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The Implementation of Gamification Using Wordwall for Speaking Practice at A Junior High School in Karawang

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ABSTRACT

This study aimed to investigate the implementation of gamification using Wordwall as a tool to support students' speaking practice in an English class at a junior high school in Karawang. A qualitative case study design was employed to explore students' experiences, challenges, and engagement. Data were collected through classroom observations and semi-structured interviews with five selected students actively participating in speaking activities. The findings indicated that Wordwall support students' motivation, confidence, and collaboration during speaking practices. Furthermore, Wordwall's interactive elements supported students' comprehension and vocabulary usage. However, the study also identified several challenges, including limited vocabulary, fear of making grammatical mistakes, and pressure from game elements. In addition, Wordwall was considered as an appropriate gamification tool for support speaking engagement. The study concludes that gamified learning using Wordwall could benefit English speaking practice, especially in classroom with limited resources, and recommends its integration to support language development and collaborative learning.

1. Introduction

Recent technological advances are transforming education, positioning gamification as an innovative way to enhance students' engagement. In learning English, strong communication skills are essential for learning English because they allow students to participate in various social and academic context, express ideas clearly, and interact with confidence (Pratiwi et al., 2024). However, speaking tends to be one of the most difficult skills to master. It is often hindered by a lack of confidence, grammatical errors, and lack of vocabulary (Damayanti & Listyani, 2020; Mentari et al., 2023). Students may become uncomfortable with speaking practice as a result of these difficulties.

Even though speaking English is crucial in the classrooms, most Indonesian schools still use conventional teaching techniques. Teachers tend to concentrate on teaching content based on textbooks and rarely supported with the use of digital media (Jafar et al., 2025; Wandari et al., 2024). The needs for learning of today's generation, who are digital natives with high standards for dynamic and captivating educational experiences, are overlooked by this strategy (Jafar et al., 2025). It was discovered during the researcher's internship that the majority of teachers continued to use traditional resources, which resulting to monotonous classes that failed to engage students.

In addition, there vary constraints to integrating digital learning resources in Karawang's junior high schools. While technology enhanced learning is becoming more popular, several institutions lack of proper facilities, and the use of smartphone is limited. Thus, students have limited access to technology and become unfamiliar with web-based learning applications (Wandari et al., 2024). These constraints prevent the implementation of a dynamic educational setting that could boost student participation, particularly in speaking practice.

Gamification, a technique that includes game elements into the learning process, has the potential to boost engagement, motivation, and academic results (Landers, 2014). Wordwall, a popular gamification website, provides interactive concepts like "Speaking Card" and "Open the Box" for fostering speaking practice. It is particularly effective in schools with restricted facilities because teachers may operate it with a projector and speaker, eliminating the requirement for student-owned devices (Pratiwi et al., 2024). This useful feature allows schools with limited technology to still implement engaging learning tools.

Numerous studies demonstrate how well Wordwall improves speaking abilities. While Saputri et al. (2024) and Simangunsong et al. (2024) highlighted its assist in maintaining student interest and enhancing interactive teaching. Jafar et al. (2025) discovered that gamification with Wordwall enhanced students' academic achievement, motivation, and social interaction. Likewise, earlier research has shown that Wordwall is useful tool for enhancing speaking abilities, as evidenced by studies from Pratiwi et al. (2024) and Umairah and Agustina (2023), which claimed that speaking and language skills had significantly improved.

However, the majority of earlier studies on Wordwall have focused on its effectiveness in improving speaking skills using quantitative methods, they do not explore students' actual experiences with using Wordwall for speaking practice. Thus, leaving a gap in understanding how junior high school students perceive and experience Wordwall for speaking practice. Therefore, the objectives of this study are to explore how the implementation of Wordwall support speaking practice in a junior high school in Karawang, and to identify the challenges and benefits students experience when using Wordwall for speaking practice in a school with limited technological access.

2. Methodology

This study is qualitative research with a case study approach that aims to explore the implementation of gamification using Wordwall in students' speaking practice in one of the junior high schools in Karawang. Sugiyono (2022) states that qualitative research seeks to understand a topic in its real-world context in addition to revealing the truth. This is due to the fact that qualitative research is more concerned with identifying and comprehending actual events as they happen during daily life. This study intends to investigate the efficacy of gamification, the difficulties encountered by students, and the techniques employed to maximize learning results by concentrating on students' experiences using Wordwall in speaking practice.

