An Investigation into Using Wordwall as a Tool for Teaching English

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ABSTRACT

This study investigated the effectiveness of Wordwall media in teaching English to tenth-grade students at SMK Negeri 4 Jeneponto. Employing a quantitative quasi-experimental design, the research involved one control class and one experimental class, each assessed through a 20-item multiple-choice pre-test and post-test. A total of 20 TKJ students participated. The findings showed that the experimental class had a lower pre-test mean score (34.50) compared to the control class (37.50). However, after the treatment, the experimental class achieved a significantly higher post-test mean score (65.00) than the control class (40.00), indicating a 26-point improvement. The t-test results confirmed these findings: the pre-test difference was not significant ($p = 0.546 > 0.05$), while the post-test difference was significant ($p = 0.000 < 0.05$). These results demonstrate that Wordwall media is effective in enhancing students' English proficiency, particularly in vocabulary, pronunciation, reading, and writing, while also fostering motivation and engagement in learning.

Keywords: *Wordwall Media, English learning, quasi-experimental research, vocabulary mastery, student motivation*

1) INTRODUCTION

English has evolved into a global language that is widely utilized across diverse contexts. Within the field of education, it plays a crucial role, functioning as a gateway to accessing and comprehending scientific knowledge. Employing English as a medium of instruction enables learners to engage more effectively with various scientific disciplines. The four core language skills, reading, listening, writing, and speaking, are classified within the psychomotor domain. Consequently, in the process of English language instruction, the development of these practical skills should be prioritized over the theoretical language knowledge (Syandri, 2023).

English functions as both a first and second language across the world. In many countries, it serves as the dominant means of communication, appearing in popular culture, academic discourse, global media, business, government, and diplomacy. Given its broad professional and international functions, the mastery of English is essential. Therefore, educators must equip students with English competence through effective learning activities (Kusuma, 2018).

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Teaching is a process in which teachers facilitate students' acquisition of knowledge and skills by linking subject matter to their experiences. According to Alhassan, (2023), it involves the transfer of knowledge, skills, and values from instructors to learners. However, language learning is a lengthy process, and without motivation, students are unlikely to succeed. Research consistently highlights motivation as the primary driving force in acquiring a foreign language.

The digital platform Wordwall is a gamified, network-based learning tool that offers various games and quizzes for educators to evaluate instructional materials. According to Hidayaty et al., (2022), it serves as an effective and engaging medium for both learning and assessment. Accessible via laptops and smartphones, Wordwall incorporates visuals, audio, animations, and interactive activities designed to sustain students' interest and motivation.

Wordwall provides free basic features with customizable templates and can be integrated into platforms such as WhatsApp and Google Classroom. It enhances students' comprehension of online materials while allowing teachers to efficiently assess learning outcomes (Ulandari et al., 2023). The Wordwall teaching method is an interactive platform that enables educators to design diverse activities such as word games, puzzles, flashcards, and quizzes. It fosters a rich learning environment and serves as an effective instructional tool.

Kurniasih & Arifin, (2015) note that Wordwall is designed to stimulate vocabulary development in reading and writing. It serves as an effective medium for introducing new words, unfamiliar terms, and correct spellings, while fostering students' interest in writing and improving their descriptive writing skills.

Preliminary observations at SMK Negeri 4 Jeneponto indicate persistent challenges in students' English language competence, particularly in the tenth-grade TKJ class. The main issues identified include limited vocabulary mastery, inaccurate pronunciation, and weak English writing skills. These problems are compounded by teaching practices that do not fully engage students or are less interesting for students. Interviews further revealed that teachers often alternate between Indonesian and English, and in some cases, rely exclusively on Indonesian when delivering learning materials, which may hinder students' exposure to and development of English proficiency.

The limited mastery of vocabulary, pronunciation, and writing, combined with uninteresting teaching methods, has reduced students' motivation to learn English. This condition presents a

challenge for teachers to develop effective and efficient strategies that can foster active learning, increase enthusiasm, and improve students' ability to interact more fluently in diverse contexts.

Teaching is a complex process that involves not only the transmission of knowledge but also the organization of student activities, the use of classroom and environmental resources, and the provision of guidance, direction, and encouragement. The use of Wordwall media represents one approach to fostering active student engagement. Ulandari et al., (2023) identify Wordwall as an effective interactive learning tool that makes lessons more engaging for both teachers and students. Encouraging competition and active participation, it supports a learner-centered approach that sustains students' interest in the material.

