

The Effectiveness of Wordwall Learning Media on Students' English Learning Outcomes: A Literature Review

Rita Harisma¹
Gusman Lesmana²

^{1,2}Universitas Muhammadiyah Sumatera Utara
ritaharisma@umsu.ac.id, gusmanlesmana@umsu.ac.id

Abstract: *This study aims to systematically examine the use of Wordwall as a learning medium in improving students' English learning outcomes. The method used was a literature review, reviewing national and international scientific articles, proceedings, and research reports relevant to the use of Wordwall in learning. The results of the study indicate that Wordwall, as an interactive digital learning medium, effectively increases student motivation, engagement, and understanding of the material through varied and enjoyable learning activities, such as quizzes, word games, matching, and game-based exercises. These activities encourage student activeness and participation and create student-centered learning. The conclusion of this study confirms that Wordwall is an innovative and relevant learning medium to support improved English learning outcomes, particularly in vocabulary mastery and material comprehension.*

Keywords: *Wordwall, learning outcome activities, English, literature review*

Introduction

The reality of English language learning at the primary and secondary levels shows that this ideal situation has not yet been fully realized. The learning process still tends to be teacher-centered, with lecture methods and the use of textbooks as the primary learning resources. As a result, students are less actively involved in learning, their motivation to learn is relatively low, and their vocabulary mastery and understanding of English material are not optimally developed. Several previous studies have also revealed that the limited variety of learning media and the minimal use of digital technology have an impact on low learning outcomes and a lack of student interest in English (Apriani, 2019; Pratiwi & Puspita, 2025).

Learning that does not actively involve students has implications for low learning outcomes and minimal emotional involvement in the learning process, which ultimately hinders the optimal achievement of learning objectives (Apriani, 2019; Hattie, 2023). Therefore, innovative learning media are needed that not only function as a means of delivering material but also integrate elements of games, challenges, and interactions as an integral part of student learning activities, thereby making learning more meaningful and student-centered (Nacke & Deterding,

2017; Xi & Hamari, 2019). However, this ideal has not been fully realized in practice. Various studies show that English learning in schools is still dominated by conventional, teacher-centered methods, with limited and less varied media use. As a result, students tend to be passive, less motivated, and experience difficulties in understanding the material, especially in vocabulary mastery and practical language application (Apriani, 2019; Suryani, 2023). This situation is exacerbated by the low integration of interactive digital media into learning activities, even though technological facilities are available in most schools (Ismail, 2015; Wang, 2013). In addition, this research will also identify challenges and obstacles that may arise in the process of integrating digital technology in learning, as well as strategies that can be developed to overcome these various obstacles (Imelda & Halimah, 2018).

English language learning ideally aims for a student-centered, interactive learning process that is capable of activating students' cognitive, affective, and psychomotor involvement. Ideal learning is supported by the use of interactive digital learning media that provide varied activities, such as educational games, quizzes, and challenge-based exercises, thereby increasing student motivation, activeness, and learning outcomes, particularly in vocabulary mastery and language comprehension (Hattie, 2023; Slavin, 2020). However, actual conditions in the field show that English language learning is still largely dominated by conventional, teacher-oriented methods, with limited and less interactive use of learning media. Learning activities tend to be one-way, resulting in less active student involvement, low learning motivation, and suboptimal English learning outcomes, particularly in vocabulary mastery and comprehension (Aini, 2022; Muttaqien, 2017; Sofyan et al., 2024).

The gap between ideal conditions and the reality of learning indicates a fundamental problem in the design of English learning activities, particularly regarding the use of learning media that can activate students. Learning that does not actively involve students results in poor learning outcomes and minimal emotional involvement in the learning process, which ultimately hinders the optimal achievement of learning objectives (Hattie, 2023; Slavin, 2020). Therefore, innovative learning media are needed that not only function as a means of delivering material but also integrate elements of games, challenges, and interaction as an integral part of student learning activities, thereby making learning more meaningful and student-centered (Nacke & Deterding, 2017).

