

## Bridging Technology and Language Learning: Vocational Students' Perceptions of Wordwall in ELT

Rara Raudhah Sakha Mahardika, Soviyah\*, Eryke Sukma Widiarna  
 English Language Education Study Program, Universitas Ahmad Dahlan, Yogyakarta, Indonesia.

**Keywords:** *ELT; Learning media; Perception; Vocational school; Wordwall*

### Article history

Received: 31 January 2025

Revised: 5 February 2025

Accepted: 23 February 2025

Published: 27 February 2025

\*Corresponding Author Email:

[soviyah@pbi.uad.ac.id](mailto:soviyah@pbi.uad.ac.id)

Doi: 10.20961/paedagogia.v28i1.98989

© 2025 The Authors. This open-access article is distributed under a CC BY-SA 4.0 DEED License



**Abstract:** This study explores the students' perceptions or responses to the use of Wordwall as learning media in English learning activities. It focused on ease of use, impact on motivation, material comprehension, vocabulary improvement and challenges as well as future plan with it. Conducted in August 2024 in one public vocational school located in the suburban area of Yogyakarta, Indonesia, it involved 21 vocational school students specializing in fashion design. The research adopted survey-based research. The research instrument was a questionnaire containing both closed and open ended questions. The collected data were analyzed quantitatively and qualitatively. The results show that students perceive the use of Wordwall as English learning media positively as it's easy to use, it's able to improve students' motivation, helps understand the materials taught, and improves vocabulary mastery. Although there are some technical challenges when using it, the students tend to prefer Wordwall and continue using it in the future. These findings confirm the potential of Wordwall as an effective learning tool in the context of English Language Teaching (ELT) in vocational schools.

**How to cite:** Mahardika, R. R. S., Soviyah & Widiarna, E. S. (2025). Bridging Technology and Language Learning: Vocational Students' Perceptions of Wordwall in ELT. *PAEDAGOGIA*, 28(1), 152-165. doi: 10.20961/paedagogia.v28i1.98989

### INTRODUCTION

Education is one of the important aspects in the development of human resources in a country. In today's digital era, information and communication technology has changed many aspects of life, including in the world of education. Innovation in teaching methods and the use of interactive learning media is becoming increasingly important to attract students' interest and increase the effectiveness of the teaching and learning process. As educators embrace these innovations, they can foster a more stimulating learning environment that encourages critical thinking, collaboration, and creativity (Ningsih & Sari, 2021).

English Language Teaching (ELT) plays a vital role in the development of language skills, particularly in today's digital era, where information and communication technology significantly influences education (Procel et al., 2024). Media, encompassing print, electronic, digital, and oral forms, serves as essential tools for delivering content and facilitating communication in the classroom. The integration of digital media—such as the internet, applications, and social media—into ELT not only enhances access to diverse resources but also fosters interactive and collaborative learning environments (Fitria, 2023). By leveraging these media, educators can engage students more effectively, encouraging critical thinking and creativity, while also bridging gaps in communication and cultural exchange. This innovative approach in ELT ultimately aims to prepare students for a globalized world, where language proficiency and digital literacy are increasingly intertwined.

Media refers to the channels or tools used to communicate information, messages, or content to an audience. Types of media include print media such as newspapers, magazines, and books; electronic media like television, radio, and film; digital media encompassing the internet, applications, and social media; as well as oral media such as lectures or speeches. Media plays a crucial role in delivering information, connecting individuals, and influencing public opinion. Media is also often used to support

various activities, particularly digital media, which comprises the internet, applications, social media, and other online platforms. Digital media, including the internet and applications, has become an important tool in supporting various activities, ranging from education to professional collaboration, enabling broader access to information and more effective interaction (Johnson, L., Adams Becker, S., & Cummins, M., 2020). Digital media has significant advantages, including the ability to provide instant access to various types of content and user interaction. In digital media, we can share information, collaborate, and communicate globally.

In the context of education, media is often utilized as a tool to enhance the teaching and learning process. The appropriate use of media can enrich students' learning experiences, making them more engaged and motivated. According to Mayer (2019), the use of suitable media can improve students' understanding and increase information retention. Additionally, Clark (2021) emphasize that the integration of media in learning can create a more interactive and engaging learning experience. This is particularly important in today's digital era, where students are accustomed to technology and expect innovative teaching methods. In the context of the digital era nowadays, media not only serves as a conduit for information but also as a tool for building learning communities (Ahmad, 2024). By utilizing digital platforms, students can collaborate on projects, discuss through online forums, and easily share resources. Vygotsky (2023) highlights the importance of social interaction in the learning process, and digital media allows students to interact with peers and educators more flexibly. Thus, the media acts as a bridge connecting students with the knowledge and resources they need to achieve their learning goals. Digital-based media holds great potential for supporting more effective and inclusive education (bmi et al., 2023). Through the utilization of varied digital media, educators can create learning environments that are responsive to the needs and preferences of students, facilitating a more comprehensive and immersive learning experience (Jasmine, 2014).

In Indonesian educational context, along with the development of technology, many teachers have begun to adopt various digital learning platforms to increase students' engagement in the classrooms. For example are YouTube, Kahoot, Padlet, Quiziz, and Wordwall (Habibi et al., 2020). Among these media, Wordwall has been gaining popularity among teachers and students (Belvin et al., 2024), and this is one of the main reasons why this research is taking it as its subject. Wordwall is an interactive learning medium that offers different types of games using technology such as smartphones or laptops. This media functions as a tool to make it easier for students to carry out activities in the classroom (Jesslin & Kurniawati, 2020). Wordwall offers a variety of tools to create engaging and interactive learning activities. Moreover, Wordwall facilitates teachers in designing quizzes, games, and exercises that students can easily access. Thus, the use of Wordwall is expected to provide a more enjoyable and effective learning experience (Agusti & Aslam, 2022).

