# THE USE OF WORDWALL APPLICATION FOR SPEAKING SKILLS AT THE XI GRADE MA IBNU ALI

Luluatul Mubasyiroh[1], Siti Maria Ulfa [2]
[1]luluatulmubasyiroh6@gmail.com,  [2]sitimariaulfa@stkippgri-bkl.ac.id
[1,2]STKIP PGRI Bangkalan

**ABSTRACT** Wordwall is a digital learning platform that allows teachers to create interactive activities such as quizzes, games, and speaking prompts to enhance student participation. This research aims to explore the use of the Wordwall application in teaching English speaking skills, since speaking skills are the ability to communicate thoughts and ideas in a clear, structured, and meaningful way. This includes keeping the audience engaged, organizing ideas logically, using correct pronunciation and appropriate intonation, and analyzing both teachers' and students' perceptions of its effectiveness in improving fluency and proficiency. This qualitative study was conducted at MA Ibnu Ali, specifically involving XI grade students in a private Islamic senior high school in Lepelle Village, Sampang, Indonesia. Data were collected through classroom observation and semi-structured interviews with English teachers and students. The findings show that Wordwall can promote student motivation, increase classroom interaction, and provide a more enjoyable learning experience. It also helps reduce students' speaking anxiety and encourages active involvement. However, some obstacles remain, such as limited vocabulary and student restlessness. This research implies that digital tools like Wordwall can support more student-centered and interactive language learning. Teachers are encouraged to integrate such platforms to foster creativity, critical thinking, and improved speaking performance in EFL classrooms.

**Keywords:** Wordwall, speaking skill, EFL, interactive learning, classroom technology

## INTRODUCTION

In learning English, many students face difficulties in improving their speaking skills. The causes are not confident, having a limited vocabulary, or having no opportunity to practice. The ability to communicate verbally in a clear, organized, and significant manner is known as speaking skills. It entails rationally arranging concepts, pronouncing words correctly, employing the right intonation, and keeping the audience interested. It is one of the key skills in language acquisition that enables pupils to communicate effectively and articulate their ideas intelligibly. Speaking English as a foreign language is regarded as the most important thing to master. It is one of the communication abilities that everyone should possess to convey thoughts and information, as well as how people interact with one another.

For foreign language students, learning to speak English is certainly not an easy task. Many students think learning English is a difficult and boring lesson. Students feel bored in learning if they are in a monotonous and boring learning situation (Arrosyad & Nugroho, 2021). To overcome this problem is the use of interactive media that retains the interest in learning. In this digital era, technology-based learning tools are increasingly integrated into English language teaching.

As technology has advanced in the contemporary day and the field of education (Ghory & Ghafory, 2021), one such technology is Wordwall, an interactive platform that helps students learn languages through various engaging activities in an online-based learning media, learning resources, or assessment tool for students (Sari & Yarza, 2021). The use of the Wordwall application helps students hone their English language skills, with the presence of various media creating a pleasant classroom atmosphere and attracting student interest (Butar-Butar et al., 2024). The application of Wordwall media is very important in guiding the introduction of English in an interactive, active, educative, and exploratory manner (Suningsih et al., 2024). This will make it easier for teachers to achieve initial learning objectives. Wordwall, as a digital learning tool, provides interactive exercises such as quizzes, matching games, and word association. Incorporating these activities into English learning allows teachers to create a more

dynamic and fun learning environment. The provision of many interesting game templates in this application is expected to attract students' attention and interaction in learning. With the use of the Wordwall application, students are expected to be more active with various interactive activities conceptualized as games and several other interesting activities.

*Figure 1: Templates of Wordwall Application*
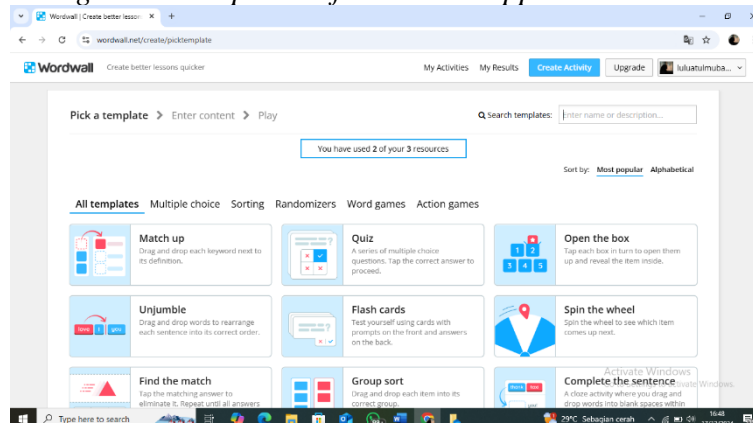