One innovative solution that has the potential to bridge the gap between ideal conditions and the reality of English learning is the use of Wordwall learning media. Wordwall is an interactive digital platform designed to support activity- and game-based learning, such as quizzes, word matching, vocabulary games, and various interactive exercises that can be tailored to English learning objectives (Khaerunnisa et al., 2025; Sofyan et al., 2025). The use of game-based activities in Wordwall allows students to be actively involved in the learning process, increases learning motivation, and helps strengthen vocabulary mastery and understanding of the material in a more contextual and enjoyable way (Nasikha et al., 2025; Nugraheni et al., 2025). Several studies have shown that the use of Wordwall can improve learning motivation, student activeness, and English learning outcomes, particularly in vocabulary mastery and material understanding (Hartatiningsih, 2022; Rohmatin, 2023).

Based on the above description, this study focuses on a literature review regarding the use of Wordwall media in English learning, with an emphasis on the scope of the resulting learning activities and their contribution to improving student learning outcomes. This study is expected to provide theoretical contributions to the development of interactive digital media-based English learning and serve as a practical reference for educators in designing more effective and student-centered learning activities.

Literature Review

Digital learning media plays a crucial role in enhancing the effectiveness of English learning, particularly at the elementary school level. Learning English as a foreign language requires strategies and media that can help students understand vocabulary, sentence structure, and contextual meaning. The literature indicates that digital media can present English material in visual, audio, and interactive formats, making it easier for students to grasp abstract language concepts.

In addition, the use of digital media supports more engaging learning, increases student attention, and creates a fun and student-centered learning atmosphere.

Wordwall is a web-based learning medium widely used in English learning (Rodriguez-Escobar et al., 2023). This medium provides various types of educational games such as vocabulary quizzes, matching words to pictures, sentence completion, and simple comprehension exercises relevant to English learning in elementary schools (Husen, 2025). Based on a literature review, Wordwall has advantages in terms of ease of use, flexibility in material presentation, and accessibility through various digital devices. This makes it easier for teachers to design varied English learning activities tailored to students' needs.

In the context of English language learning outcomes, literature shows that learning outcomes encompass cognitive, affective, and psychomotor aspects. Cognitive aspects include vocabulary mastery, understanding sentence structure, and simple reading and writing skills. Affective aspects relate to students' interest, motivation, and attitudes toward learning English, while psychomotor aspects encompass the ability to pronounce simple words or sentences correctly. Wordwall media is considered capable of supporting these three aspects through interactive, game-based learning activities (Khairi, 2025; Safitri, 2024).

Several previous studies reviewed in the literature indicate that the use of Wordwalls has a positive impact on students' English learning outcomes. Students who learn using Wordwalls tend to show improved vocabulary mastery, material comprehension, and higher learning motivation compared to those using conventional learning. The gamification element in Wordwalls encourages active student engagement and reduces boredom in the English learning process.

Method

This study employed a literature review method by reviewing national and international scientific articles (Hidayat et al., 2024) relevant to the use of Wordwall learning media in English language learning. Data sources were obtained from reputable journals, scientific proceedings, and research reports published in academic databases such as Google Scholar,

Scopus, and Web of Science. The articles reviewed were selected based on inclusion criteria: research discussing the use of Wordwall or similar digital learning media, focusing on English language learning, and reporting on the impact on learning outcomes, motivation, or student engagement.

The analysis process involved identifying, selecting, and synthesizing the literature. Each article was systematically analyzed to identify the research design, subject matter, learning context, and key findings related to the effectiveness of Wordwall use. The obtained data was then synthesized descriptively and qualitatively to identify patterns, trends, and consistency with previous research findings.

The results of the literature synthesis were used to evaluate the role of Wordwall as an interactive digital learning medium in English language learning, particularly in increasing learning motivation, student engagement, and material comprehension through game-based learning activities such as quizzes, word games, matching, and interactive exercises. This approach allows researchers to obtain a comprehensive picture of Wordwall's effectiveness based on empirical findings from various previous studies.