Based on the preliminary findings at SMK Negeri 4 Jeneponto, it was observed that the teaching strategies employed were less engaging for students, resulting in several learning obstacles. To address these challenges, this study seeks to examine the effectiveness of Wordwall media in supporting English language learning among tenth-grade TKJ students. The research is entitled "An Investigation into Using Wordwalls as a Tool for Teaching English."

Several studies have examined the use of Wordwall as an interactive medium in language learning. Swari, (2023) highlighted its potential for increasing students' reading interest through a conceptual review using Friedman's (2008) model, emphasizing its characteristics, strengths, and limitations. Similarly, Hidayaty et al., (2022) employed a quasi-experimental design and found that Wordwall significantly improved students' learning interest and outcomes compared to traditional methods.

In the context of vocabulary learning, Ilahiyati et al., (2023) demonstrated that Wordwall games enhanced pronunciation, memorization, and sentence construction skills through task-based activities. Ismiyati & Saputri, (2020), through a systematic review, further confirmed its effectiveness in improving vocabulary mastery across different educational levels, with post-test scores showing significant gains. Beyond language learning, Marensi et al., (2023) applied Wordwall to economics instruction and reported increased student learning activity using a pretest–posttest design. Kadaruddin et al., (2020), through classroom action research, also noted substantial improvement in vocabulary mastery among secondary-level learners, with test scores rising considerably between cycles.

Finally, Jones (2018) investigated the impact of Wordwall in a U.S. history classroom. While results indicated limited effectiveness in that context, the study recommended exploring its application

in other subject areas. Collectively, these studies suggest that Wordwall is a versatile and effective tool for enhancing student engagement, vocabulary acquisition, and learning outcomes across disciplines, though its impact may vary depending on subject matter and instructional design.

Previous studies on Wordwall have primarily focused on its role in improving reading interest or vocabulary acquisition, employing a range of methodologies including quantitative pre-experiments, quasi-experiments, qualitative designs, and mixed methods. Across these investigations, results consistently demonstrate the beneficial effects of Wordwall as a learning medium.

The present research shares this focus on Wordwall and adopts a quasi-experimental quantitative approach. However, it differs by examining the platform's effectiveness more comprehensively, not only in vocabulary but also in writing and pronunciation. This broader scope seeks to address a gap in the literature by evaluating Wordwall as a tool for teaching English holistically, rather than for isolated language skills.

2) METHODS

This study employed a quantitative approach to examine the effect of using *Wordwall* media in teaching English. Quantitative research investigates social phenomena by testing theories through measurable variables and statistical analysis to verify predictive generalizations (Creswell, 2019). It is also used to describe conditions, explore relationships, and analyze causal factors by collecting and interpreting numerical data to explain, predict, or control phenomena (Mills et al., 2019).

A sample is a subset of the population selected to represent its characteristics as a whole (Creswell, 2019). In this study, purposive sampling was employed, whereby participants were chosen based on specific characteristics relevant to the research objectives. The sample consisted of two groups: Class X TKJ 1 (20 students) as the experimental class and Class X TKJ 2 (20 students) as the control class.

Data Collection Method

a. Pre-test

At the first meeting, a pre-test was administered to both the experimental and control classes prior to treatment. The test consisted of 20 multiple-choice items designed to measure students' English proficiency before the intervention. Prior to administration, the researcher (a) instructed

students to pay attention, (b) explained the purpose of the study, (c) clarified the objective of the test instrument, and (d) directed students to complete the test independently.

b. Treatment

Following the pre-test, the experimental class received instruction using *Wordwall* media, while the control class was taught through conventional methods. Each session lasted 90 minutes and followed the school curriculum, with a different topic presented at each meeting. The treatment steps included: (a) motivating students at the start of the lesson, (b) explaining the learning flow, (c) delivering material through an LCD/laptop or directly in study groups, and (d) providing opportunities for students to ask questions or give responses.

c. Post-test

At the final meeting, a post-test consisting of 20 multiple-choice questions was administered to evaluate students' progress after the treatment. Students were informed about the test and its purpose, given clear instructions, and required to complete the test individually.