As the Wordwall app is a web-based platform that allows teachers to create interactive and gamified learning activities, it will undeniably help lower student anxiety and create a context in which students can collaborate with peers in teams to use language meaningfully and in a relaxed manner (Amariza et al., 2024). While previous research has explored the use of Wordwall in teaching vocabulary (Dwiningrum et al., 2024), grammar (Ilahi et al., 2022), and reading comprehension (Swari, 2023), there is still limited research focusing on its implementation in improving speaking skills, especially in secondary-level Islamic education institutions in rural areas. This research gap indicates the need for further investigation into how Wordwall can be effectively used to improve students' speaking fluency and overall oral performance in such contexts.

Therefore, this study aims to explore the use of the Wordwall application in teaching speaking skills to class XI students at MA Ibnu Ali and to examine the perceptions of both teachers and students regarding its effectiveness. This study addresses two things: how the Wordwall application is used to enhance students' speaking skills in class XII at MA Ibnu Ali, and what the teachers' and students' perceptions of the use of the Wordwall application in speaking activities are. This research is important to explore and understand the potential use of the Wordwall application on students' speaking ability. It is believed that this study's findings could be beneficial to the development of interactive learning media and provide direct benefits for students, teachers, and educational institutions in improving the quality of English language learning.

## LITERATURE REVIEW
### The Overview of Speaking Skills

One of the most crucial communication skills is speaking. It is used by people to communicate crucial information to others (Crisianita & Mandasari, 2022). When we need to communicate with individuals in other nations, we must study and use English, if we speak it. For kids to develop their language skills in the future, speaking instruction is crucial in the classroom. Together with their friends, they learn how to communicate. In the current age of globalization, this is the most crucial method for people to build relationships with strangers. When assessing someone's degree of English ability, speaking appears to be the primary determinant (Syakur et al., 2020). Since speaking skills are a major component of language use

in daily life, it is crucial to acknowledge that speaking proficiency has a distinct impact on the importance of all other parts of language learning.

Learners often face various obstacles in the process of developing English speaking skills, which significantly affects their ability to communicate orally. Research conducted by Shalehah & Rahmawati, (2025) identified that these challenges stem from both internal and external factors. Internal factors include low levels of self-confidence, anxiety when speaking in public, and limited vocabulary acquisition, which causes students to hesitate to express their ideas fluently. On the other hand, external factors include a lack of access to environments that support English language practice, minimal opportunities to engage in communicative speaking activities inside and outside the classroom, and limited support from peers with comparable language skills. This indirectly reduces the intensity of students' interaction with the target language, thus slowing down the development of their speaking skills (Shalehah & Rahmawati, 2025). This finding emphasizes the importance of designing adaptive and contextualized learning strategies to effectively overcome these barriers.

An assessment tool called a speaking skills score rubric is used to rate a person's speaking performance according to a number of important factors has been adapted from Helmanda & Nisa (Helmanda & Nisa, 2019) Commonly used criteria include grammar accuracy, which gauges how well a speaker can employ a variety of correct sentence structures; pronunciation, which shows how clearly words are pronounced and how appropriate the intonation is; and fluency, which evaluates speaking fluency without lengthy pauses or excessive hesitation. The rubric also evaluates coherence and cohesiveness, which evaluate how thoughts are organized and how conjunctions are used to make the speech simpler to follow, and vocabulary range, which evaluates the accuracy and diversity of word usage. Each criterion is typically given a score on a scale, such as 1–5 or 1–10, along with a thorough explanation of each success level, from subpar to superior. It is simpler for teachers or examiners to provide students with targeted comments on how to develop their speaking abilities when the assessment process is more organized, objective, and transparent with the use of a scoring rubric.
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**The Integration of Wordwall Application in English Language Teaching**

The integration of digital tools in English Language Teaching (ELT) has become increasingly significant, particularly in enhancing students' speaking skills. Among these tools, the Wordwall application has emerged as an effective medium for promoting interactive and engaging speaking activities. Wordwall application is one of the interesting applications in the browser. The specific goal of this application is to provide students with an enjoyable learning resource, media, and assessment tool (Al-Qonita et al., 2023). Wordwall application has an important role in the field of education in the global society era 5.0, where this application supports the mastery of learning materials. Through this application, students will not feel bored with various lessons that are sometimes monotonous, such as lectures or quizzes (Umairoh & Agustina, 2023). The program offers eighteen free templates, and users may quickly switch between them for different activities. Instructors can also produce their own content as homework (Ma'rifah, & Mawardi, 2022).