Result and Discussion

Based on a synthesis of various references, the findings of this study indicate that the use of Wordwall learning media consistently has a positive impact on students' English learning (Fadhilah & Daulay, 2025; Hidayaty et al., 2022). Improvements in learning outcomes reported in the literature are primarily seen in vocabulary mastery, understanding of simple sentence structures, and basic reading skills. This indicates that Wordwall is effective in supporting language learning at the cognitive level at the elementary to secondary levels, particularly at the elementary and early secondary levels (Deveci, 2024; Oña et al., 2024). The consistency of these findings across various learning contexts, both face-to-face and online, strengthens the argument that Wordwall has high flexibility as an English learning medium.

Furthermore, findings indicate that improved student learning outcomes are not only due to the content presented, but also to Wordwall's characteristics as an interactive, game-based medium (Safitri, 2024). Activities such as interactive quizzes, word-to-image matching games, and sentence completion exercises provide varied and contextual learning stimuli (Utami et al., 2024). This variety of activities allows students to associate vocabulary and language structures with more meaningful learning experiences, thereby strengthening their memory and understanding of English concepts (Rizkyta, 2025).

In addition to its impact on cognitive aspects, Wordwall contributes to increasing student motivation and learning engagement. Game-based media creates a more enjoyable, challenging, and less monotonous learning environment than conventional methods. Students tend to demonstrate active participation, greater curiosity, and a positive attitude toward English learning (Karimah et al., 2025; Ningtyas & Pradikto, 2025). These findings align with learning motivation theory, which emphasizes that active engagement and enjoyable learning experiences can increase student persistence and interest in learning a foreign language.

From a learning perspective, the effectiveness of a Wordwall is largely determined by its structured use. During the planning stage, teachers play a crucial role in determining learning

objectives and aligning the types of Wordwall activities with the competencies to be achieved. Careful planning allows a Wordwall to function not only as an entertainment medium but also as a pedagogical tool aligned with the curriculum and students' learning needs (Latovania, 2024). This confirms that the success of using a Wordwall is not automatic but rather depends on the learning design developed by the teacher.

During the implementation phase, students' direct interaction with Wordwall activities encourages active and participatory learning. The immediate feedback provided by the Wordwall system helps students immediately identify errors and improve their understanding (Stefania et al., 2025). This mechanism supports the principle of feedback-based learning, which has been proven effective in language learning. Furthermore, the use of Wordwalls individually and in groups also supports collaborative learning, which contributes to the development of students' social and communication skills (Aisiy & Beni Junedi, 2025). During the implementation phase, Wordwalls are used as the primary or supporting media in core learning activities. Teachers display Wordwall activities via a projector or share links with students for access through their devices. Students participate individually or in groups in completing the available activities (Sari, 2024). They are asked to answer questions, choose the correct answer, or complete game-based challenges related to the English material being studied. Direct interaction with the media allows students to actively engage in the learning process and receive immediate feedback on their answers.

Furthermore, the use of Wordwalls as a tool for practice and material reinforcement demonstrates that this medium supports repetitive learning without being boring. Repetition of vocabulary and language structures through a variety of games allows for the strengthening of long-term memory. In the context of learning English as a foreign language, meaningful repetition is a crucial factor in improving students' language competence.

During the evaluation and reflection phase, the Wordwall serves as a practical and efficient formative assessment tool. Teachers can use data from student activities to monitor learning progress, identify student difficulties, and plan follow-up learning. Thus, the Wordwall serves not only as a medium for delivering material but also as an evaluative instrument that supports ongoing learning.

From a theoretical perspective, the effectiveness of Wordwall can be explained through the integration of technology-based learning principles and gamification (Ma'arif et al., 2025). Visual and interactive presentation of material is in line with cognitive learning theory which emphasizes the importance of visual stimulus and active involvement in building understanding. Meanwhile, the elements of games, challenges and rewards in Wordwall are in line with the gamification approach which has been proven to increase intrinsic motivation and reduce anxiety in learning a foreign language.