This study aims to explore the students' views or perceptions of the use of Wordwall as an English learning medium. Perception is a certain way of thinking and attitude about something, the ability to think about problems and decisions in a reasonable way without exaggerating their interests (Jesslin & Kurniawati, 2020). Gibson and his colleagues (1989) in their book *Organization and Behavior Management*, Structure defined perception as "the cognitive process that individuals use to interpret and understand the environment around them (towards objects)." They also define that perception is the way individuals give meaning to the environment. Thus, each individual can give a different meaning to the stimulus even though it is the same object (Akbar, 2015). Perception is a key factor in students' success. When students have a negative view of difficult and abstract subjects, it can lead to negative behaviors during their learning (Kamila et al., 2024). On the other hand, when students have a positive perception of a subject, it will indirectly boost their involvement during the learning process and lead to greater achievement in that subject. This indicates that students' perceptions of a subject are very important (Sya'diyah et al., 2024). Teachers need to be proactive and take the initiative to enhance their skills and develop effective teaching methods to create positive perceptions and engage students' interest, making them more enthusiastic about learning (Masyuniza, 2015). Useful tools can create a positive learning environment and motivate students to develop their language skills (Arsini et al., 2022). Yilmaz's (2017) study confirms this indicating that game-based learning has diminished students' fear of learning while enhancing their interest in it. Different and interactive media are important for making learning more engaging and

effective. In the context of this research, the importance of students' perceptions towards the learning media they use in the English classes can influence their motivation and engagement in the learning process. Moreover, engaging and interactive learning media can enhance students' understanding of the material and the skills needed in this field.

Several studies have been conducted to get insights of how students perceive technology use in their English learning process. Generally, these studies showed that the use of technology in English education are positively perceived and affecting the students' learning achievement, including Wordwall application. Taking a research focus on assessment, Saputra et al. (2023) examined students' perceptions of Wordwall as an online assessment tool for teaching English at MTs. Alif Laam Miim Surabaya. Their research, using questionnaires and interviews, revealed a positive perception, with 16 out of 25 students expressing enthusiasm for the platform. Key findings included increased student engagement, a desire for continued use, and enhanced competition among peers, showcasing Wordwall's effectiveness in creating an interactive learning environment. Additionally, Sya'diyah et al. (2024) examined teachers' perceptions of Wordwall media for teaching English basic vocabulary in junior high schools. They found positive feedback from teachers. Using qualitative methods and questionnaires, the research indicated that Wordwall enhanced student engagement and made lesson preparation easier. Consequently, the study recommends incorporating Wordwall in English vocabulary instruction. Another research is the one that was conducted by Rodriquez (2023). He examined Wordwall.net's effectiveness as a vocabulary learning tool among pre-service EFL teachers in Santiago, Chile. Using semi-structured interviews, the study found positive perceptions regarding its usability and effectiveness in enhancing vocabulary acquisition and student engagement. However, not many studies that have specifically explored the perceptions of Wordwall use in a vocational school context. Studies on the perceived use of word wall platforms in English classes among vocational students are found very limited. In fact, in practice, research on this issue is urgently needed to serve as a reference for improving English learning policies and qualities for vocational school students.

This study aims to explore the views or perceptions of the use of Wordwall as a learning medium among students of one of the public vocational schools located in a suburban area in Yogyakarta Indonesia taking fashion design as their specialization. The focus of this research is to understand students' perceptions or responses to the use of Wordwall in English teaching and learning activities, as well as its impact on motivation, material comprehension, and improvement of English vocabulary. Adopting a survey-based research, it includes the distribution of a close and open ended questionnaire. Additionally, this research provides in-depth insights into students' experiences in using Wordwall, including the challenges they encounter when using it and their future plan with it as well. Through this research, it is hoped that the potential and effectiveness of Wordwall in supporting English learning in vocational schools can be identified, as well as the recommendation for teachers in integrating technology in the English teaching and learning process optimally.

## **THEORETICAL REVIEW**

### **Wordwall**

Wordwall is an interactive digital platform designed for creating customizable educational activities such as quizzes, matching exercises, word games, and other gamified learning tools. Launched in 2014, Wordwall has become widely recognized for its simplicity, versatility, and accessibility, making it a favorite among educators worldwide. The platform offers various kinds of templates that can be used and modified for diverse instructional needs, making it possible for teachers to create activities that align with specific learning objectives. Wordwall's interactive design encourages active participation, making it especially effective for engaging students in both traditional and virtual classrooms (Wordwall.net, 2023).

Initially developed to support language teaching, Wordwall has evolved to encompass a broad range of subjects, including mathematics, science, social studies, and arts. It is now used at various educational levels, from primary schools to higher education. Its cross-curricular potential allows teachers to integrate creative learning activities into lesson plans, making abstract concepts more tangible and accessible to learners (Rahmawati et al., 2021). Moreover, It supports multiple languages, further enhancing its global

appeal and adaptability for various classroom settings (Pérez-Cañado, 2020). By providing both printable and digital options, Wordwall bridges the gap between traditional and modern teaching methods, allowing educators to cater to the specific needs of their students (Setyowati & Wulandari, 2022).

In education, Wordwall serves as a tool for active and experiential learning. It enables teachers to design activities that cater to a broad spectrum of students' learning styles, fostering engagement through interactivity and competition (Hasram et al., 2021). It empowers teachers to transform ordinary lessons into dynamic, interactive experiences, providing a learning environment where students can actively explore, practice, and apply new knowledge. Its gamified features help maintain student motivation, making it particularly effective in blended and online learning environments (Pérez-Cañado, 2020). Moreover, Wordwall promotes collaborative learning through group activities and class-wide competitions, encouraging interaction and teamwork among students. Additionally, teachers can also use it for formative assessment by creating quick and interactive quizzes that provide instant feedback (Hussein & AbuSeileek, 2025).

However, Wordwall has got some limitations. Free accounts offer limited templates and features, which may constrain educators who rely on its free version (Huda & Kusumawanti, 2024). Additionally, the platform's functionality is heavily dependent on internet connectivity, which can be a significant challenge in low-resource settings (Agbeyangi & Suleman, 2024). Despite these drawbacks, Wordwall remains a valuable tool in modern pedagogy due to its versatility, ease of use, and capacity to enhance learner engagement and motivation (Swari, 2023).

### **English for Vocational School**

In Indonesian vocational school context, English education aims to equip students with communicative English skills relevant to some specific fields, such as tourism, engineering, or business. The government emphasizes English as a vital tool for improving graduates' competitiveness in the global job market (Kemendikbud, 2020). Currently, under the national curriculum, English is taught with a practical focus, aligning with the *Merdeka Belajar* policy. In the aspect of the curriculum, it integrates English into vocational subjects, emphasizing functional language skills such as writing resumes, conducting presentations, and handling workplace communication. Meanwhile, learning materials are often contextualized to align with students' vocational fields, fostering relevance and applicability (Suryani, 2021).