Since it enables a comprehensive examination of students' viewpoints and experiences within the gamified learning environment, a qualitative case study approach was selected for this purpose. A case study is a comprehensive investigation of a person or particular group in order to comprehend the process of development or growth (Hardani et al., 2020). The research subjects were five, from seventh grade students who were purposively selected based on their active involvement in speaking activities using Wordwall. The learning activities were conducted in two meetings with the topic "Describing People", each using the "Speaking Card" and "Open the Box" features to train students' speaking skills.

Data collection was done through observation and interview. Observations were conducted actively to record student engagement during the activity and using a rubric for assessing speaking skills adapted from Brown (2004), covering aspects of fluency, accuracy, vocabulary, pronunciation, and comprehension. And semi-structured interviews adapted from Tóth (2011), were conducted with five students to explore their perceptions regarding the benefits, challenges, and influence of Wordwall in speaking practice. The qualitative data analysis approach developed by Miles et al. (1994), applied in this study. Data reduction, data display and conclusion drawing and verification are the primary processes in this framework. These procedures will assist the researcher in clearly and systematically organizing and comprehending the data that has been obtained.

3. Results and Discussion

A. Results

This study was conducted in an English classroom that contains 32 female students. The English lesson in this classroom is occurred twice a week with the teacher that focused on textbook when delivering the materials. Even though speaking English is crucial in the classrooms, the teacher still use conventional teaching techniques, while the needs for learning of today's generation, who are digital natives with high standards for dynamic and captivating educational experiences, are overlooked by this strategy. That caused continuity of teacher to use traditional resources which resulting to monotonous classes that failed to engage students.

This research was implemented of gamification using Wordwall for speaking practice, that conducted through two meetings observation as well as interviews which included five students. The process of teaching session was consists of three stages: Its pre-activity, whilst activity and closing activity. With descriptive text, Wordwall was employed as a gamified speaking practice tool with the primary focus on the subject of “Describing People”. By two meetings observation, the implementation of Wordwall in the classroom used two different game modes for each meeting, they are “Speaking Card” and “Open the Box”.

In the first observation its used “Speaking Card” game mode. In pre-activity stages, the teacher provides detailed material in a combination of an English textbook and a PowerPoint presentation containing numerous pictures and relevant vocabulary to assist students comprehend and understand better. In the whilst activity, the teacher divides the students into five groups. And the teacher randomizes the students’ names using a digital tool, thus, the representative of each group come forward to take turns answering to collecting points for their group, promoting equal participation and active speech. As a result, in the closing activity, the teacher provides feedback to each group, then summarizes what has been learned and concludes the lesson with a prayer to properly close the class.



Figures 1. Student operates gamification using Wordwall with Speaking Card

The same procedure was applied in the second observations, which the teacher divides the member into 5 group again, in addition to ensure consistency and group dynamics, groups were formed similarly to those used in the prior meeting. The classroom’s material still focuses on describing people yet in the second observation its used different game types named “Open the Box”. This game offered a more interactive and surprise activity, with students clicking boxes to uncover prompts, facilitating spontaneously occurring speaking practice as well as strengthening vocabulary in a fun way.



Figures 2. Student operates gamification using Wordwall with Open the Box

Based on observation from the classroom, students were very engaged and motivated throughout the sessions. When the “Speaking Card” was turned for the first time, students were highly attracted, yet some students were hesitant and scared to speak at first, then they gained confidence over time, especially supported by their peers. With cheerful atmosphere, this enthusiasm continued throughout the session and created a more relaxed environment where students were more willing to speak and reduce their fear. This positive learning atmosphere proved effective in promoting more spontaneous and productive verbal interaction among the learners.

Therefore, the students worked more collaboratively in their groups during the second meeting which used “Open the Box”. Its showed students discussed before responding the questions. In addition, the element of surprise in the boxes, fostered excitement and curiosity, made the speaking practice more fun for the students who participated. Moreover, the students’ confidence strengthened at the second meeting. Students who were anxious and hesitant at first gradually active involved in the sessions. They try to speak and used descriptive vocabulary. Then, its appeared students more enjoy and relaxed while speaking, especially after receiving points.