However, the literature review also identified several limitations in the use of Wordwalls, such as dependence on internet access and teacher readiness to design meaningful activities. These limitations indicate that Wordwall effectiveness is heavily influenced by supporting infrastructure and teachers' pedagogical and digital competencies (Nurhafifah et al., 2025). Therefore, training and mentoring are needed for teachers to optimally integrate Wordwalls into English learning.

Overall, the findings of this study confirm that Wordwall is an effective and relevant learning medium for improving students' English learning outcomes when used in a planned, contextualized manner, and integrated with learning objectives. These findings provide important implications for the development of digital media-based English learning and serve as a foundation for further research with a stronger empirical approach, both through experimental design and media development studies.

Conclusion

It can be concluded that the use of Wordwall learning media has a positive impact on students' English learning, particularly on vocabulary mastery, understanding of simple sentence structures, and basic reading skills. The consistency of findings across various learning contexts indicates that Wordwall is a flexible and effective medium for use in elementary and early secondary education.

Wordwall's effectiveness is supported by its characteristics as an interactive, game-based medium capable of increasing students' motivation, engagement, and positive attitudes toward English learning. Its successful implementation depends heavily on teachers' learning planning and design, the use of direct feedback, and the support of infrastructure. With planned and contextual use, Wordwall has the potential to become a relevant and sustainable digital learning medium, while also opening up opportunities for further research with a stronger empirical approach.

References

- Aini, N. (2022). Peningkatan hasil belajar penguasaan kosakata bahasa Inggris materi daily activity melalui penggunaan media kartu kata bergambar pada siswa. *Jurnal Kinerja Kependidikan (JKK): Facilities of Educator Career and Educational Scientific Information*, 4(3), 632–647.
- Aisiy, K. R., & Beni Junedi, R. D. (2025). ANALISIS PENGGUNAAN MEDIA PEMBELAJARAN WORDWALL DALAM KEMAMPUAN KOLABORASI SISWA PADA MATERI KERAGAMAN BUDAYA LOKAL (MAKANAN KHAS BANTEN) KELAS V SD ISLAM TIRTAYASA. *Pendas: Jurnal Ilmiah Pendidikan Dasar*, 10(03), 280–291.
- Apriani, R. (2019). The effect of learning media and interest in learning on English learning outcomes. *English Journal*, 13(2), 68–78.
- Deveci, T. G. (2024). *Investigating the impact of digital online games in Wordwall on English language vocabulary development among high school students*. Necmettin Erbakan University (Turkey).
- Fadhilah, N., & Daulay, S. H. (2025). Utilizing Wordwall as A Media Learning in Enhancing Students' Vocabulary: Students' Perception. *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature*, 13(2), 3986–4000.
- Hartatiningsih, D. (2022). Meningkatkan Penguasaan Vocabulary Bahasa Inggris Dengan Menggunakan Media Wordwall Siswa Kelas VII Mts. Guppi Kresnomulyo. *ACTION: Jurnal Inovasi Penelitian Tindakan Kelas Dan Sekolah*, 2(3), 303–312.