One of the specialization in vocational schools is Fashion Design. In this specialized field, English is taught in order to meet the specific needs of the fashion industry. It aims to prepare students for global engagement in the fashion sector. The curriculum emphasizes practical communication skills, including industry-specific terminology, reading comprehension of fashion-related texts, and effective writing for design documentation. A study by Amelia (2017) highlights the development of English reading materials specifically designed for Fashion Design programs, underscoring the importance of contextualized learning resources in enhancing students' comprehension and application of industry-specific content. Regarding instructional time, the national curriculum mandates a specific number of hours per week which is allocated for 3 instructional periods per week, with each period lasting 45 minutes, totalling 135 minutes weekly. However, there are problems persisting, such as limited teaching resources, limited access to technology, large class sizes, and varying English proficiency levels among students (Setiyadi et al., 2022). Addressing these challenges requires many things such as sufficient teacher training and better resource development as well as better access to technology.

## **METHOD**

This study adopted a survey-based research type. The data collection technique was a survey lasting for 22 days from August 7 to August 29, 2024 in SMK Negeri 2 Sewon, a suburban vocational school located in Bantul, Yogyakarta, Indonesia. It applied population sample as its sampling technique involving all students taking Fashion Design specialization of 2023/2024 academic year. In total, there were 21 students serving as respondents. The data were collected through a closed and open-ended questionnaire distributed to all the respondents. This was done in order to allow researchers to deeply understand the social context and meaning contained in the object of research (Creswell, 2013). The data

analysis process was primarily conducted using a simple quantitative descriptive method, where the researchers calculated percentages for each aspect or item in the questionnaire. This approach allows for a clear overview of the respondents, identifying trends and drawing relevant conclusions based on the collected data.

As for the research instruments, In this study, the researchers used a questionnaire regarding students' perceptions of Wordwall. This questionnaire includes a range of closed and open-ended questions aimed at assessing various dimensions such as ease of use, motivation, material understanding, vocabulary improvement, and challenges faced by the respondents as well as their future plan with it (Creswell, 2013). This study utilized the analysis of questionnaire results based on eight questions developed from the theory of Hutchinson and Waters (1987). The indicators and questionnaire items in this research were adapted and modified from the study by Arsini et al. (2022), and the questions were tailored to meet the specific needs of the research. Since the items were adopted and developed from a well-established study, they were considered reliable and trusted, as recommended by Creswell (2014) and Dornyei (2010) regarding the adaptation of validated instruments. As for the content validation procedure, all items in the questionnaire had been discussed with, confirmed, and validated by experts in both ELT and vocational school fields.

**Table 1.** Blueprint Research Instrument

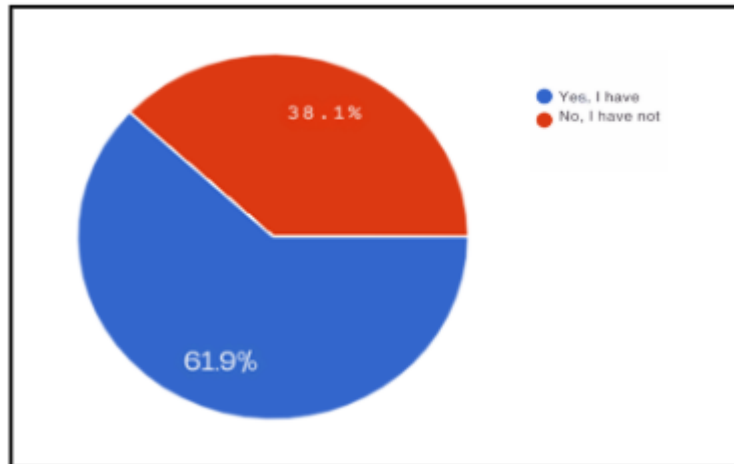
Aspects	Item of the questionnaire
Usage	(1) Have you been familiar with Wordwall? (2) Wordwall is easy to use (6) You are very helped in learning English using Wordwall
Motivation	(3) Learning with Wordwall can help you increase your interest/motivation in learning English.
Material understanding	(4) Studying with Wordwall can improve your understanding of the material being taught in class.
Vocabulary improvement	(5) Studying with Wordwall can help you improve your English vocabulary.
Difficulty and challenges	(7) Do you have any problems or difficulties using the Wordwall? Please include your reasons.
Future plan with Wordwall	(8) Do you want learning with Wordwall or other learning media to continue to be used in learning activities? Please include your reasons.

To begin, respondents are asked about the use of Wordwall, specifically whether they have been familiar with the platform and, if so, how frequently they engage with it in their learning activities (options include Daily, Weekly, Occasionally, or Sometimes). The ease of use is evaluated on a scale from 1 to 5, where 1 signifies "Very Difficult" and 5 signifies "Very Easy," aligning with the Likert scale methodology introduced by Likert (1932). In terms of motivation, the questionnaire includes inquiries about whether using Wordwall increases their motivation to learn English. Meanwhile, the understanding of material is assessed by asking students if they agree Wordwall helps them better comprehend the content, with a little follow-up request for specific examples of how the platform has aided their learning. Regarding the vocabulary improvement, it's explored through a question regarding whether the platform has contributed to enhancing their English vocabulary. Additionally, the questionnaire also consists of two open-ended questions given to the respondents in order to dig out data on the difficulties the respondents might have encountered while using Wordwall and the future plan they have with Wordwall. This structured approach aims to provide comprehensive insights into students' experiences with Wordwall in their English learning process.