This study employed a quasi-experimental design to compare the outcomes of the experimental and control classes. A quasi-experiment is defined as an experimental approach in which the assignment of participants to groups is not conducted randomly (Hastjarjo, 2019). The purpose of this design is to examine the relationship between variables by involving both an experimental group and a control group. The experimental design used is as follows:

Table 1. *The experimental design*

Class	Pre-test	Treatment	Post-test
Experimental	0_1	X	0_2
Control	0_1		0_2

O_1: Pre-test

X: Treatment

O_2: Post-test

(Mills et al., 2019)

Data were collected through a pre-test, treatment, and post-test. The experimental class received instruction using *Wordwall* media, while the control class was taught without it. The results from both groups were then compared to determine whether the use of *Wordwall* had a significant effect on English learning among tenth-grade TKJ students at SMK Negeri 4 Jeneponto.

Instruments

Research instruments are tools used to measure and collect data on observed phenomena (Mills et al., 2019). Common instruments include observation sheets, questionnaires, and test items. In this study, the instrument consisted of a 20-item multiple-choice test administered to both the experimental and control classes.

Data analysis

The data were analyzed in several steps. First, students' pre-test and post-test scores were calculated using the formula:

$$X = \frac{\text{Student's correct answers}}{\text{Number of test items}} \times 100$$

(Mills et al., 2019)

Second, students' scores were classified into categories as follows:

Table 2. *Classification of students' scores*

Classifications	Range of score
Excellent	96-100
Very Good	86-95
Good	76-85
Fairly Good	66-75
Fairly	56-65
Poor	46-55
Very Poor	0-45

Third, the percentage of students in each category was calculated using the formula:

$$P = \frac{f}{N} X\ 100$$

Where P = percentage, f = frequency, and N = number of students.

Finally, hypothesis testing was conducted. A significance value of less than 0.05 indicated acceptance of the hypothesis (a significant difference), while a value greater than 0.05 indicated rejection (no significant difference).

The purpose of this analysis was to assess the effect of *Wordwall* media on students' English learning outcomes. Data from the pre-test and post-test of tenth-grade TKJ students at SMK Negeri 4 Jeneponto were analyzed using the independent sample t-test, along with normality testing, through SPSS for Windows.

3) RESULTS AND DISCUSSION

This chapter presents the results of the research conducted at SMK Negeri 4 Jeneponto. Data were collected through pre-tests, treatments, and post-tests administered to both the experimental and control classes between September 26 and November 15, 2024. The experimental class received instruction using Wordwall media, while the control class was taught using conventional methods. The findings are organized into three main parts: (1) students' pre-test results, (2) treatment implementation, and (3) students' post-test results, followed by statistical analysis to determine the effectiveness of Wordwall media in teaching English.

1. Test result

a. Pre-Test Results

The pre-test results of the experimental class are presented in Table 3 below.

Table 3. *Pre-test Results of the Experimental Class*

No	Initial Names	Score	Criteria
1	ANA	25	Very Poor

2	F	35	Very Poor
3	NH	25	Very Poor
4	M	60	Fairly
5	AS	30	Very Poor
6	NA	40	Poor
7	M	15	Very Poor
8	MFA	45	Fairly
9	S	15	Very Poor
10	N	35	Very Poor
11	RA	55	Poor
12	ZS	25	Very Poor
13	S	45	Poor
14	ZC	40	Poor
15	T	20	Very Poor
16	D	30	Very Poor
17	N	60	Fairly
18	C	10	Very Poor
19	NL	30	Very Poor
20	DNG	50	Poor
Total		**690.00**	
Mean Score of Pre-test		**34.50**	

Based on Table 3, the pre-test scores of the experimental class ranged from 10 to 60. The results show that 12 students were categorized as *Very Poor*, 5 students as *Poor*, and 3 students as *Fairly*. The mean score was 34.50, indicating that the overall English proficiency of the experimental class was still low before treatment.

Table 4. *The Pre-test Result of Class Control*

No	Initial Names	Score	Criteria
1	W	75	Fairly Good

2	FF	35	Very Poor
3	B	50	Poor
4	NA	55	Poor
5	NA	50	Poor
6	NA	20	Very Poor
7	A	40	Poor
8	SM	40	Poor
9	R	30	Poor
10	N	60	Fairly
11	I	25	Very Poor
12	DA	40	Poor
13	N	25	Very Poor
14	NF	20	Very Poor
15	S	15	Very Poor
16	AD	50	Poor
17	R	50	Poor
18	D	25	Very Poor
19	D	15	Very Poor
20	S	30	Very Poor
Total		**750.00**	
Mean Score of Pre-test		**37.50**	

Based on Table 4, the pre-test scores of the control class ranged from 15 to 75. The results show that 9 students were categorized as *Very Poor*, 9 students as *Poor*, 1 student as *Fairly*, and 1 student as *Fairly Good*. The mean score was 37.50.