- Hattie, J. (2023). *Visible learning: The sequel: A synthesis of over 2,100 meta-analyses relating to achievement*. Routledge.
- Hidayat, N., Andriani, F., & Yoenanto, N. H. (2024). Exploring Challenges and Strategies for Improving the Quality of Education : Integrative Literature Review. *Indonesian Journal of Educational Research and Review*, 7(1), 128–141. <https://doi.org/10.23887/ijerr.v7i1.73824>
- Hidayaty, A., Qurbaniah, M., & Setiadi, A. E. (2022). The influence of word wall on students' interest and learning outcomes. *Jurnal Penelitian Ilmu Pendidikan*, 15(2), 211–223.
- Husen, N. (2025). Wordwall Website as a Learning Media in Teaching English for Seventh Grade Students at SMPN 2 Tidore Kepulauan. *Journal of English Language and Education*, 10(5), 451–456.
- Ismail, N. (2015). The Integration of New Media in Schools: Comparing Policy with Practice.
- Manurung, I. D., & Tussa'diah, H. (2019). Penerapan Note Making Skill untuk Meningkatkan Kemampuan Menyimak Mahasiswa Prodi Pendidikan Bahasa Inggris FKIP UMSU. *Jurnal Umsu*, 2(1), 1-15. <https://jurnal.umsu.ac.id/index.php/kumpulandoson/article/view/2660>
- International Education Studies, 8(12), 231–240.
- Karimah, L., Antika, W. T., & Nur, D. M. M. (2025). Meningkatkan Keterlibatan Siswa Kelas VIII Menggunakan Media Pembelajaran Berbasis Game. *RUKASI: Jurnal Ilmiah Perkembangan Pendidikan Dan Pembelajaran*, 2(03), 107–113.
- Khaerunnisa, B. U., Ammade, S., & Larekang, S. H. (2025). Praktik Penggunaan Aplikasi Wordwall Pada Pembelajaran Bahasa Inggris di MAS As' adiyah No. 1 Atapange. *Amsir Community Service Journal*, 3(1), 75–80.
- Khairi, A. I. (2025). Development of Wordwall Educational Game-Based Learning Media for Social Studies Learning Materials. *Entita: Jurnal Pendidikan Ilmu Pengetahuan Sosial Dan Ilmu-Ilmu Sosial*, 401–420.
- Latovania, M. (2024). *Pengembangan Media Wordwall Berbasis Game Untuk Meningkatkan Minat Belajar Pada Pembelajaran Matematika Siswa Kelas IV MI Miftahul Huda Ngreco Kabupaten Kediri*. IAIN Kediri.
- Ma'arif, S., Soraya, I., & Kurjum, M. (2025). Pemanfaatan Media Pembelajaran Berbasis Wordwall dalam Meningkatkan Keaktifan Siswa Pada Mata Pelajaran PAI. *Jurnal Ilmiah Profesi Pendidikan*, 10(2), 1152–1158.
- Muttaqien, F. (2017). Penggunaan media audio-visual dan aktivitas belajar dalam meningkatkan hasil belajar vocabulary siswa pada mata pelajaran bahasa inggris kelas x (Quasy experiment: SMAN 8 Garut). *Jurnal Wawasan Ilmiah*, 8(1).
- Nacke, L. E., & Deterding, S. (2017). The maturing of gamification research. In *Computers in Human Behavior* (Vol. 71, pp. 450–454). Elsevier.
- Nasikha, A., Ali, S., & Aisyah, N. (2025). Penerapan Model Game-Based Learning untuk Meningkatkan Semangat Belajar Bahasa Arab Siswa Sekolah Menengah Atas. *Al Ibrah: Journal of Arabic Language Education*, 8(1), 23–32.
- Ningtyas, S. Z., & Pradikto, S. (2025). Pengaruh metode pembelajaran konvensional dan game terhadap pembelajaran KWU dalam meningkatkan minat belajar SMAN 4 Pasuruan. *Jurnal Kajian Dan Penelitian Umum*, 3(1), 115–124.

