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Developing English Vocabulary Through Wordwall

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ABSTRAK

Penguasaan kosakata merupakan komponen esensial dalam pembelajaran bahasa Inggris karena menjadi dasar pengembangan keterampilan berbahasa. Namun, mahasiswa masih mengalami kendala dalam mempelajari kosakata akibat kurangnya pembelajaran yang interaktif. Penelitian ini bertujuan untuk mendeskripsikan pengalaman, respons, dan motivasi mahasiswa dalam mengembangkan kosakata bahasa Inggris, khususnya *adjective*, melalui pemanfaatan media Wordwall. Penelitian ini menggunakan pendekatan deskriptif kualitatif dengan melibatkan 15 mahasiswa Program Studi Pendidikan Bahasa Inggris di Institut Prima Bangsa Cirebon sebagai partisipan. Data dikumpulkan melalui wawancara semi-terstruktur setelah mahasiswa mengikuti pembelajaran kosakata *adjective* menggunakan Wordwall, kemudian dianalisis secara naratif. Hasil penelitian menunjukkan bahwa Wordwall membantu mahasiswa memahami bentuk *adjective* dari aspek ejaan dan pengucapan melalui latihan berulang. Selain itu, mahasiswa menunjukkan peningkatan kemampuan dalam menggunakan *adjective* dalam kalimat sederhana serta peningkatan kepercayaan diri, terutama dalam keterampilan menulis. Penggunaan Wordwall juga meningkatkan motivasi belajar karena pembelajaran berlangsung lebih menarik dan menyenangkan. Dengan demikian, Wordwall dapat dinyatakan sebagai media pembelajaran yang efektif untuk mengembangkan kosakata bahasa Inggris baik dalam pembelajaran tatap muka maupun daring.

Kata Kunci: Kosakata bahasa Inggris, Wordwall, adjective, media pembelajaran interaktif

ABSTRACT

Vocabulary mastery is an essential component in learning English as it serves as the foundation for developing language skills. However, students still face difficulties in learning vocabulary due to the lack of interactive English instruction. This study aims to describe students' experiences, responses, and motivation in developing English vocabulary, particularly adjectives, through the use of Wordwall as a learning medium. This study employed a qualitative descriptive approach involving 15 students of the English Education Study Program at Institut Prima Bangsa Cirebon as participants. Data were collected through semi-structured interviews after students participated in adjective vocabulary learning using Wordwall and were analyzed narratively. The findings indicate that Wordwall helps students understand adjective forms in terms of spelling and pronunciation through repeated practice. In addition, students showed improvement in using adjectives in simple sentences and increased confidence, particularly in writing skills. Furthermore, the use of Wordwall enhanced students' learning motivation as the learning process became more engaging and enjoyable. Therefore, Wordwall can be considered an effective learning medium for developing English vocabulary in both face-to-face and online learning.

Keywords: English vocabulary, Wordwall, adjectives, interactive learning media

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INTRODUCTION

In today's modern era, English language proficiency is one of the most highly demanded skills. English is not only essential in the field of education but is also widely used in various sectors such as business, technology, and global communication. Vocabulary mastery plays a crucial role in language learning because it forms the foundation of the four major English language skills: listening, speaking, reading, and writing (Amaniarsih & Lala Din, 2023). Therefore, particularly in educational contexts, teachers are required to employ creative and engaging learning strategies to help students acquire and retain new vocabulary effectively.

Mastery of vocabulary supports students in developing comprehensive English language skills, including speaking, writing, and understanding other foreign languages (Soeharyono et al., 2023). Penny, as cited in (Annisa, 2021), defines vocabulary as the range of words that constitute a language used in foreign language learning. A word is considered part of vocabulary when it originates from the target language itself.

In this study, the vocabulary focus is on adjectives, which function to describe or provide information about nouns in English.

Adjectives are an important component of vocabulary learning because they enable learners to express characteristics, descriptions, and limitations of nouns. According to Mujahidah, as cited in (Raharja, 2022), adjectives in English can be classified into descriptive adjectives, which describe characteristics such as size, shape, color, and quality, and limiting adjectives, which restrict or clarify the reference of nouns, such as possession, quantity, or specification. Understanding these classifications is essential for students to use adjectives accurately in both written and spoken communication.

