# Enhancing Students' Learning Motivation Through Wordwall as an Interactive Learning Tool in Class XII.G at SMAN 1 Pinrang

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### *Abstrak*

This study investigates the effectiveness of Wordwall, an interactive learning tool, in enhancing students' learning motivation in Class XII.G at SMAN 1 Pinrang. The research was conducted using a classroom action research (CAR) methodology, consisting of two cycles of planning, action, observation, and reflection. Data were collected through pre-tests and post-tests, classroom observations, and student questionnaires to assess the impact of Wordwall on students' motivation and academic performance. The results showed a significant improvement in student engagement, participation, and motivation, with students actively involved in learning activities and showing greater enthusiasm in the classroom. The use of Wordwall increased students' intrinsic motivation by providing an enjoyable and dynamic learning environment. These findings suggest that integrating interactive learning tools like Wordwall can foster a more engaging classroom atmosphere and improve learning outcomes.

Keywords: Wordwall, learning motivation, interactive learning, classroom action research, SMAN 1 Pinrang

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## INTRODUCTION

Motivation plays a crucial role in the success of students' learning processes, as it is directly linked to their engagement, persistence, and academic achievement. In the context of English language learning, students often face difficulties in staying engaged with the material, especially when traditional methods fail to capture their interest. Studies show that motivated students are more likely to participate in classroom activities, actively seek out learning opportunities, and retain information more effectively (Ryan & Deci, 2000). However, many conventional methods of teaching English tend to be passive, leaving students disengaged and uninterested in the subject.

In response to this challenge, integrating technology into teaching has become a promising solution. Digital tools such as Wordwall provide interactive and gamified activities that make learning more engaging and dynamic. Wordwall, which offers customizable quizzes, matching games, and other interactive exercises, encourages students to actively participate and fosters a sense of achievement. It allows students to interact with content in a fun and meaningful way, providing immediate feedback and enhancing their learning experience. Furthermore, gamification has been shown to increase intrinsic motivation by turning learning tasks into enjoyable challenges (Kapp, 2012).

This study aims to assess the impact of Wordwall on the learning motivation of students in Class XII.G at SMAN 1 Pinrang. Specifically, the study seeks to determine how the use of Wordwall enhances student engagement and participation in English lessons, and how it influences their attitudes toward learning English. Additionally, the research investigates whether the integration of such interactive tools can lead to improvements in students' academic performance, focusing on vocabulary acquisition and reading comprehension.

## RESEARCH METHODOLOGY

This study employed a Classroom Action Research (CAR) methodology, which involves a systematic process of planning, implementing, observing, and reflecting on teaching practices to improve teaching and learning outcomes. The study was conducted in two cycles, each lasting four weeks, at SMAN 1 Pinrang with 30 students from Class XII.G. The primary data collection methods included pre-tests and post-tests, classroom observations, and student questionnaires.

In the planning phase, lesson plans were designed to integrate Wordwall activities into the English curriculum, focusing on vocabulary and reading comprehension. During the action phase, these activities were implemented in the classroom, with students participating in various Wordwall games. Classroom observations were conducted to monitor student engagement and participation, and questionnaires were distributed at the end of each cycle to gather students' feedback on their learning experience.

## FINDINGS AND DISCUSSION

The findings from this study demonstrated a significant positive impact of Wordwall on students' learning motivation and academic performance. In the first cycle, students were initially hesitant about the new approach but gradually became more engaged as they interacted with the Wordwall activities. The games, which included vocabulary quizzes and matching exercises, encouraged students to work actively with the material, making the learning process more enjoyable and less monotonous. By the second cycle, the students showed marked improvements in both their participation and motivation. The use of competitive elements in the games, such as points and leaderboards, created a sense of excitement and a desire to perform better, which greatly enhanced student engagement.

The pre-test and post-test results revealed a noticeable improvement in students' vocabulary and reading comprehension. In the post-test, the average scores of students in vocabulary acquisition and reading

comprehension tasks were significantly higher than in the pre-test. This improvement can be attributed to the repetitive nature of Wordwall activities, which allowed students to reinforce their understanding in an interactive and fun way. For example, word matching games enabled students to practice vocabulary in context, which helped them internalize the words more effectively. Moreover, the immediate feedback provided by Wordwall allowed students to see their mistakes and correct them in real-time, which helped them understand the material more deeply.

Classroom observations further confirmed the positive effects of Wordwall on student motivation. Students were observed to be more active in discussions, showing greater interest in completing tasks and offering answers during lessons. The gamified structure of Wordwall activities created a supportive and stimulating environment that encouraged students to take risks and engage in healthy competition. Many students expressed that they felt more confident and excited to learn English because of the interactive nature of the platform. In interviews, students reported that the use of Wordwall made the lessons feel less like a typical classroom experience and more like an enjoyable challenge, which significantly boosted their motivation.

The student questionnaires also supported these observations. A majority of students reported feeling more motivated to study English after participating in Wordwall activities. They appreciated the variety of games available, as it allowed them to experience different ways of learning. The platform's ability to track their progress and provide instant feedback was also seen as a motivating factor. Students felt that the activities were not only fun but also helpful in improving their understanding of the language. However, some students initially faced technical challenges in using Wordwall, which were addressed by providing additional support and guidance. Despite these minor issues, the overall response was overwhelmingly positive, with most students expressing a desire to continue using Wordwall in future lessons.

## CONCLUSION

This study concluded that Wordwall is an effective tool for enhancing students' learning motivation in Class XII.G at SMAN 1 Pinrang. By incorporating interactive and gamified learning activities, Wordwall created a more engaging and dynamic classroom environment, leading to increased student participation and enthusiasm. The results of the study indicate that the use of Wordwall not only made learning English more enjoyable but also had a positive impact on students' academic performance, particularly in vocabulary acquisition and reading comprehension.

The findings suggest that integrating digital tools like Wordwall into traditional teaching methods can significantly improve the learning experience by fostering a greater sense of engagement and motivation. The interactive nature of Wordwall, combined with its ability to provide immediate feedback and track progress, contributed to a more personalized and effective learning environment. Furthermore, the study highlights the importance of creating a fun and supportive classroom atmosphere to encourage students to take an active role in their learning.

Given the positive results of this study, it is recommended that educators consider incorporating interactive platforms like Wordwall into their teaching practices to enhance student motivation and engagement. Future research could explore the long-term effects of gamified learning tools on student performance across different subjects and educational levels.

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