls favorably in teaching English grammar, as evidenced by their increased understanding, engagement, and also motivation throughout the learning process. However, several difficulties were also identified, particularly those related to technical factors and implementation. To provide more specific emphasis, the findings are divided into two main sections: students' perspectives and experiences during using Wordwall.

Table 1 Students' Perceptions and Experiences in Using Wordwall

Indicator	Theme	Theoretical Link	Description
Students' Perceptions	Perceived Usefulness & Ease of Use	TAM	Students perceive Wordwall as helpful and easy to use
Students' Experiences	Student Engagement & Affective Experience	Engagement, Gamification, Boredom	Students feel engaged, interested, and less bored
	Enhance Motivation & Confidence	Engagement Gamification	Students show increased motivation and self-confidence
	Difficulties in Using Wordwall	TAM	Students mention several conditions that hinder the practice of using wordwalls

Students' Perceptions

Students' perceptions of the use of Wordwall in grammar learning revealed a generally positive response across multiple aspects of the learning experience. According to the research, students saw Wordwall as a useful and easy way to grasp grammar and found the learning process to be more interesting and fun. These favorable experiences also boosted their motivation and self-assurance in learning English, showing that using Wordwall improved not only their understanding but also their emotional involvement and actions in learning. This implied that how students viewed the tool was influenced by how simple it was to use, their overall learning experience, and their feelings during the lesson.

Perceived Usefulness & Ease of Use

According to the results shown in Table 1, how students view Wordwall in learning grammar can be explained by three key points: its usefulness and ease of use, the type of learning experience it provides, and how it affects students' motivation and self-confidence. These points are seen in what students said and experienced while learning. The results showed that students saw Wordwall as a helpful and easy tool that helped in understanding English grammar. Information from interviews showed that students often said that Wordwall made learning and understanding easier for them, indicating that the platform helped break down difficult grammar ideas. Students also mentioned that using Wordwall makes the learning experience more organized and hands-on, enabling them to work directly with grammar activities. Students also highlighted that the learning process becomes more practical and structured when using Wordwall, allowing them to directly engage with grammar exercises. This is reflected in a S1 statement: *"We can learn while practicing directly, not just listening to the teacher's explanation"*. S2 also mentioned, *"Wordwall is very helpful in strengthening understanding of the material, especially grammar."*

This perception was further strengthened by statements from participants' interviews and open-ended questionnaires. Most of the participants mentioned that grammar materials, particularly tenses, became easier to understand through repeated exposure and practice in Wordwall, as reflected in S1 statement, *"So it's easier to remember because we can repeat the questions we've learned"*. S3 explained that the exercises available in Wordwall helped measure and reinforce understanding, as stated *"By having practice questions, I can practice to see how far my understanding is"*, suggesting that the platform supports both comprehension and self-assessment. S4 also noted that the immediate response provided by the system helped recognize mistakes quickly, *"Wordwall provides quick feedback on whether our answers are correct or wrong."*, which contributes to more effective learning.

Furthermore, many students indicated that practicing and reviewing the material was crucial for them to better grasp the concepts. Being able to attempt similar questions multiple times helped students truly grasp grammar rules more easily. This connects to the idea of "learning by doing," where students construct their knowledge through direct engagement with the material rather than passively receiving information.

These findings align well with the Technology Acceptance Model, which states that people are more likely to accept and use technology when they perceive it as useful and easy to use. In this context, students' positive views of Wordwall indicate that they perceive it as useful and simple, which are important factors for successful adoption of new technologies (Alshammari & Rosli, 2020). Furthermore, the use of digital tools in language learning has been shown to increase accessibility and effectiveness in learning (Dian & Paramita, 2023). Thus, Wordwall can be seen as a powerful teaching tool that aids grammar comprehension through an engaging and user-friendly learning experience.

Students' Experiences

Beyond their perceptions, students also shared their experiences of using Wordwall in learning English grammar. Their experiences reflected positive engagement, enjoyable learning experiences, increased motivation and confidence, as well as several challenges encountered during the learning process.

Engagement & Affective Experience

Beyond improving students' understanding of grammar, Wordwall also contributed to students' engagement and more positive affective learning experiences. The interview findings showed that students described the learning process as fun, not boring, and more relaxed. These indicated that Wordwall created a more enjoyable and less stressful learning environment. Students also reported that they became more actively involved in the learning process, as they were required to participate directly rather than passively listen to explanations, S4 state that *"Using Wordwall is really fun, so you don't get bored because learning is like playing a game"* and strengthen by S6 *"It's fun like a game, so it doesn't feel like I'm studying but more like a game to play"*.

This is further supported by students' statements. Some of the participants mentioned that the presence of leaderboard features makes the learning process more exciting and competitive, as shown in S4 statement, *"What makes it exciting is when there is a score at the end of the game, so you are more enthusiastic to try again"*, thus preventing boredom. Another participant explained that Wordwall makes learning less monotonous, especially for students who are not particularly interested in English, as S5 mentioned: *"Wordwall is very fun and not monotonous while practicing"*. A participant also noted that the learning atmosphere becomes more relaxed and enjoyable, allowing students to engage without feeling pressured, as expressed by S3: *"The learning atmosphere becomes more relaxed, and there is no pressure"*.

Additionally, students pointed out that Wordwall's interactive elements motivate them to think actively. Instead of just listening to lectures, they must think through questions, choose answers, and get quick feedback. This hands-on involvement leads to a deeper understanding and makes the learning experience more valuable.