## RESULT

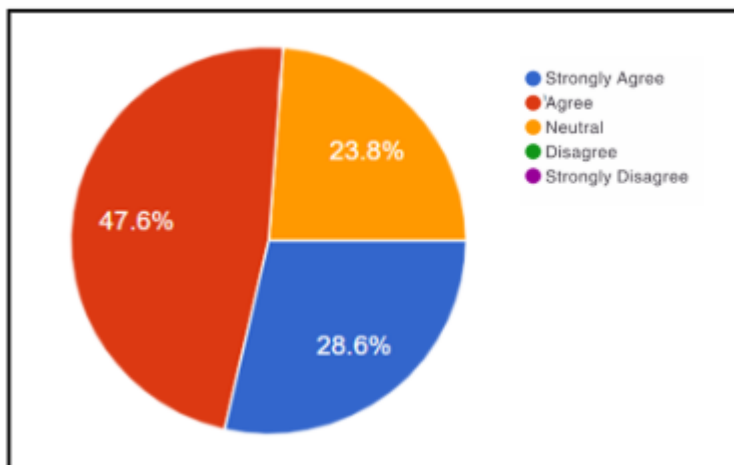
### Wordwall use

Referring to the blueprint of the questionnaire, for the aspect of word wall use, three questions were given to the respondents. For the first question "Have you been familiar with Wordwall?", the results showed that out of 21 respondents 61.9% stated yes they have been familiar with it while 38.1% of them admitted that they haven't been so familiar with it and used it only sometimes during the English learning activities they took. These findings indicate that majority of the students are familiar with Wordwall learning media, which can be the basis for further utilization in their English learning process.



**Figure 1.** Respondents' Familiarity with Wordwall

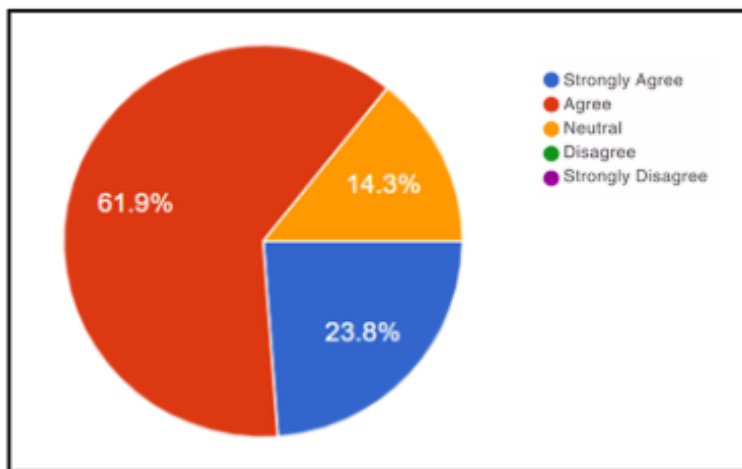
Furthermore, as for the second question regarding the statement "Wordwall is easy to use", out of 21 respondents, the majority of respondents perceived it positively as 47.6% of respondents chose to agree and 28.6% chose to strongly agree and no one chose to disagree or strongly disagree. When further asked why they perceived Wordwall to be easy, the respondents explained that it's because it doesn't require much effort to understand. They also felt that it's quite intuitive in the context of learning English. In summary, for these reasons, they found that they felt comfortable and confident when using it in their English learning process. However, there was one interesting fact about this item. There were 23.8% of the respondents who gave a neutral answer. This phenomenon is very important to study further because the neutral answer is quite ambiguous to determine.



**Figure 2.** Wordwall ease of use

The third item in wordwall use aspect asked the respondents about whether Wordwall helps the English learning they take. For this question, no one stated disagree nor strongly disagree. Majority of the

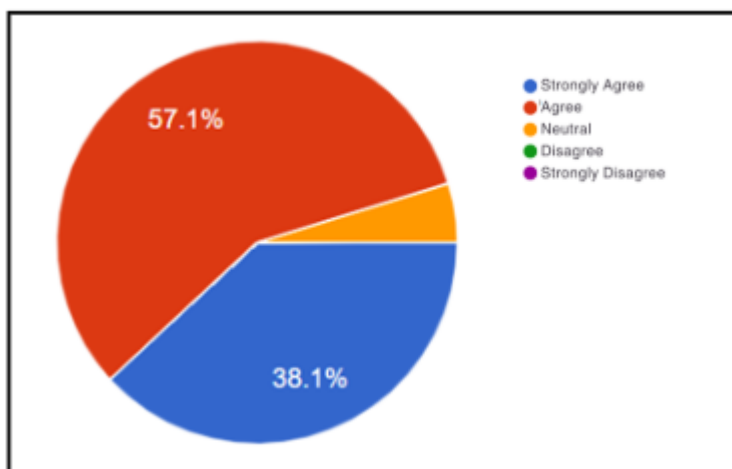
respondents strongly agreed and agreed reaching 61.9% and 23.8% respectively. Meanwhile there were 14.3% respondents who stated neutral. These results indicate that the majority of the respondents felt significant benefits from using Wordwall in their English learning process. On the other hand, the 14.3% respondents who were neutral need to be studied and researched further, as these data are quite ambivalent and require more in-depth and specific research.



**Figure 3.** Wordwall helps the English Learning

### Motivation

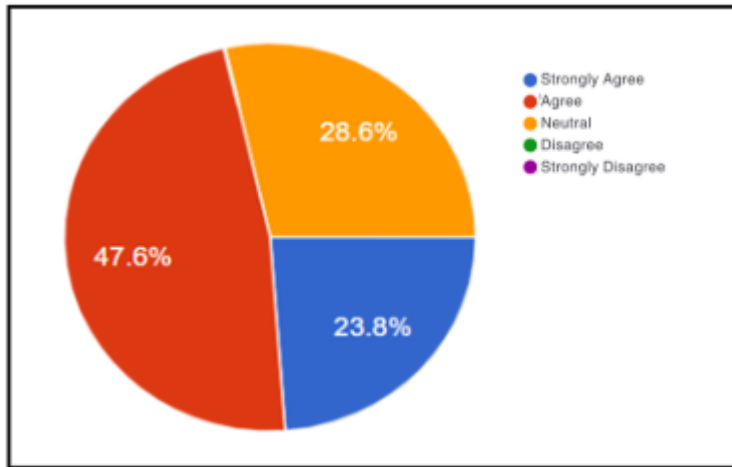
As for the motivation aspect, the item asked was: "Learning using Wordwall can help increase your interest and motivation in learning English". And responding to this statement, out of 21 respondents, 95.2% showed positive perception as 57.1% respondents choosing agree and 38.1% stating strongly agree. Interestingly, no one perceived the statement negatively as no one chose disagree or strongly disagree. Thus, it can be concluded that the use of Wordwall in the learning process has great potential to increase students' interest and motivation in learning English.