Through Wordwall, students became more engaged in the learning process, made speaking practice more engaging and less monotonous. In addition, Wordwall helps students to improved their comprehension. With game visual of Wordwall and its interactive features, it helped students to recall the material and vocabulary and it foster their comprehension to create and express the words orally. Wordwall help students to boost their confidence and increased students’ motivation in speaking practice. As a result, students feeling more confident and influenced to speak. Wordwall encourages students to gain confidence, and reduces fear, and makes them more motivated to participate in speaking practice. Moreover, students feel more active in participation of learning process. With Wordwall students promoted active participation, collaboration with their peers and teamwork. Wordwall promoted collaboration and active participation from each member of the groups. They support and help each other.

Despite, several students felt they had limited vocabulary. Although the students enjoyed using Wordwall, some of them encountered difficulties during speaking practice. Which the major issues are the limited vocabulary. These responses demonstrate that a lack of vocabulary makes it difficult for students to talk confidently, even when the activity is enjoyable. In addition, students experienced anxiety about making mistakes when speaking, especially in grammar and pronunciation. And shared a concern about the challenge element of the game, such as “zonk”, it’s indicated even the game was enjoyable, certain elements from the game can causing pressure for some students.

B. Discussion

The findings demonstrate that using Wordwall in English speaking practice boosted learning and engagement. Students involved with more collaborative and less boring through using two different game modes which are “Speaking Card” and “Open the Box” during speaking practice activity. This finding indicates Landers (2014) Gamified Learning Theory, which states that gamification works appropriate when game aspects like challenge, feedback, and engagement are combined to assist in the learning process. The use of Wordwall in this study supports Landers’ concepts of moderation approach, which strengthened current instruction by making ordinary speaking activities more exciting, such as selecting speaking themes with Speaking Card. And mediation approach emerged as students became motivated by tasks and prizes, such as scores. Therefore, gamification using Wordwall improves instruction by encouraging active participation rather than replacing established approaches.

According to the findings, students demonstrated more enthusiasm and actively engaged in speaking exercises that included Wordwall game types such as Speaking Card and Open the Box. These collaborative games increased joy, improvisation, and decrease fear, particularly when students were chosen to speak in front of the class. This complements the study result of Sadiku et al. (2022) and Wulantari et al. (2023), who found that gamification promotes focus among learners by making learning interesting and challenging. Wordwall-based group exercises promoted relevant teamwork and trust among students as they collaborated for common speaking objectives. According to Daulay et al. (2021) and Escobar et al. (2023), gamification promotes collaboration and personal interaction as well as competition. Wordwall’s collaboration approach encouraged students to take part while improving their speaking skills and fostering a positive educational environment.

The group nature of the exercises also encourages teamwork and social interaction. This is consistent with Vygotsky’s theory of social constructivism, which believes that the students understand more effectively when they engage with peers in supportive situations. In this research, students assisted one another and gained confidence as the games progressed. As a result, Wordwall not only enhanced speaking abilities but also produced appropriate as well as stimulating instructional setting. According to Vygotsky’s Social Constructivism, learning can be effective if facilitated by interpersonal interactions. Wordwall provided chances for students

to interact and overcome speaking issues together, resulting in increased in addition abilities to communicate. As underlined by Melati et al. (2023), introducing technology into speaking courses increases passion, particularly if the instructional method is changed from traditional to innovative and interactive.

Wordwall provided students with variety of benefits, including improved vocabulary comprehension, more motivation, and greater confidence in speaking. Several students felt multimedia components aided to comprehend the content better and made speaking assignments easier. This is consistent with the findings of Daulay et al. (2021) and Escobar et al. (2023), who discovered that visual-based gamification improves vocabulary acquisition and memory, particularly when combined with immediate responses and media elements. Thus, it also consistent with Zulfah (2023) that claimed Wordwall adds to a more interactive classroom and promotes a better comprehension of material.

Interactive platform, such as Wordwall, enable students to engage with the information in a pleasant and fun way, that can improve their mindset regarding studying. As stated by Hasibullah (2023) and Mujahidin et al. (2021) technology-based learning tools such as Wordwall promote not only easy use and accessibility, yet a more optimistic mindset for learning the English language, which is usually thought of as difficult or tough. Moreover, the point system and awards helped students gain confidence when speaking. This confirms Christopoulos and Mystakidis (2023) claim that gamified characteristics such as competition and immediate respond help to reduce anxiety and increase desire to communicate. Pratiwi et al. (2024) and Simangunsong et al. (2024) observed similar results, reporting that Wordwall significantly strengthened the students' comprehension and involvement.