From a theoretical viewpoint, this result can be connected to Student Engagement Theory, which highlights that good learning happens when students are actively engaged on behavioral, cognitive, and emotional levels (Nkomo et al., 2021).. Wordwall promotes engagement behaviorally through participation, cognitively through solving problems, and emotionally through enjoyment.

Enhance Motivation & Confidence

Furthermore, the impact of Gamification is clear in how features like quizzes, competition, and instant feedback make learning more lively and enjoyable (Wulantari et al., 2023).. This connects to the Functional Theory of Boredom, which indicates that boredom comes from a lack of mental stimulation and can be lessened through exciting and meaningful activities (Elpidorou, 2020).. Thus, Wordwall helps minimize boredom by boosting both mental and emotional engagement, making grammar studies more appealing to students.

This positive and engaging learning experience further influenced students' motivation and confidence in learning grammar. This study also showed that using Wordwalls helped boost students' motivation and confidence. Interviews revealed that students felt more enthusiastic about participating in learning tasks and became more confident in their ability to address grammar issues. Several students specifically stated that Wordwalls positively impacted their learning outcomes and inspired them to take a more active role in class.

For instance, S4 stated that the competitive element in Wordwall motivated them to perform better and stay focused during learning activities, as reflected in the statement *"What makes it exciting is when there is a score, so you are more enthusiastic to try again"*. S2 also mentioned that the enjoyable learning experience increased their interest in continuing to learn English, as expressed in *"Learning becomes more fun, so you are more interested in continuing to learn again and again"*. Similarly, Student F explained that the interactive format encouraged them to try answering questions without fear of making mistakes, which gradually increased their confidence, as indicated in the statement *"Make me more courageous in trying to do difficult questions because you are not afraid of making mistakes"*.

Furthermore, students who expressed enthusiasm for participating in Wordwall activities multiple times demonstrated a shift from passive to active learners. The opportunity to repeat questions and improve their scores encouraged them to continue trying, which is an important part of self-directed learning. This also helped students understand the material better over time. As a result, they gained more confidence in using grammar correctly.

According to Student Engagement Theory, high levels of engagement typically lead to greater motivation and continued participation in learning activities (Nkomo et al., 2021)Furthermore, learning environments that utilize games are known to increase motivation by encouraging students to take risks, repeat tasks, and learn from their mistakes (Thurairasu, 2022).. The availability of interactive challenges and immediate feedback in Wordwall supports this learning process, allowing students to build their confidence through continued practice. Thus, Wordwall not only increases students' engagement but also encourages a positive mindset towards grammar learning and strengthens their motivation.

Difficulties in Using Wordwall

The challenges experienced by students indicate that the effectiveness of Wordwall is not only determined by its features, but also by external and practical conditions during its implementation. These issues are further explained through students' responses in the following discussion. Interview data revealed that students experienced difficulties related to internet connectivity, limited time, and technical issues. Many students reported that unstable internet connections disrupted the learning process, while others mentioned that the time allocated for activities was sometimes insufficient, as stated by S3 "the problem is with the internet network which is sometimes disrupted" and supported by S4 "If the internet is not good, the game will not run smoothly".

Several participants pointed out that limited time during classroom implementation sometimes prevented them from fully engaging with the activities, as stated by S1 "time is often tight, so I haven't had the chance to maximize it". S5 also emphasized that the main issue lay not in the platform itself but in external factors such as internet stability "Actually, it's not the Wordwall application but more the network that is hindering it". S2 also mentioned difficulties in accessing certain materials, which can hinder the learning process, by stating "Sometimes it is difficult to access or find the desired material".

These challenges are also reflected in the open-ended questionnaire responses, where students highlighted issues such as dependence on internet access, lack of feedback when answering incorrectly, and difficulties in using the platform due to unclear instructions. Additionally, the possibility of searching for answers online raises concerns regarding academic integrity, as suggested in questionnaire responses such as "Students may search for answers on Google while working on the assignment". Additionally, several students suggested improvements, such as introducing a wider range of question formats, offering more accessible explanations after each assignment, and creating an option for students to review their responses. These recommendations indicate that while the Wordwall is functioning well, there is still potential for further development in its implementation.

These results can be explained by the Technology Acceptance Model, specifically the concept of facilitating conditions, which refers to external elements that influence how well technology is used (Alshammari & Rosli, 2020). Even if students find the tool useful and easy to navigate, technical issues and lack of adequate support can hinder its success. Thus, effective use of the Wordwall depends not only on the tool itself but also on reliable infrastructure and appropriate instructional support.

CONCLUSION

This study found that the use of Wordwall quizzes positively influenced students' grammar learning, primarily by improving motivation, engagement, and confidence in learning. Overall, students viewed Wordwall as an easy, user-friendly, and useful learning resource that transformed grammar lessons from boring and difficult to more interactive, enjoyable, and meaningful experiences. The addition of game-like features, such as quizzes, instant responses, and competitive aspects, significantly increased students' participation, thinking, and feelings, which helped them better understand English grammar. These results are supported by combined data from interviews and surveys, which showed a steady improvement in students' feelings and learning outcomes. However, the study also identified several challenges, including unreliable internet access, lack of time for learning, and platform-specific limitations, that may hinder optimal use of Wordwall in the classroom. Despite these challenges, Wordwall remains a useful digital learning tool with appropriate instructional support and design. Thus, it can be argued that Wordwall not only helps improve grammar skills but also plays a significant role in making the English learning environment more engaging, motivating, and student-focused.

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