**Figure 4.** Motivation Improvement

### Materials Understanding

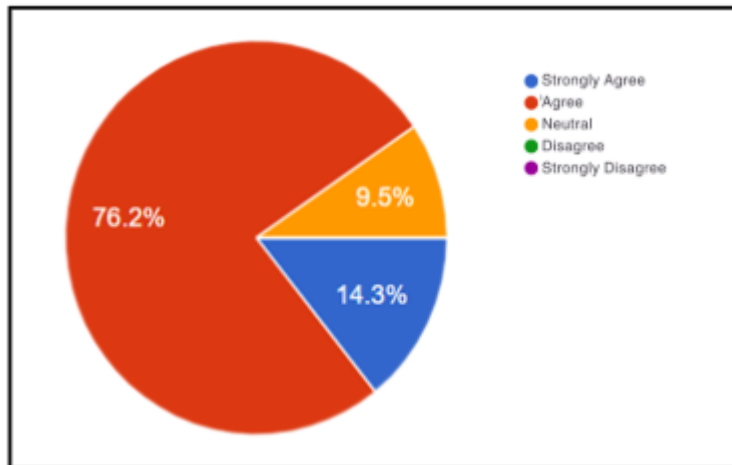
Of materials understanding aspect, the item asked was whether learning with Wordwall can improve their understanding of the material being taught in the classroom. The survey results showed that the majority of the respondents responded positively. Out of 21 respondents, a total of 23.8% said they agreed, while 47.6% voted for the option strongly agreed, and the remaining 28.6% were in a neutral position. These findings show that the use of Wordwall in the learning process can contribute to improving students' understanding of the material taught in the classroom, especially in the context of this study.



**Figure 5.** Materials understanding

### Vocabulary Improvement

As for the vocabulary improvement, the respondents were given question whether learning with Wordwall can help them improve their English vocabulary. For this item, majority of the respondents responded positively as they chose agree and strongly agree options reaching the percentage of 76.2%, and 14.3% respectively. This shows that the majority of the respondents perceive that Wordwall is effective in helping them improve their English vocabulary. Meanwhile, there were 9.5% respondents who chose the "neutral" option and none of the respondents chose the category of "disagree" or "strongly disagree." Overall, the results of this survey reflect a strong positive attitude among students towards the use of Wordwall as a tool in learning English, especially in improving their vocabulary.



**Figure 6.** English Vocabulary Improvement

### Difficulty in Using Wordwall

Regarding the difficulty of using Wordwall, the results of the survey show that the majority of respondents did not report any problems. Statements such as "No, I don't have any problems using it", "No, because everything works well", "No, I don't find any problems" are the most common statements made by the respondents. However, even though the majority of the respondents did not report any problems, a small number of respondents mentioned several issues that cause obstacles or difficulties when using Wordwall. A few respondents indicated that there was a problem with the difficulty of logging in, stating: "There was a little problem at the beginning because it takes too long to log in" and "... it's not easy to log in". In addition, a few other respondents reported problems related to incompatible devices, limited



Internet access, and unstable Wi-Fi access as problems and challenges they encountered while using Wordwall. All in all, not many problems were reported while using Wordwall and only a small percentage of respondents have difficulties using Wordwall. Based on the analysis, it can be inferred that the problems faced by the students do not come from the Wordwall itself, but are influenced by external factors that affect the access and use of the application.

### **Future Plan with Wordwall**

Regarding the respondents' future plan with Wordwall, an open-ended question was given to them asking if they have a plan to use Wordwall for learning English in the future. As the answers, out of 21 respondents, all of them reported that they will use it in the future. Interestingly, although all the respondents showed a tendency to choose Wordwall, they had different reasons for their choice. Some respondents stated that they would use Wordwall because it's cheaper and more cost effective. While the majority of respondents stated that they plan to use it in the future because it's fun to use, giving various statements such as:

*"Yes, I plan to use it because it makes lessons fun and exciting, not boring, and doesn't make me sleepy when studying. By using Wordwall, I can understand the materials better".*

*"Yes, I will use wordwall because using it is much fun".*

*"I really want to use it because it makes English learning more exciting and fun".*

*"Yes, I like wordwall and plan to use it in the future because it is sharpening the mind".*

*"Yes, I plan to continue use wordwall because it's not boring".*

*"Sure, I plan to use it in the future because using wordwall is exciting".*

*"I like wordwall. Though there are other learning media which have their own pleasures, to me, Wordwall provides a more interesting experience".*

## **DISCUSSION**

The use of Wordwall as a learning medium among students of class X Fashion Design specialization of SMK Negeri 2 Sewon, a suburban vocational school in Yogyakarta Indonesia, shows significant findings related to the usage, motivation, material understanding, and vocabulary improvement. Of these aspects, the majority of the respondents show positive perception as they chose to agree and strongly agree to each question and item given, and none chose disagree or strongly disagree. This fact indicates that overall, students tended to have a positive view of the use of Wordwall in English language learning. Moreover, these findings indicate the potential of Wordwall as an effective tool in supporting the English learning process among vocational school students. As for the reasons why they have such a positive perception over Wordwall, the survey results reveal that it's because Wordwall is convenient to use, easy, and fun that makes learning more enjoyable. With such perception, the students are able to enjoy learning and be more active. As a result, their motivation and interest improve as well (Febriadi & Nasution, 2017).

Regarding the students' acceptance and familiarity with Wordwall, a significant 61.9% of the students state that they are familiar with Wordwall as most of them have prior experience with it. This indicates a strong familiarity that facilitates its use in learning (Alkalah, 2016). This comfort level allows students to navigate the platform efficiently, focusing on content rather than technology (Wlodkowski & Ginsberg, 2017). Moreover, familiarity enhances students' motivation and participation, enabling richer interactions and deeper understanding. In the ELT context, English teachers can leverage this existing

knowledge to integrate Wordwall into their teaching strategies, as it can create dynamic and engaging learning experiences that improve learning outcomes.

As for the issue of ease of use, the survey results show that students found Wordwall easy to use, with the majority voting the option agreeing and strongly agreeing. This fact that the students are convenient and therefore have a positive perception indicates that using wordwall can create a positive learning atmosphere. Under such a positive learning situation, the students feel confident and do not feel pressured when using the platform (Ismaya & Puspitaloka, 2024). Moreover, ease of use is one of the keys to success in the adoption of educational technology, because students do not need to spend time understanding how the platform works, but can immediately focus on learning (Soviyah & Etikaningsih, 2018). This is in accordance with the explanation of Davis et al., 1989, which lists the perception of usability, perception of ease of use, attitude, and intention to use to become important factors that affect the adoption of technology and services, in this case, learning media technology (Yalina, 2018).

