



IMPLEMENTATION OF THE WORDWALL APPLICATION AS A LANGUAGE LEARNING EVALUATION TOOL

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ABSTRACT

This study aims to examine the implementation of the Wordwall application as a language learning evaluation tool for fifth-grade students at SD Negeri 98 Palembang. The research employs a descriptive qualitative approach. The findings indicate that the use of the Wordwall application positively impacts both teachers and students by enhancing student motivation and enthusiasm in language learning. Evidence from interviews with teachers and students shows that integrating technology into the evaluation process promotes greater student engagement and active participation, thereby supporting the achievement of effective learning outcomes in the context of language acquisition.

Keywords: *Wordwall application, Language learning evaluation, Student engagement, Educational technology, Digital language assessment.*

1. INTRODUCTION

21st-century education emphasizes learning approaches designed to equip the current generation with the skills to keep pace with rapidly evolving technological advancements. Technology serves as a crucial learning aid, aiming to enhance students' cognitive and practical competencies (Susianti et al., 2024; Zhao, 2013; Yahya et al., 2019). Modern students tend to prefer diverse learning experiences that integrate digital tools, making it essential for teachers to adopt innovative, creative, and student-centered teaching strategies (Arifin & Setiawan, 2020; Dash, 2022; Na et al., 2024).

Learning media function as tools that

assist teachers in delivering instructional content effectively (Ina et al., 2021; Patty & Noiija, 2023; Azli et al., 2018). To maintain student engagement, teachers must understand learners' characteristics and select media that are both suitable and stimulating (Daniyati et al., 2023; Gazpio, 2021; Jaya et al., 2025). The use of educational media not only attracts students' attention but also simplifies complex concepts, making the learning process more efficient and meaningful (Magdalena et al., 2021; Neves, 2022; Jin, 2023).

One of the latest innovations that has successfully captured students' interest is interactive web-based applications that support learning activities (Megasari et al.,

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2024; Seroja Br Ginting & Fithriani, 2021; Hadiani & Rohmah, 2021). The Wordwall application exemplifies this, offering engaging and interactive quiz-based games that function as both learning resources and assessment tools. Through Wordwall, teachers can design dynamic and enjoyable learning activities that enhance students' understanding and participation (Shiddiq, 2021; Mahesti et al., 2025; Jaya et al., 2023).

In language learning, students often perceive the subject as challenging, intimidating, or monotonous, leading to reduced engagement and motivation (Nurjaya, Rahayu, & Sari, 2023; (Javaid et al., 2024; Ningsih et al., 2022). Traditional lecture-based methods, where teachers primarily explain content while students passively listen, further exacerbate this disengagement. Consequently, integrating innovative tools such as Wordwall is critical to foster interactive and meaningful learning experiences.

Observations conducted at SD Negeri 98 Palembang revealed that teachers rarely employ technology in the classroom, which correlates with students' difficulties in comprehending language concepts. Interviews with teachers highlighted that students struggled with certain language tasks due to a lack of engagement and insufficient foundational understanding. Notably, teachers reported that student participation and enthusiasm increased

significantly when interactive learning media were employed. This underscores the importance of adopting tools like Wordwall to create an engaging, student-centered learning environment that not only supports assessment but also facilitates deeper comprehension of language skills.

2. METHODS**2.1 Research methods**

The research method used by the researcher is a qualitative method with a descriptive approach. Qualitative descriptive research is a series of activities that aim to collect data as it is, in accordance with the facts that occur in the field (Tisdell et al., 2025; Neuman, 2019). In this process, the researcher acts as the main instrument in data collection, supported by other supporting instruments. According to Sugiyono (2021) This method is a research approach based on postpositivism philosophy and is used to research objects in natural conditions.

2.2 Data collection technique**1) Observation**

Observation is a data collection technique where researchers go directly to the field. Then the researcher observes the symptoms being studied and describes the problems that occur (Van Maanen, 2025). This problem can then be connected with other data collection techniques, such as interviews, and the results obtained will be

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compared with previous theories and research (Sahir, 2021, p. 30).

2) Interview

According to Sahir (2021) and Kvale (2021), Interviews are a data collection technique that involves asking a number of questions to sources related to the research to be studied.