The Wordwall app is a useful educational tool for enhancing pupils' public speaking abilities. It not only makes learning more interesting but also helps students overcome obstacles in speaking, such as a lack of confidence, limited vocabulary, and difficulty in pronunciation. Wordwall app media can increase students' interest in learning. This can be seen from the aspects of student activity, observation assessment criteria (Jauhar & Nur, 2022)

Wordwall offers a variety of game-based learning activities that can be tailored to suit different learning objectives and student levels. These activities not only make learning more enjoyable but also provide students with opportunities to practice speaking in a low-stress

environment. According to (Umairoh & Agustina, 2023), the use of Wordwall games in teaching speaking has led to significant improvements in students' speaking abilities, as evidenced by increased post-test scores compared to pre-test results. Similarly, Ilahiyati et al. (2023) reported that the interactive elements and gamification components of Wordwall facilitated active student engagement and enhanced speaking practice opportunities in an English as a Foreign Language (EFL) setting. Furthermore, Hussein and AbuSeileek (2023) highlighted that teachers perceive Wordwall games as beneficial in developing various aspects of students' English language skills, including speaking. The study found that speaking skills received the highest mean score among all language skills assessed, indicating the effectiveness of Wordwall in promoting oral proficiency.

In conclusion, the Wordwall application serves as a valuable tool in ELT, particularly in fostering speaking skills. Its interactive and customizable features cater to diverse learning needs, making it a suitable choice for educators aiming to enhance students' oral communication abilities.

## RESEARCH METHOD

### Research design

In this research, researchers used a qualitative case study. Qualitative research is a type of research methodology that uses an inductive thinking process to try to understand reality (Harahap, 2020). In qualitative research, researchers must maintain objectivity and prioritize data accuracy and adequacy. Researchers use a qualitative research design because this research can involve phenomena that occur in the field, in the hope that it can help researchers find out the true phenomena that occur. Researchers chose this qualitative research to find out the implementation and even students' perceptions regarding the use of the Wordwall application media in improving students' speaking skills. In this case study, the focus is on one class, namely class XI MA Ibnu Ali. The researcher examines how the Wordwall application is used by teachers in teaching English to improve students' speaking skills, and sees its impact on students' motivation and understanding compared to conventional learning methods.

### Research Setting and Subject

This research was carried out at MA Ibnu Ali. This serves as a background to the study of students' inadequate speaking mastery in English, as students continue to lack the confidence to speak English among themselves or in front of their peers. Twenty-three class XI students of MA Ibnu Ali served as research subjects. Because media use is limited to classes, the researcher chose this particular class. Furthermore, class XI was selected based on the teacher's recommendation.

### Instrument of the Research

In this study, researchers employed specific instruments to effectively gather and measure the data required. The primary tools used were Field Note Observation and Interviews. Field Note Observation served as the first instrument, where researchers systematically recorded detailed notes during the data collection process. These notes encompassed observations of the classroom environment, students' perceptions, the development of speaking skills, the teacher's role, challenges faced, and students' feedback. Additionally, information obtained from interviews was also documented through these field notes, allowing researchers to compile concise and comprehensive records directly from their experiences and interactions in the field.

The second instrument utilized was the Interview Guide, which functioned as a structured framework for the interviews. This guide ensured that researchers covered all essential topics and questions throughout the interview sessions. Acting as both a reminder and a checklist, the interview guide helped maintain focus and relevance in the discussions, preventing any important questions from being overlooked. Furthermore, it provided a

boundary to keep the conversation aligned with the research objectives, thereby enhancing the consistency and reliability of the data collected.

**Data analysis technique**

In qualitative data analysis, several systematic steps are undertaken to process the collected data effectively. The first step is data reduction, which aims to simplify and condense the raw data that is often voluminous, complex, and unstructured. During this process, the researcher carefully selects, focuses, categorizes, and identifies patterns within the data to make it more meaningful. Data reduction involves refining, sorting, and organizing the data so that only the most relevant and significant information is retained for further analysis. The next phase is data display, which involves presenting the reduced data in a clear, structured, and accessible format. This may include tables, charts, diagrams, or narrative summaries that help both the researcher and readers comprehend the data more easily. Through effective data display, relationships between categories and emerging patterns become more apparent, facilitating deeper understanding and interpretation. Finally, the process concludes with drawing conclusions or verification, where the researcher interprets the displayed data to validate the findings and address the research questions. This step is crucial to ensure the credibility and trustworthiness of the qualitative study's outcomes.