When comparing the two classes, the mean pre-test score of the control class (37.50) was slightly higher than that of the experimental class (34.50), with a difference of 3.00 points. This indicates that, prior to treatment, both groups had relatively low English proficiency, though the control class performed marginally better.

b. Post-Test Results

After the treatment period, a post-test was administered to both the experimental and control classes to measure students' progress in English learning. The post-test aimed to evaluate the effectiveness of Wordwall media in improving students' performance compared to conventional teaching methods. The results of both classes are presented in the following tables.

Table 5. *The Post-test Result of the Experimental Class*

No	Initial Names	Score	Criteria
1	ANA	50	Poor
2	F	50	Poor
3	NH	70	Fairly Good
4	M	85	Good
5	AS	50	Poor
6	NA	60	Fairly
7	M	35	Very Poor
8	MFA	65	Fairly
9	S	55	Poor
10	N	85	Good
11	RA	80	Good
12	ZS	85	Good
13	S	60	Fairly
14	ZC	90	Very Good
15	T	50	Poor
16	D	50	Poor
17	N	70	Fairly Good

18	C	65	Fairly
19	NL	60	Fairly
20	DNG	80	Good
Total		**1.300.00**	
Mean Score of post-test		**65.00**	

Based on Table 5, the post-test scores of the experimental class ranged from 35 to 90. The results show that 1 student was categorized as *Very Poor*, 6 students as *Poor*, 5 students as *Fairly*, 3 students as *Fairly Good*, and 5 students as *Good*. The mean score of the experimental class in the post-test was 65.00.

Table 6. *The Post-test Result of Class Control*

No	Initial Names	Score	Criteria
1	W	30	Very Poor
2	FF	50	Poor
3	B	35	Very Poor
4	NA	75	Fairly Good
5	NA	40	Poor
6	NA	30	Very Poor
7	A	30	Very Poor
8	SM	40	Poor
9	R	25	Very Poor
10	N	55	Poor
11	I	35	Very Poor
12	DA	45	Poor
13	N	30	Very Poor
14	NF	35	Very Poor
15	S	20	Very Poor
16	AD	50	Poor
17	R	20	Very Poor
18	D	50	Poor
19	D	50	Poor

20	S	55	Poor
Total		**800,00**	
Mean Score of Post-test		**40,00**	

Based on Table 6, the post-test scores of the control class ranged from 20 to 75. The results show that 10 students were categorized as Very Poor, 9 students as Poor, and 1 student as Fairly Good. The mean score of the control class in the post-test was 40.00.

By comparing the post-test results of the two classes, the researcher found a clear difference in performance. The mean post-test score of the experimental class was 65.00, while that of the control class was 40.00, resulting in a difference of 26.00 points. This indicates that the experimental class, which was taught using Wordwall media, outperformed the control class that received conventional instruction. The improvement is also reflected in the distribution of students' scores, where a larger proportion of the experimental group achieved higher categories compared to the control group.

2. **Pre-test of normality**

Before testing the research hypothesis, a normality test was conducted to determine whether the data were normally distributed. Establishing normality is an essential prerequisite for hypothesis testing, as it ensures the validity of statistical comparisons between the null and alternative hypotheses.

The hypotheses for the normality test were formulated as follows:

- **H_0 (Null Hypothesis):** The sample is normally distributed if the significance value is greater than 0.05 (sig > 0.05).
- **H_1 (Alternative Hypothesis):** The sample is not normally distributed if the significance value is less than 0.05 (sig < 0.05).

In this study, the normality test was carried out using the statistical procedures suggested by Mills et al., (2019).

Table 7. *The Pre-Test of Normality*

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
TKJ 1	.120	20	.200*	.963	20	.608
TKJ 2	.128	20	.200*	.948	20	.343

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

The results of the normality test indicate that the significance value of the experimental class in the pre-test was **0.608**, which is higher than the threshold of 0.05. This means that the pre-test data of the experimental class were normally distributed. Similarly, the significance value of the control class in the post-test was **0.343**, also greater than 0.05, confirming that the post-test data of the control class followed a normal distribution.