3) Documentation

Documentation is a data collection technique by recording existing data obtained through documents (Andriani, et al., 2020, p. 149). Document studies are very important because they can build the credibility of research by providing relevant data and supporting the findings obtained from the field (Sugiyono, 2019, p. 314).

2.3 Data Analysis Techniques

Neuman (2019) states that data analysis is a systematic process for finding and organizing data obtained from various sources, such as interviews, field notes, and documentation. This process involves grouping data into categories, exploring them into units, synthesizing them, and arranging patterns to facilitate understanding. Data analysis aims to produce conclusions that can be understood by researchers and others. In addition, data analysis is very important in research to ensure that the results obtained are valid and accountable. Data analysis techniques consist of:

1) Data Reduction

Data reduction is the process of summarizing, selecting, and focusing relevant information, and identifying themes and patterns. Reduced data provides a more structured picture, facilitates further data collection, and speeds up information retrieval when needed.

2) Data Presentation

After the data is reduced, the next step is to display the data. In qualitative research, data presentation can be done through brief descriptions, diagrams, relationships between categories, and other formats. By displaying the data, understanding the situation that occurs becomes easier, and helps in planning the next steps based on the understanding that has been obtained.

3) Conclusion and Verification

Conclusion or verification is the final step in the process of analyzing qualitative research data. Conclusions in qualitative research are new results that have never been obtained before. These results can be in the form of a description or picture of an object that was initially unclear until it became clear after an investigation was carried out.

3. RESULT AND DISCUSSION

Based on the research findings, the implementation of the Wordwall application at SD Negeri 98 Palembang has been proven

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effective as a tool for evaluating language learning. The application successfully enhances students' enthusiasm and engagement in interactive and enjoyable evaluation activities. The use of Wordwall also provides positive benefits for both teachers and students, as reflected in the responses obtained from interviews with participants. The researcher will further present and discuss the findings of the study conducted at SD Negeri 2 Jabung.

Results**1) Using Wordwall Applications as Learning Evaluation Tools**

The Wordwall application is an interactive, game-based learning platform that enables teachers to design a variety of evaluation questions in an engaging and user-friendly manner, using customizable templates suited to the subject matter. Its use as a language learning evaluation tool has shown positive outcomes due to features such as question randomization and the ability to set completion deadlines, which allow teachers to efficiently manage and analyze students' learning progress. Additionally, students can immediately view the results of their assessments, making the learning process more transparent and responsive.

In the classroom, Wordwall contributes to a more dynamic and creative learning environment, increasing student engagement and participation during language learning evaluations. While some students may struggle with certain concepts, the platform still supports comprehension by reinforcing

key ideas. Its flexibility allows it to be applied across multiple subjects, offering diverse and stimulating approaches to teaching and assessment.

Although challenges exist, such as the need for adequate devices and reliable internet access, Wordwall continues to have a significant positive impact by facilitating a more interactive, organized, and effective learning process. To address difficulties in understanding among some students, supplementary strategies may be necessary to ensure all learners grasp challenging or less engaging material. Overall, the use of Wordwall as a language learning evaluation tool proves highly effective in enhancing both the quality of instruction and overall student engagement, as reflected in interview results from teachers and students.

2) Results of Observations of Teacher and Student Activities**a. Teacher Activity Observation**

Based on the researcher's observations, the teacher begins the lesson with routine activities, including leading a prayer and greeting students, signaling the official start of the class. The teacher then provides apperception and motivation by giving clear instructions to prepare students for active participation in the learning process. During the lesson, the teacher actively engages students by asking relevant questions and clearly communicating the learning objectives. Instruction is consistently connected to students' daily experiences, making the

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language learning more meaningful and relatable. Students are also encouraged to participate in question-and-answer sessions and collaborate in drawing conclusions at the end of the lesson. Finally, the teacher concludes the session with a prayer, ensuring that the learning process runs smoothly, systematically, and with purposeful engagement.

b. Student Activity Observation

The researcher's observations revealed that most students paid close attention during the teacher's explanations, although some students remained less focused. Students actively engaged in the learning process, demonstrated by their willingness to answer questions and ask for clarifications, even if their responses were not always correct. Their enthusiasm was particularly noticeable during evaluation activities related to the lesson content. Additionally, students took notes on the material presented, which helped them better understand and retain the lessons.