The researcher examines how the Wordwall app is used by teachers in teaching English to improve students' speaking skills, and looks at its impact on students' motivation and comprehension compared to conventional learning methods.

## FINDINGS AND DISCUSSION

### Findings

In this modern era of digitalization, the role of teachers must be optimized to keep up with all developments. Teachers are expected to be innovative, creative, independent, and productive. Teachers are also expected to use current technological advances in the learning process to make the classroom more interesting, innovative, and less boring. It also makes students more active and happier in developing their abilities, such as using learning media that is easier for them to understand the lesson. Teachers must also model the use or linkage of technology in learning. Students are not only taught scientific knowledge, but students are also required to be educated and comprehend how to use technology.

### *The Use of Wordwall in the Speaking Classroom*

The use of the Wordwall application in class XI MA Ibnu Ali is certainly one example of the teacher's efforts to enhance learners' speaking and fluency abilities using interactive media. Based on the results of fieldnote observation in using this Wordwall application, there are several steps that teachers take, namely: 1) The teacher adjusts what learning materials will be taught to students. 2) The teacher selects a game template in the app. 3) The teacher chose the open-the-box and random wheel game templates. 4) The teacher explains to the students the material on asking and giving suggestions. 5) gave assignments to students using the games that had been provided. 6) Students are ordered to come forward to play the game. 7) Students answer questions or make suggestions according to the prompt that appears.

The researcher's observation found that students were highly engaged in speaking activities using Wordwall. Its interactive and gamification nature encouraged students to actively participate and reduced their anxiety when speaking in English. The researcher also highlighted that the Wordwall App creates an interactive and fun learning environment. Students responded positively to the games provided by the teacher. Not only does the active role of students, but the instructor also contributes significantly to the learning process through the use of the Wordwall application. When it comes to incorporating Wordwall into instruction, teachers are crucial; the teacher gives clear instructions, facilitates discussion, and provides feedback that helps improve students' speaking skills.

*Figure 2: The Use of Wordwall Application in Class*



### *The Perception of Wordwall in Speaking Classroom*

Researchers also conducted interviews with related parties to get satisfactory results. On Friday, February 14, after learning hours, the researchers interviewed teachers and students. The following are the findings from the interviews.

*Table 1: The Excerpt of the Interview with the Teacher*

| Q1 | What do you think about using the Wordwall app to improve students' speaking skills? |
|---|---|
| A1 | The use of the Wordwall app is very effective and positive for improving students' speaking skills. The app offers interactive and engaging activities that help students practice speaking in a fun way, and the gamification feature makes students feel more motivated and more confident. |
| Q2 | Do students seem more active and motivated when using this approach compared to the traditional approach? |
| A2 | Compared to conventional learning methods, students appear more active and motivated when learning using the Wordwall app. Students become more engaged and enthusiastic with various digital activities and games that allow interaction. This approach significantly increases students' desire to speak English and creates a dynamic and fun learning atmosphere. |
| Q3 | Do you think this method is suitable for long-term use? |
| | I think this app is suitable for long-term use to match the existing era. Because the Wordwall app has many interactive activities that can keep students motivated, this method is very suitable for long-term use. |
| Q4 | What challenges do you face when implementing the Wordwall app in learning? |
| A4 | This school is in a remote area. The challenges I face because of the lack of infrastructure and unstable signal. |

Based on the findings of the interviews, it can be said that using this Wordwall application encourages students to talk more actively and enhances their speaking abilities by providing a dynamic and engaging learning environment. This application can be used in the long term to help the students' learning process.

*Table 2: The Excerpt of the Interview with Students*

| Researcher | | Students/informants | |
|---|---|---|---|
| Q1 | What do you think about using the Wordwall application in English learning? | P1 | I really like using the Wordwall app in English language learning because it provides many interactive tools that can be customized to suit teaching needs. |
| | | P2 | I think the Wordwall app makes it easier for me to learn and be fluent in speaking because I feel more comfortable and happy. |