Table 8. *The Post-Test of Normality*

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Eksperiment	.135	20	.200*	.940	20	.243
Control	.142	20	.200*	.941	20	.250

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

The results of the normality test show that the significance value of the experimental class in the pre-test was 0.243, which is higher than the threshold of 0.05. This indicates that the pre-test data of the experimental class were normally distributed. Likewise, the significance value of the control class in the post-test was 0.250, also greater than 0.05, confirming that the post-test data of the control class followed a normal distribution.

3. Independent Sample T-test

After confirming through the normality test that both the pre-test and post-test data were normally distributed, the researcher proceeded to test the effect of using Wordwall media in teaching English with a significance level of $\alpha = 0.05$. The hypotheses were formulated as follows:

- **H_0 (Null Hypothesis):** The use of Wordwall media in teaching English cannot improve the English learning outcomes of tenth-grade TKJ students at SMK Negeri 4 Jeneponto, with a p value of $\alpha = 0.05$ (the treatment does not have a significant effect).
- **H_1 (Alternative Hypothesis):** The use of Wordwall media in teaching English can improve the English learning outcomes of tenth-grade TKJ students at SMK Negeri 4 Jeneponto, with a p value of $\alpha = 0.05$ (the treatment has a significant effect).

If the significance value (p) < $\alpha = 0.05$, then H_0 is rejected and H_1 is accepted, which means the treatment has a significant effect. Conversely, if $p \geq 0.05$, then H_0 is accepted and H_1 is rejected, indicating that the treatment does not have a significant effect.

In general, hypothesis testing is guided by the following principle: if the p-value is below 0.05 (5%) or if the calculated t-value exceeds the critical t-table value, then the null hypothesis (H_0) is rejected. This means that the treatment is effective and there is a statistically significant effect of using Wordwall media in teaching English. Conversely, if the p-value is equal to or greater than 0.05, or if the t-value ≤ t-table, then H_0 is accepted, indicating that the treatment does not significantly affect students' English learning outcomes.

To test the hypothesis, the researcher used an independent sample t-test to determine whether the null hypothesis should be accepted or rejected.

Table 9. *The pre-test independent sample T-test*

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Pretest	Equal variances assumed	.317	.577	-.609	38	.546	-3.000	4.926	-12.972	6.972
	Equal variances not assumed			-.609	37.617	.546	-3.000	4.926	-12.975	6.975

Based on Table 9. above, the results obtained that the SPSS output for the sample t test shows a t value of 0.609 and a significance value (2-tailed) of 0.546. This output shows that the significance level of 0.546 is greater than the p value of 0.05: (0.546 > 0.05), and the t value is smaller than the t table value (0.546 < 2.024). This shows that it is not significant, so the null hypothesis is accepted.

Table 10. *The post-test independent sample T-test*

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Postest	Equal variances assumed	.335	.566	5.415	38	.000	25.000	4.617	15.654	34.346
	Equal variances not assumed			5.415	37.537	.000	25.000	4.617	15.650	34.350

Based on Table 10. above, the results obtained from the SPSS output for the sample t-test show a t value of 5.415 and a significance value (2-tailed) of 0.000. This output shows that the significance level of 0.000 is smaller than the p value of 0.05: (0.000 < 0.05), and the t value is greater than the t table value (5.415 > 2.024). This shows that it is significant, so the null hypothesis is rejected.

The study aimed to examine the effect of Wordwall media on teaching English to tenth-grade TKJ students at SMK Negeri 4 Jeneponto. The findings demonstrate that the objective was achieved, as student scores increased significantly following the implementation of Wordwall media. Most students reached the "Good" category, indicating that this strategy is effective in enhancing English proficiency. Wordwall media not only facilitated easier learning but also promoted classroom engagement, allowed for direct interaction, and provided researchers with immediate access to student performance. Furthermore, it was found to increase students' interest and motivation in learning English.

Despite these positive outcomes, some challenges were observed during the teaching process. Students experienced difficulties in pronunciation, limited vocabulary, and writing skills, which persisted throughout the meetings.