3) Teacher and Student Interview Results**a. Teacher Interview Results**

According to interviews, the teacher typically begins the lesson with a prayer and motivational instructions to maintain students' enthusiasm. The teacher also provides additional explanations beyond the lesson content as tips to enhance engagement. In previous lessons on language-related topics, the teacher had utilized other interactive tools such as

Quizizz before implementing the Wordwall application. The introduction of Wordwall showed a notable improvement in students' understanding and engagement, though some students still faced challenges in fully grasping the material. Overall, Wordwall was considered an effective and suitable tool for language learning evaluation because it increased student motivation and active participation. However, careful preparation and further refinements are needed to optimize its effectiveness.

b. Student Interview Results

Interviews with students across three performance categories highlighted differences in interest and comprehension. Students in the high-performance category expressed strong interest in language lessons and demonstrated a solid understanding of the material, largely due to focused attention and support from interactive media like Wordwall. Students in the medium-performance category showed moderate interest, particularly with simpler material, but sometimes struggled to maintain concentration and fully comprehend more challenging content. Students in the low-performance category generally found language lessons uninteresting and experienced difficulties understanding complex concepts. Although Wordwall provided valuable support, its effectiveness was limited for these students, indicating a need for supplementary methods or approaches to help them more easily grasp challenging

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material.

Discussion

The implementation of the Wordwall application as a tool for evaluating language learning has demonstrated a significant positive impact on both teachers and students. Its interactive, game-based features, along with easily customizable templates, allow teachers to create engaging and effective evaluation questions, facilitating efficient management and analysis of student learning outcomes while providing students with immediate access to their results, thereby making the learning process more responsive and enjoyable (Ayubi et al., 2025; Royani et al., 2021). Despite technical challenges such as the need for adequate devices and reliable internet connectivity, Wordwall has been shown to foster a more dynamic and stimulating classroom environment, increasing student motivation and participation, particularly in lessons involving complex concepts (Salam et al., 2020; Umar et al., 2023). Observations indicate that teachers conduct learning activities in a structured and systematic manner, beginning with preparation through prayer and motivational guidance, delivering material connected to students' daily lives, and actively involving students through question-and-answer sessions and collaborative conclusion-making, which strengthens students' engagement in the learning process. Interview results further revealed variations in

student interest and comprehension, with high-interest students demonstrating strong understanding, especially when supported by interactive media such as Wordwall, while students with moderate interest showed adequate comprehension but sometimes lacked concentration, and those with low interest struggled to grasp concepts and found learning monotonous. These findings align with prior research indicating that game-based and interactive evaluation media can enhance students' cognitive, affective, and behavioral engagement, but may require additional strategies to support learners who face difficulties in understanding challenging material (Rusdarti et al., 2021; Susilawati, 2023).. Overall, integrating Wordwall into language learning evaluation contributes positively to instructional quality and student engagement, fostering a more interactive and enjoyable learning environment, yet ongoing adaptations and complementary instructional strategies remain essential to optimize learning outcomes for all students and ensure the technology is accessible and effective across varying levels of student ability.

4. CONCLUSION

Based on the qualitative descriptive research conducted, it can be concluded from teacher and student interviews that the use of the Wordwall application as a language learning evaluation tool for fifth-grade students at SD Negeri 98 Palembang is highly

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effective. The application enhances students' motivation and enthusiasm for learning while providing significant benefits for teachers and students alike. For teachers, Wordwall simplifies the creation of interactive and diverse evaluation questions through its range of customizable features. Its flexibility also allows it to be applied across multiple subjects, not limited to language learning alone.

For students, the game-based and interactive nature of Wordwall fosters a more engaging and enjoyable learning environment, promoting active participation and sustained interest in the evaluation process. Evidence from interviews demonstrates that this interactive approach contributes to a lively and stimulating classroom atmosphere. Overall, the integration of Wordwall into language learning evaluation enhances the interactivity of the learning process and strengthens students' involvement, thereby supporting the achievement of learning objectives more effectively.

For future research, it is recommended to explore the long-term impact of Wordwall on students' language proficiency and retention, as well as to investigate strategies for optimizing its use for students with varying learning needs. Additionally, studies could examine the combined use of Wordwall with other digital tools to develop a more comprehensive and adaptive language learning evaluation system.

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