The survey results also show that Wordwall has the potential to help them understand the subject matter better which then increase their interest and motivation in learning. The majority of students agree that learning with Wordwall helps them better understand the material being taught. This shows the effectiveness of Wordwall in providing a better learning experience which then helping them be able to understand the materials. As materials comprehension improves, the students' motivation and interest increases as well, which makes them be actively involved in the learning process and achieve better outcomes (Media & Interactive, 2024). This underlines the study by Sanjaya (2014) which highlights that the function of motivation in learning is very important. When learning relies solely on lectures without actively involving students, it'll be seen as a separate pattern (Wandari et al., 2024). As a result, this not only has the potential to make students, who are as recipients of information, feel bored but can also disrupt the learning atmosphere. By using learning media, it is hoped that students will be more motivated to learn (Rahmi, 2019). Practically, this implies that the development of learning media should not only include artistic aspects, but also make it easier for students to understand the material taught, so that it can increase their enthusiasm for learning (Sanjaya, 2014).

In relation to vocabulary mastery improvement, the students perceive that Wordwall can help them master English vocabulary better with 90.5% of the students believe that Wordwall effectively aids them in expanding their English vocabulary. This once again highlights the potential of Wordwall used as a learning tool to enhance students' language acquisition. Wordwall provides engaging and enjoyable practical language learning experiences (Nisa et al., 2024). Moreover, this learning medium allows students to learn vocabulary in a way that complements traditional theoretical instruction, fostering a deeper understanding and retention of language skills crucial for their academic success (Salazar González, 2024).

In regard to the difficulty in using Wordwall, although most students do not report difficulties with Wordwall, a small number do experience challenges, including login issues and limited internet access. These findings highlight the importance of having adequate technical support and infrastructure in place. Ensuring that all students can access the platform is crucial for maximizing its educational benefits (Soviyah & Bestari, 2019). Technically, the challenges faced by these students are known to be primarily linked to external factors rather than the design or functionality of Wordwall itself. Addressing these challenges can significantly enhance the overall user experience for all learners (Imran et al., 2024). By improving technical support and internet accessibility, teachers can create a more inclusive learning environment (Saenen et al., 2024). Ultimately, overcoming these obstacles will enable every student to fully engage with and benefit from Wordwall's interactive features.

Given the students' positive perceptions of all aspects of using Wordwall in English language learning, as well as the challenges and technical issues involved, it is interesting to note that in the end, students still prefer to use Wordwall and plan to continue using Wordwall in their learning activity in the future. For this preference, most of the reasons expressed by the students is because it's easy to use, fun, enjoyable and making them understand the materials easily. Additionally, it's cost-effective becomes another reason as well. This feedback underscores the importance of selecting educational media that are not only effective but also appealing to students (Soviyah et al., 2023). The interactive nature of Wordwall enhances engagement during the learning, making lessons more enjoyable and fun (Rahmadini,

2023). This preference aligns with a broader trend in education, where students increasingly favor learning approaches that incorporate technology and promote interactivity (Soviyah & Fatimah, 2022). Ultimately, embracing such tools can lead to more effective and enjoyable learning experiences, fostering a positive attitude toward education (Radovan & Radovan, 2024).

The findings of this study have several implications for educators, policymakers, and researchers in English Language Teaching (ELT), particularly in vocational education. The positive perceptions of Wordwall suggest that it can enhance English language learning, prompting educators to incorporate it into interactive teaching strategies. However, some students faced technical challenges, such as login issues and limited internet access; thus, schools should prioritize reliable infrastructure and technical support to maximize the platform's benefits. Additionally, teacher training is essential for effectively designing and implementing Wordwall activities, while curriculum developers should embed contextualized learning materials relevant to students' vocational fields, like industry-specific vocabulary exercises. The positive impact of Wordwall on student motivation indicates that gamified tools can enhance engagement, encouraging educators to explore more gamified platforms.

For further research, several areas warrant investigation. Longitudinal studies could examine Wordwall's long-term effects on English proficiency and academic performance. Comparative studies could evaluate its effectiveness against other digital platforms, while research in diverse educational contexts could explore its use in fields beyond fashion design. Investigating teachers' perceptions and practices could inform better support systems, and addressing technical challenges could enhance equitable access. Additionally, studies could explore how cultural and regional differences affect Wordwall's use and perceptions, assess its impact on various language skills, and investigate the broader implications of gamification in education. Addressing these areas will deepen the understanding of how digital tools like Wordwall can be effectively integrated into ELT, particularly in vocational education contexts.

### **Limitations and Recommendations**

Based on these results, it is recommended that English teachers integrate Wordwall into their teaching strategies to create dynamic and positive learning experiences. Additionally, schools should address technical barriers by providing reliable internet access and technical assistance to maximize the platform's benefits. Furthermore, future research should explore the long-term impact of Wordwall on English proficiency and academic performance across diverse educational contexts. Investigating its effectiveness for other subjects and age groups could further validate its utility as a versatile learning tool. Ultimately, embracing innovative technologies like Wordwall can transform traditional learning environments, making the learning more engaging, inclusive, and effective.

## **CONCLUSION**

The study highlights the potential of Wordwall as an effective learning medium for English language learning among vocational students at SMK Negeri 2 Sewon, Bantul, Yogyakarta Indonesia. The findings reveal that students perceive Wordwall positively as it's convenient, easy to use, and enjoyable, which enhances their motivation, material comprehension, and vocabulary mastery. However, challenges such as login issues and limited internet access underscore the need for improved technical support and infrastructure to ensure equitable access for all students.

## **ACKNOWLEDGMENTS**

The authors express gratitude to the Principal, teachers, staff, and students of SMK Negeri 2 Sewon, especially Class X Fashion Design, for their support and participation in this research. Special thanks to Mrs. Witaningsih for her invaluable assistance, and to the English Education Department of Universitas Ahmad Dahlan for their continuous guidance and encouragement.