The use of English Wordwall media has been proven effective not only in improving students' achievement but also in enhancing their interest and motivation to learn. This finding is consistent with Ismiyati & Saputri (2020) who emphasized the effectiveness of Wordwall as a medium for enhancing English vocabulary mastery. Their research revealed significant differences between pre-

test and post-test results, with students' scores improving notably after the implementation of Wordwall media. These findings align with the results of the present study, confirming that Wordwall media serves as an effective tool for both vocabulary development and overall English language learning.

Arafah & Ahmad (2020) demonstrated that the use of Wordwall media can effectively address students' difficulties in mastering vocabulary. Their study, conducted using the collaborative classroom action research (CAR) method, showed consistent improvement across two cycles. In Cycle I, students achieved an average score of 65.43, with 12 out of 23 students (52.17%) reaching this level. By Cycle II, the average score had increased to 80.86, with 20 out of 23 students (86.95%) achieving the target. These findings highlight the effectiveness of Wordwall media in significantly improving vocabulary mastery through sustained implementation.

In this study, the researcher discovered several new insights, particularly regarding the use of media in teaching and learning. Wordwall media emerged as a versatile tool that can be effectively utilized by all students. From this research, it can be concluded that there are both similarities and differences when compared with previous studies. Most prior research consistently highlighted the positive influence of Wordwall media, whether in enhancing reading interest, boosting learning motivation, or improving vocabulary mastery. These studies employed a variety of methods, including quantitative pre-experimental designs, qualitative approaches, and mixed methods. While previous studies largely focused on specific aspects of learning, the present research applies Wordwall media more broadly within English instruction, encompassing pronunciation, writing, reading, vocabulary development, as well as students' interest and motivation.

This research provides valuable insights, particularly for class X TKJ students of SMK Negeri 4 Jeneponto, whose initial English proficiency was very low prior to treatment. After the implementation of Wordwall media, students demonstrated greater enthusiasm for learning, and their English skills showed marked improvement. The average pre-test score of 34.50 increased significantly to 65.00 in the post-test, indicating substantial progress. These findings confirm that the use of Wordwall media is an effective strategy for improving students' English learning outcomes.

The use of Wordwall media offers several advantages in the teaching and learning process. First, it is easy to use, with a wide range of ready-to-use templates that allow teachers to design activities efficiently. Second, it is interactive and engaging, providing diverse activities such as quizzes, games,

and puzzles that enhance student participation and motivation in class. Third, Wordwall media provides various adaptable templates, enabling teachers to align activities with specific subjects and learning objectives across different grade levels. Moreover, it ensures accessibility, as it can be used on multiple devices including computers, tablets, and smartphones—facilitating learning anytime and anywhere. Teachers can also integrate online assignments and interactive games seamlessly. Overall, the benefits of Wordwall media include increased student engagement, improved conceptual understanding, enhanced learning motivation, time efficiency, and the provision of enjoyable evaluation tools.

Despite its benefits, Wordwall media also has certain limitations. First, it offers limited free features, as the free version restricts the number and variety of activities that can be created, with several advanced options only available in the paid version. This reduces flexibility and variety in learning. Second, there is a dependence on internet connectivity, since Wordwall functions as an online platform. In areas with unstable or limited internet access, the use of this media can be disrupted, thereby affecting the continuity of the learning process.

4) CONCLUSIONS

Based on the results of data analysis, it can be concluded that Wordwall media is an effective learning tool in teaching English at SMK Negeri 4 Jeneponto. This effectiveness is evidenced by the improvement in students' scores, where the average increased from 34.50 in the pre-test to 65.00 in the post-test after the treatment. These findings indicate a significant difference, confirming that the use of Wordwall media enhances students' English learning outcomes.

The findings of this study imply that Wordwall media is an effective tool for improving students' English proficiency, particularly in vocabulary, pronunciation, reading, and writing. Its interactive features not only enhance learning outcomes but also increase students' motivation and engagement in the classroom. For teachers, this suggests that integrating Wordwall media into lesson planning can make learning more dynamic and student-centered, while also supporting independent and blended learning through its online accessibility.

Based on the findings, it is suggested that English teachers incorporate Wordwall media into their teaching, as it aligns with existing curricula and textbooks, offers interactive templates that can be shared with students, and allows teachers to monitor learning outcomes directly. This approach not only enhances student engagement and motivation but also creates a more dynamic classroom

environment. For future researchers, this study can serve as a reference, highlighting *Wordwall* media as an effective strategy to improve vocabulary mastery, reading, writing, and overall learning activities.

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