However, students face various challenges in mastering vocabulary. Many learners experience difficulties in improving their speaking and writing skills due to limited vocabulary knowledge. Previous studies have shown that vocabulary problems often occur in aspects such as meaning, spelling, and appropriate word usage in context (Rachmah, 2023). In addition, students tend to feel bored when learning methods are monotonous and less interactive, while the instructional media used have not fully utilized technology-based interaction.

With the rapid development of technology, digital learning media have become increasingly popular in language education. Interactive learning media can make the learning process more enjoyable, meaningful, and motivating. One such medium is Wordwall, a game-based interactive learning platform that offers various educational activities designed to increase students' motivation and engagement in learning (yuliana et al., 2025). Wordwall allows students to improve their English vocabulary without relying solely on conventional dictionaries or direct translation (Rohmatin, 2023). It provides diverse interactive features such as quizzes, crossword puzzles, and word games, which encourage active student participation and reduce learning boredom (Marinu, 2022). Furthermore, (Lestari, 2024) found that Wordwall supports students' mastery of learning concepts and offers flexibility, as it can be used in both online and face-to-face learning environments.

RESEARCH METHODS

Research Participants

Participants in this study consisted of students of the English Education Study Program at Institut Prima Bangsa Cirebon, who were willing to take part in a session on the use of Wordwall and participate in semi-structured interviews. The participants for this study were chosen through purposive sampling, namely selecting students who are in accordance with research needs, such as having basic experience in using digital platforms, taking English courses, and willing to take *the Wordwall trial* before the interview process.

Research location

This research was conducted in the campus of the Cirebon Prima Bangsa Institute, at a location that supports the data collection process. The space used was chosen to ensure a conducive atmosphere so that participants could take part in research activities and provide interview answers comfortably.

Statistical Analysis

This study utilizes a qualitative descriptive method aimed at describing and explaining phenomena through participants' verbal expressions, this approach emphasizes a deep understanding of the conditions studied based on the information submitted by the participants (Bimantara, 2024) This approach is in accordance with the research objectives, which are to present in a narrative manner students' experiences and activities and how these experiences affect their understanding of vocabulary learning through Wordwall (Ultavia et al., 2023) In line with the opinion (Fadli, 2021) qualitative research emphasizes a comprehensive understanding of phenomena in natural contexts, drawing on data obtained directly from the field rather than statistical analysis.

The data for this study were obtained through semi-structured interview sessions, where the researcher used a pre-prepared question guide and still provided investigative questions to dig deeper into the information and ensure that the participants' answers could be explained accurately (Humairah & Komalasari, 2024) Interviews were conducted to explore students' views and perceptions of the use of Wordwall, which is a game-based learning media (Game Based Learning) available in the form of an interactive website, this media

can be used as an interesting learning resource because it presents various educational activities that are able to train students' thinking skills, increase learning motivation, and make the learning process more fun and not boring (Fajar, 2023)

RESULTS

Based on the interviews conducted with 15 participants, all participants stated that the use of Wordwall made a positive contribution to helping them understand adjective forms in English, particularly in terms of spelling and pronunciation. Students perceived that repeated exercises through various activities available on Wordwall facilitated better retention and understanding of new vocabulary. One participant stated that repetition was especially helpful in remembering spelling and pronunciation, as reflected in the following statement:

Table 1. Summary of Findings

Theme	Description of Findings	Participants
Vocabulary retetion	Repetitive activities in Wordwall helped students remember adjective spelling and pronunciation	**D, C**
Pronunciation comprehension	Audio and visual features supported clearer pronunciation understanding	**C, G**
Sentence construction	Students were able to apply adjectives in simple sentences after using Wordwall	**C, A**
Contextual understanding	Images helped students choose appropriate adjectives based on context	**A**
Learning confidence	Students reported increased confidence in writing, while speaking still required further practice	**A, G**
Learning motivation	Wordwall made learning more enjoyable and less monotonous	**R**