## **REFERENCES**

Agbeyangi, A., & Suleman, H. (2024). Advances and Challenges in Low-Resource-Environment Software

- Systems: A Survey. *Informatics*, 11(4), 1–37. <https://doi.org/10.3390/informatics11040090>
- Agusti, N. M., & Aslam, A. (2022). Efektivitas Media Pembelajaran Aplikasi Wordwall Terhadap Hasil Belajar IPA Siswa Sekolah Dasar. *Jurnal Basicedu*, 6(4), 5794–5800. <https://doi.org/10.31004/basicedu.v6i4.3053>
- Akbar, R. F. (2015). Analisis Persepsi Pelajar Tingkat Menengah Pada Sekolah Tinggi Agama Islam Negeri Kudus. *Edukasia : Jurnal Penelitian Pendidikan Islam*, 10(1), 189–210. <https://doi.org/10.21043/edukasia.v10i1.791>
- Ahmad, S., Rashid, A., & Jahan, M. (2024). Transforming Teaching Discourse: The Impact of Digital Technologies on Classroom Practice. *Journal of Social Signs Review*, 2(4), 250–277.
- Ahmad, E. A. (2024). Revolutionizing learning: leveraging social media platforms for empowering open educational resources. *International Journal of E-Learning and Higher Education (IJELHE)*, 19(1), 83–106.
- Amelia, E. (2017). *Determinant of mudharaba financing: A study at Indonesian islamic rural banking*.
- Arsini, N. N., Santosa, M. H., & Marsakawati, N. P. E. (2022). Hospitality School Students' Perception on the Use of Wordwall to Enrich Students' Work-Ready Vocabulary Mastery. *Elsya : Journal of English Language Studies*, 4(2), 124–130. <https://doi.org/10.31849/elsya.v4i2.8732>
- Belvin, G. P., Harefa, A. T., Telaumbanua, Y. A., & Zega, R. (2024). The Effect of Interactive Multimedia Wordwall on Students' Vocabulary Learning Outcomes at SMA Negeri 1 Huruna. *Seltics Journal: Scope of English Language Teaching Literature and Linguistics*, 7(2), 200-219.
- Bizami, N. A., Tasir, Z., & Kew, S. N. (2023). Innovative pedagogical principles and technological tools capabilities for immersive blended learning: a systematic literature review. In *Education and Information Technologies* (Vol. 28, Issue 2). Springer US. <https://doi.org/10.1007/s10639-022-11243-w>
- Clark, D. (2021). *Learning experience design: How to create effective learning that works*. Kogan Page Publishers.
- Creswell. (2013). Bagaimana Simbol Komunikasi Pada Kelompok Touring? *Studi Interaksi Simbolik Pada Anggota Komunitas Fast Rider Di Bandung*, 71–92.
- Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches* (4th ed.). SAGE Publications.
- Dörnyei, Z. (2010). *Questionnaires in second language research: Construction, administration, and processing* (2nd ed.). Routledge.
- Febriadi, B., & Nasution, N. (2017). Google form 2. *Jurnal Inovtek Polbeng*, 2(1), 68–72.
- Fitria, T. N. (2023). Using Information And Communication Technology (ICT) In The Education Sector: Opportunities And Challenges In English Language Teaching (ELT). *Teaching English as Foreign Language, Literature and Linguistics*, 3(1), 9–30.
- Habibi, A., Mukminin, A., & Hadisaputra, P. (2020). Science teachers' integration of digital resources in education: A survey in rural areas of one Indonesian province. *Heliyon*, 6(8).
- Hasram, S., Nasir, M. K. M., Mohamad, M., Daud, M. Y., Abd Rahman, M. J., & Mohammad, W. M. R. W. (2021). The effects of wordwall online games (Wow) on english language vocabulary learning among year 5 pupils. *Theory and Practice in Language Studies*, 11(9), 1059–1066.
- Huda, S., & Kusumawanti, W. D. (2024). Word wall media in teaching vocabulary to junior secondary school students: teacher's practices, benefits, and challenges. *Erudita: Journal of English Language Teaching*, 4(1), 14–25.
- Hussein, A. S., & AbuSeileek, A. F. (2025). The Role of Using Wordwall Games in Developing Students' English Language in Private Schools: Teachers' Perspective. *Journal of Applied Linguistics and Language Research*, 11(4), 141–168.
- Imran, M., Almusharraf, N., Ahmed, S., & Mansoor, M. I. (2024). Personalization of E-Learning: Future Trends, Opportunities, and Challenges. *International Journal of Interactive Mobile Technologies*, 18(10).
- Ismaya, I., & Puspitaloka, N. (2024). IMPLEMENTING WORD WALL AS A MEDIA TO FACILITATE EFL STUDENTS IN LEARNING VOCABULARY. *PROJECT (Professional Journal of English Education)*, 7(6), 1360-1368.