| Q2 | Does the Wordwall application help improve speaking skills? Why? | P2 | Yes, by using the Wordwall application, I feel that my ability and fluency in speaking have increased because initially I felt hesitant and afraid of being wrong when speaking, but with the use of Wordwall, I feel calmer and more confident in speaking. |
|----|----|----|----|
| Q3 | Do you feel more confident speaking after playing the Wordwall application? | P3 | Of course, I feel confident because when playing brain games, I don't think about fear, I enjoy myself more, and speak fluently. |
|  |  | P4 | I also felt like that, the fun class and the very unique game made me interested in conveying what was on my mind. |
| Q5 | Does the Wordwall app motivate you to speak more actively? | P5 | With the games provided by the teacher through the Wordwall application, we carried out the learning process very actively, we felt really saying if we didn't speak or answer the questions in the game. |
|  |  | P6 | From this application, I feel challenged to keep talking to answer all the questions that appear, and I want to keep going forward so that I can play the games provided. |
|  |  | P7 | It's true that we feel like we are in a race to play and guess, answer, and speak. With this kind of fun, we forget our fears and are always motivated to speak fluently. |

Based on the interviews, the results show that the Wordwall app is an effective tool for teaching English as a foreign language. Wordwall's interactive features help overcome common problems in speaking activities, such as being unmotivated and afraid of being wrong. This study supports earlier findings that digital tools facilitate language learning.

**Discussion**

This study investigated the use of the Wordwall application as a medium to improve speaking skills among XI-grade students at MA Ibnu Ali. The findings demonstrate that Wordwall positively impacts students' speaking fluency and overall oral competence. This outcome is consistent with previous research emphasizing the benefits of interactive digital tools in language learning. For instance, (Umairoh & Agustina, 2023) found that Wordwall games enhanced students' engagement and speaking performance in English as a Foreign Language (EFL) classrooms. Similarly, (Ponce Anchundia & Chancay Cedeño, 2025) reported that gamified learning applications like Wordwall fostered active participation and lowered speaking anxiety, which are critical factors in developing speaking skills.

From the interview results regarding the utilization of the Wordwall application in the speaking classroom. First, students' perception of the utilization of the Wordwall application in English learning is very positive because it is fun and can improve their speaking fluency (Butar-Butar et al., 2024). In addition, this application makes students who initially dislike English learning with this application can make them happy in learning English. Q3's answer above concludes that the teacher is right in providing solutions to their dislike, especially in learning to speak, because on average, they give the perception that the Wordwall application is able to make students who do not like learning English; this application can help their knowledge.

Regarding their difficulties when learning to use this Wordwall application, some students admitted to being confused when asked to tell stories, and even answer questions with the right words (Ma'rifah & Mawardi, 2022). Each application certainly has its level of difficulty, but it all comes back to the user whether they understand the use and content or not. Judging from the students' responses above, they only need to re-understand the features in the application. And if you look at the students' responses above, they have the same difficulties, even though the way they answer is different, from their responses to difficulties, it can be

concluded that the real obstacles are within them, and suggestions from the school. However, of course, each student has their way of overcoming these difficulties.

However, the persistence of challenges such as limited vocabulary and occasional student restlessness suggests that Wordwall alone cannot fully address all speaking skill difficulties. This finding complements the research by Kuzmina et al. (2021), who argue that technology must be integrated within a broader pedagogical framework, including vocabulary instruction and classroom management, to be truly effective.

In summary, this study not only confirms the benefits of Wordwall in developing speaking skills but also fills the research gap by exploring its application in a specific Islamic senior high school context. Future research should explore longitudinal impacts and investigate how Wordwall can be combined with explicit vocabulary teaching and anxiety-reduction strategies to maximize its effectiveness.

## CONCLUSION

Based on the results and analysis of this study, it can be concluded that the use of the Wordwall application positively impacts the speaking fluency of grade XI students at MA Ibnu Ali. The application provides an interactive and enjoyable platform that encourages students to participate actively and build confidence in their speaking abilities. The variety of activities available, such as English games and quizzes, facilitates the retention of frequently used vocabulary, phrases, and sentence structures, which supports more fluent and spontaneous oral communication. This study contributes to the field of English Language Teaching by demonstrating the practical benefits of integrating gamified learning tools like Wordwall in speaking instruction. It highlights the potential of technology-assisted learning to enhance student engagement and motivation, addressing common challenges such as speaking anxiety and limited practice opportunities.

However, the study also acknowledges several limitations. The restricted time allocated for using the application and limited access to technological devices constrained the optimal use of Wordwall. Additionally, the study was conducted within a specific educational and cultural context, which may affect the generalizability of the findings. For future research, it is recommended to explore the long-term effects of Wordwall on speaking proficiency and to investigate its integration with other teaching methods, including real-life speaking activities. Expanding access to technology and providing more flexible scheduling could further maximize the application's effectiveness in improving students' speaking skills.

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