"I repeated the practice in Wordwall so it is easier to remember how to write and pronounce adjectives." (D). This finding indicates that consistent and repetitive practice plays a significant role in vocabulary mastery. Another participant added that the audio and visual features provided by Wordwall supported pronunciation comprehension, as stated by Participant C: "The spelling becomes more memorized because it appears often; pronunciation is helped if there is audio from Wordwall or lecturer explanations." (C). However, some participants mentioned that pronunciation understanding was limited when activities were not accompanied by audio or video support. This was expressed by Participant G: "If the spelling is understood, I understand, but the pronunciation is clearer if there is a sound or video." (G). Furthermore, the findings revealed that all participants were able to apply adjectives in simple sentences after engaging in Wordwall-based learning activities. Students reported that activities such as matching, drag-and-drop, and sentence construction helped them understand the function of adjectives in sentence contexts. One participant stated: "I can make simple

sentences like she is happy or the bag is big."(C). Other participants also mentioned that the presence of images helped them select appropriate adjectives based on context, as expressed by Participant A: "If there is a picture, I know better which adjective is suitable to use." (A). Most participants also reported increased confidence, particularly in writing skills. However, several students felt that speaking skills still required further practice. Participant A stated: "I am more confident in writing English sentences because I am used to using adjectives." (A). Meanwhile, Participant G commented: "Writing is more confident, but speaking still needs more practice." (G). All participants agreed that Wordwall made the learning process more enjoyable and less monotonous. Students described Wordwall as a game-like learning medium that increased motivation. This perception is reflected in the statement by Participant R: "Learning is like playing a game, so you don't get bored."(R).

DISCUSSION

The findings highlight that students experienced positive learning processes in developing English vocabulary through the use of Wordwall, particularly related to adjectives. These findings reinforce the view that vocabulary mastery is a very important foundation for the development of overall English language skills (Amaniarsih & Lala Din, 2023) Improved understanding of spelling and adjective pronunciation through repeated practice is in line with the results of the study (Salsabila et al., 2024) which revealed that the application of vocabulary repetition strategies, including the spaced repetition approach, has a significant role in strengthening memory and increasing vocabulary retention in the long term. Interactive Wordwall activities allow students to see, read, hear, and repeat vocabulary consistently, thus helping the process of internalizing words more effectively.

The ability of students to use adjectives in simple sentences shows that Wordwall not only helps at the vocabulary recognition stage, but also at the use stage. This is in line with the opinion (Rohmatin, 2023). which implies that interactive learning media assist students in developing and using vocabulary without depending entirely on conventional learning tools, including dictionaries.

In terms of self-confidence, the results showed that the improvement was more dominant in writing skills compared to speaking skills. The findings highlight that Wordwall supports early-stage vocabulary practice before students engage in oral vocabulary use. This supports the view that game-based digital media can be an effective initial stage in building student confidence in learning foreign languages (Marinu, 2022). In addition, increasing student learning motivation is in line with the concept of Game Based Learning, where the elements of games in learning are able to create a fun learning atmosphere and increase active student involvement (Fajar, 2023). Thus, Wordwall is considered a learning medium that is suitable for use in both face-to-face learning and online learning, as also found in research (Lestari, 2024).

CONCLUSION

Students experienced positive learning processes in developing English vocabulary through the use of Wordwall as an interactive medium, especially in adjective material. Students show an increase in understanding of adjective forms, both in terms of spelling and pronunciation, through interactive activities and exercises that are carried out repeatedly using Wordwall.

In addition, Wordwall also helps students in applying adjectives to simple sentences and increasing confidence, especially in writing skills. However, some students still need additional practice to develop speaking skills. The findings indicate that the question-based learning feature in Wordwall fosters students' learning motivation by providing a more engaging and non-monotonous learning experience.

In general, Wordwall can be considered an effective and relevant learning medium to be used in learning English vocabulary, both in face-to-face learning and online learning. Therefore, it is recommended that the use of Wordwall be combined with class discussions and speaking exercises to optimize students' communication skills.

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