- Jesslin, J., & Kurniawati, F. (2020). Perspektif Orangtua terhadap Anak Berkebutuhan Khusus di Sekolah Inklusif. *JPI (Jurnal Pendidikan Inklusi)*, 3(2), 72. <https://doi.org/10.26740/inklusi.v3n2.p72-91>
- Jasmine, K. (2014). USING TECHNOLOGY IN LEARNING TEACHING.
- Johnson, L., Adams Becker, S., & Cummins, M. (2020). The NMC Horizon Report: 2020 Higher Education Edition. Austin, TX: The New Media Consortium. (<https://www.learntechlib.org/p/217147/>)
- Kemendikbud. (2020). *Merdeka Belajar Policy Overview*.
- Kamila, A., Rahayu, E., & Muthmainnah, L. (2024). STUDENTS' PERCEPTIONS IN THE APPLICATION OF THE GAMIFICATION OF THE WORDWALL APPLICATION TO ENRICH STUDENTS' VOCABULARY IN ENGLISH SUBJECTS. *Malay Language Education Journal – MyLEJ*, 697–707.
- Mayer, R. E. (2019). *Multimedia Learning*. New York: Cambridge University Press. (<https://www.cambridge.org/core/books/multimedialearning/1E8C5E65C1C2B34E5B1D9F8A8E77B9F0>)
- Media, P., & Interaktif, P. (2024). *JDPP*. 12(2).
- Masyuniza, Y. (2015). STUDENTS' PERCEPTIONS IN THE APPLICATION OF THE GAMIFICATION OF THE WORDWALL APPLICATION TO ENRICH STUDENTS' VOCABULARY IN ENGLISH SUBJECTS. *Proceedings of Annual Conference of Education (ANCED)*, 68(1–2), 3–27.
- Nisa, A. K., Noptario, N., & Muzaini, M. C. (2024). Utilization Of Wordwall as An Application for Elementary School Thematic Learning Evaluation. *EDUCARE: Journal of Primary Education*, 5(1), 23–34.
- Ningsih, P. E. A., & Sari, M. N. (2021). Are Learning Media Effective in English Online Learning?: The Students' and Teachers' Perceptions. *Tarbawi: Jurnal Ilmu Pendidikan*, 17(2), 173–183.
- Pérez-Cañado, M. L. (2020). Gamification in Education: A Review of Its Use and Effectiveness.
- Procel, G. J. O., Medina, M. L. F., Sotomayor, D. J., & Sanchez, M. A. (2024). Using Technology in English Teaching. *Journal of Environmental Research and Public Health*, 17(9), 9.
- Radovan, M., & Radovan, D. M. (2024). Harmonizing Pedagogy and Technology: Insights into Teaching Approaches That Foster Sustainable Motivation and Efficiency in Blended Learning. *Sustainability*, 16(7), 2704.
- Rahmawati, E., et al. (2021). Exploring the Use of Wordwall as a Digital Learning Tool in Language Classes. *International Journal of Educational Technology*, 5(2), 45-53.
- Rodriquez, C. (2023). Assessing the Effectiveness of Wordwall.net as a Vocabulary Learning Tool: Pre-Service EFL Teachers' Perspectives. *Journal of Education and Practice*, November. <https://doi.org/10.7176/JEP/14-31-04>
- Rahmadini, N. (2023). *Students' Perception on the Advantages of Wordwall Platform Media by English Teacher in Teaching English*.
- Rahmi, R. (2019). The implementation of media in English language teaching. *Visipena*, 5(1), 1–17.
- Saenen, L., Hermans, K., Do Nascimento Rocha, M., Struyven, K., & Emmers, E. (2024). Co-designing inclusive excellence in higher education: Students' and teachers' perspectives on the ideal online learning environment using the I-TPACK model. *Humanities and Social Sciences Communications*, 11(1), 1–12.
- Salazar González, M. A. (2024). *Learning by Doing: introducing English vocabulary to second Grade students through experiential learning*.
- Saputra, Naufal. Syafi, A. (2023). STUDENTS' PERCEPTION TOWARDS WORDWALL AS AN ONLINE ASSESSMENT PLATFORM IN TEACHING ENGLISH AT MTS ALIF LAAM MIIM. *Journal of English Language Teaching and Islamic Integration*, 6(2), 163–194.
- Setiyadi, A. G., et al. (2022). Challenges in Implementing English for Specific Purposes in Vocational Schools. *Journal of Language Teaching and Research*, 13(4), 670-678
- Setyowati, R., & Wulandari, F. (2022). Enhancing Student Engagement through Digital Platforms: A Case Study of Wordwall. *Journal of Educational Innovation*, 8(1), 112-123.
- Soviyah, Soviyah. Bestari, R. M. (2019). RECYCLED BASED LEARNING MEDIA IN AN ENGLISH CLASSROOM (AN ACTION RESEARCH). *The 5th LLTC Proceedings*, 11(1), 1–14. <http://scioteca.caf.com/bitstream/handle/123456789/1091/RED2017-Eng-8ene.pdf?sequence=12&isAllowed=y%0Ahttp://dx.doi.org/10.1016/j.regsciurbeco.2008.06.005%0>

Ahttps://www.researchgate.net/publication/305320484\_SISTEM\_PEMBETUNGAN\_TERPUSAT\_ST  
RATEGI\_MELESTARI

- Soviyah, S., & Etikaningsih, D. R. (2018). *Instagram use to enhance ability in writing descriptive texts. Indonesian EFL Journal, 4* (2), 32–38.
- Soviyah, S., & Fatimah, N. (2022). Project-based learning online training to develop students' Islamic character for English teachers at Muhammadiyah Elementary Schools in Yogyakarta. *Community Empowerment, 7*(1), 48–53. <https://doi.org/10.31603/ce.6269>
- Soviyah, S., Puspita, L., & Altawil, A. N. (2023). Students' perceptions of using Google Meet in English online learning at Muhammadiyah Nitikan Elementary School. *Teaching English as a Foreign Language Journal, 2*(1), 58–70. <https://doi.org/10.12928/tefl.v2i1.435>
- Suryani, L. (2021). Contextualizing English Materials for Vocational Schools in Indonesia. *Indonesian Journal of English Language Teaching, 16*(2), 35-49.
- Swari, N. (2023). WORDWALL AS A LEARNING MEDIA TO INCREASE STUDENTS'READING INTEREST. *Jurnal Pendidikan Bahasa Inggris Indonesia, 11*(1), 21–29.
- Sya'diyah, H., Novi Rahmania Aquariza, Mujad Didien Afandi, & Nailul Authar. (2024). Teachers' Perception on the Use of Wordwall Media in Teaching English Basic Vocabulary. *E-Link Journal, 11*(1), 111–119. <https://doi.org/10.30736/ej.v11i1.1065>
- Vygotsky, L. S. (2023). *Mind in Society: The Development of Higher Psychological Processes*. Cambridge, MA: Harvard University Press. (<https://www.hup.harvard.edu/catalog.php?isbn=9780674004078>)
- Wlodkowski, R. J., & Ginsberg, M. B. (2017). *Enhancing adult motivation to learn: A comprehensive guide for teaching all adults*. John Wiley & Sons.
- Wordwall.net. (2023). About Us. Retrieved from <https://wordwall.net>.
- Wandari, T., Unsiyah, F., & Sahar, R. (2024). Utilizing Wordwall. Net on the Improvement of Students' Vocabulary Mastery: An ICT-Based Lesson. *Journal of Languages and Language Teaching, 12*(2), 952–962.
- Yilmaz, R. (2017). Exploring the role of e-learning readiness on student satisfaction and motivation in flipped classroom. *Computers in Human Behavior, 70*, 251–260. <https://doi.org/10.1016/j.chb.2016.12.085>
- Yalina, N. (2018). *Pada Perguruan Tinggi Negeri* (Vol. 7, Issue 1).