- Nugraheni, I. D., Ardhiansyah, D., & Sofiyani, I. (2025). Implementasi game Wordwall untuk mendukung keterlibatan anak usia dini dalam pembelajaran. *Khombo Ime: Jurnal Pendidikan Anak Usia Dini*, 1(2), 64–75.
- Nurhafifah, F. Z., Hariandi, A., & Rosmalinda, D. (2025). PENGALAMAN GURU MENGENAI DINAMIKA BUDAYA SEKOLAH DALAM IMPLEMENTASI PLATFORM PEMBELAJARAN DIGITAL. *Pendas: Jurnal Ilmiah Pendidikan Dasar*, 10(4), 913–922.
- Oña, M. E. M., Rodríguez, A. M. M., Mero, J. A. Z., Santos, M. V. L., & Zambrano, D. M. R. (2024). Use of Wordwall as a Tool for the Strengthening of the English Language Vocabulary at Elementary School Level. *Estudios y Perspectivas Revista Científica y Académica*, 4(4), 1640–1657.
- Pratiwi, A., & Puspita, B. (2025). Pendampingan Penerapan Media Pembelajaran Interaktif dalam Pengajaran Bahasa Inggris untuk Guru Sekolah Dasar. *JURNAL ABDI NUSANTARA STKIP AL AMIN DOMPU*, 1(1), 33–40.
- Rizkyta, A. M. (2025). *EFEKTIVITAS FLASHCARD AR (AUGMENTED REALITY) DALAM MENINGKATKAN PEMAHAMAN BAHASA INGGRIS*. Universitas Ivet.
- Rodriguez-Escobar, C., Cuevas-Lepe, J., & Maluenda-Parraguez, L. (2023). Assessing the effectiveness of Wordwall. net as a vocabulary learning tool: Pre-service EFL teachers' perspectives. *Journal of Education and Practice*, 14(31), 41–51.
- Rohmatin, R. (2023). Penggunaan game edukasi berbasis wordwall untuk meningkatkan kemampuan vocabulary siswa dalam pembelajaran bahasa inggris. *EDUTECH: Jurnal Inovasi Pendidikan Berbantuan Teknologi*, 3(1), 79–88.
- Safitri, D. B. (2024). Differences in Student Learning Outcomes Using the Game Based Learning Model Assisted with Wordwall Media and The Cooperative Learning Model. *Asian Journal of Multidisciplinary Studies*, 7(1), 47–54.
- Sari, K. F. (2024). *Penerapan Media Wordwall dan Metode Role Playing untuk Meningkatkan Keterlibatan Siswa dalam Pembelajaran di Kelas XI 4 SMA N 1 Boyolali TA 2023/2024*.
- Slavin, R. E. (2020). How evidence-based reform will transform research and practice in education. *Educational Psychologist*, 55(1), 21–31.
- Sofyan, R. R., Herman, H., Sultan, S., Suardi, S., & Hasriani, H. (2024). English Fun Competition: Peningkatan Motivasi dan Kemampuan Berbahasa Inggris dengan Pembelajaran Aktif di MTs Al-Hidayah. *Jurnal Publikasi Pendidikan*, 14(3), 374–384.
- Sofyan, R. R., Muhayyag, M., Sally, F. H. S., & Wahyuni, I. Y. (2025). Penggunaan Game Digital Berbasis Web dalam Pembelajaran Bahasa Inggris di Yayasan Pendidikan Bungaya. *Jurnal Abdimas Indonesia*, 5(2), 886–899.
- Stefania, M., Umayana, N., & Ndori, V. H. (2025). Analisis Pemanfaatan Media Wordwall Untuk Meningkatkan Pemahaman Konsep Matematika Siswa Sekolah Menengah Pertama Negeri Cerdas Bangsa. *Jurnal Inovasi Pendidikan Matematika (JIPM)*, 7(2), 83–95.
- Suryani, L. (2023). *Pengembangan Media Activity Book Untuk Melatih Kemampuan Menulis Permulaan Siswa Slow Learner Kelas V SD Negeri 2 Kelayu Utara*. Universitas Hamzanwadi.
- Utami, N. M. V., Suastini, N. W., Rini, N. L. V. N., & Indrawati, A. A. M. (2024). KELAS

ASYIK DENGAN PERMAINAN KLASIK: METODE INOVATIF UNTUK PEMBELAJARAN BAHASA INGGRIS INTERAKTIF DI SDN 11 DAUH PURI. *LOKATARA SARASWATI*, 3(2), 57–67.

Wang, P.-Y. (2013). Examining the Digital Divide between Rural and Urban Schools: Technology Availability, Teachers' Integration Level and Students' Perception. *Journal of Curriculum and Teaching*, 2(2), 127–139.

Xi, N., & Hamari, J. (2019). Does gamification satisfy needs? A study on the relationship between gamification features and intrinsic need satisfaction. *International Journal of Information Management*, 46, 210–221.