Gamification boost intrinsic motivation by introducing goals, acknowledgment, and relevant tasks. According to Wulantari et al. (2023), these game components improve enthusiasm, academic results, and engagement among students. In addition Christopoulos and Mystakidis (2023) underline that gamification not merely provides entertainment yet additionally has the capacity to effect revolutionary changes in the atmosphere of education by improving student dedication as well as persistent for learning as time goes by. Another notable benefit noted was increase in engaged student involvement and cooperation during speaking practice. When speaking activity, the class form as a group team, it's makes students were actively collaboration with such discussions. Students were offered opportunities to engage and pressure was minimized by peer support. This is in line with Zeybek and Saygı (2024) who emphasize how gamification affects social and teamwork abilities. Wordwall's setting encouraged spontaneity among students, allowing speaking activities seem similar to collaboration that tests.

Additionally, this study supports the important notion that teachers need to continuously update their lesson plans. As Hasibullah (2023) also emphasizes this is crucial to maintaining students' interest and avoiding boredom or uninspired courses. Boring content can cause students to become disengaged, which reduces the effectiveness of even carefully constructed classes. According to Christopoulos

and Mystakidis (2023) teachers actively convert conventional learning models into more dynamic and captivating experiences when they incorporate gamification into their instructional material. The shift was evident in the classroom, as students showed greater courage when participating in speaking exercises.

Therefore, the strategy that teacher apply to integrated Wordwall in limited resources class is using group-based work. Which students had chances to interact and communicate with the other. According to Powell et al. (2009) teachers potentially to promote instructional design that stimulate students to communicate and solve problems, such discussions as well as to comprehend and develop comprehension together with peers. It's indicated to promote a meaningful gamification learning, in this study, Wordwall provided chances for students to interact and overcome speaking issues within group-based, resulting in increased confidence in addition abilities to communicate.

In addition, a key factor in more successful language acquisition is the incorporation of technology. According to Haryadi et al. (2023), technology-based instruction uses highly dynamic and complemented methods to help students increase their overall language skills. In this study, Wordwall not only greatly support the speaking practice but also improved the quality of instructional of lesson, shifted into modernize and personalize classroom interaction rather than replacing current materials.



Figures 3. The researcher interviews with student

However, the study also showed several problems. Students continued to struggle with speaking due to a lack of vocabulary and fear of making grammar mistakes. This research inline Brown (2004) and Tóth (2011), who state that a lack of vocabulary and a fear of making mistakes are significant reasons of speaking anxiety among EFL students. When students struggle remembers the proper words, it inhibits their capacity to communicate effectively as well as leads to speaking anxiety, particularly in towards classmates or when performing immediate tasks. Students were concerned about producing grammar or incorrect pronunciations throughout the speaking activities.

Though the games were not challenging, students uncertain for reasons related to expressing something incorrectly or being criticized. This reflected Tóth (2011) concept of foreign language anxiety, in which concern of negative judgement

prevents active involvement. Students frequently absorb the concept that making mistakes would result in shame, particularly in competitive or social circumstances, encouraging their lack of desire to speak up. Furthermore, student concern about the game's penalty or "zonk". This demonstrates that, while gamification is designed to stimulate, some game mechanism, may cause pressure. This matches Christopoulos and Mystakidis (2023) warning that extrinsic game features must be carefully developed to avoid producing stress rather than motivation. This suggest that instruction should be balanced with positive suggestions, collaborative motivation, and low-stakes challenges to keep learners interested without putting them under too much strain.

4. Conclusion

This study investigated the implementation of Wordwall as a gamification tool to encourage speaking practice in a junior high school in Karawang. According to the results, Wordwall quite raised students' confidence, motivation, and involvement in speaking exercises. Its gamified elements, which included visual, points and prizes, assisted in turning conventional lessons into engaging, interactive, and collaborative activities. The study, which was based on Landers (2014) Gamified Learning Theory, demonstrated that adding game features to the lesson raised students' active involvement with learning objectives.

Furthermore, Social Constructivism shows up in the observed interaction between peers and discussions in groups, which helped students enhance their speaking abilities and feel confident in delivering ideas. The group activities incorporated Vygotsky's Social Constructivism, where interaction with others was important to improving speaking abilities and lowering fear. In addition, Wordwall enhanced the proficiency of learners while also fostering a more joyful and interactive educational setting. The platform was effective for motivating students to engage, help one another, and improve their language abilities in a less stressful and more beneficial setting. As a result, Wordwall not only helped students speak more fluently, but it also generated an enjoyable learning environment that facilitated language development.

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