

**STUDENTS' ENGAGEMENT IN VOCABULARY
LEARNING THROUGH WORDWALL
ACTIVITIES: STUDENTS' PERCEPTIONS**

THESIS

Submitted in partial fulfillment of the requirement for the degree of
Sarjana Pendidikan (S. Pd) in Teaching English



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ABSTRACT

Aulia, Devi Shinta Fatma (2025). *“Students’ Engagement in Vocabulary Learning through Wordwall Activities: Students’ Perceptions”*. A thesis. English Language Education Department, Faculty of Tarbiyah and Teacher Training, UIN Sunan Ampel Surabaya. Supervisor I: M. Hanafi, MA. Supervisor II: Drs. Muhtarom, M.Ed, Gred, Dip.Tesol.

Key Words: *Students’ Engagement, Students’ Perceptions, Vocabulary, Wordwall*

The integration of technology in learning has led to the emergence of various digital platforms that enhance student engagement, one of which is Wordwall. In the context of English vocabulary learning, Wordwall offers fun and interactive game-based activities, which are considered more effective than traditional learning media. Therefore, this study aims to identify how Wordwall activities enhance students' engagement in vocabulary learning and explore their perceptions of the most engaging activities. A qualitative case study approach was used involving 27 students of grade 8C of SMPN 1 Waru as participants to an open-ended questionnaire, with 6 of them being further interviewed through semi-structured interviews, as well as video-based observations. Student engagement was analyzed using the theory from Fredricks et al. which includes three dimensions of engagement: behavioral, emotional, and cognitive. The results showed that Wordwall enhanced student engagement in three dimensions: behavioral engagement as reflected by active participation, willingness to ask questions, and efforts to complete tasks; emotional engagement as shown by interest, enthusiasm, and feelings of pleasure; and cognitive engagement as seen from efforts to understand the material, application of learning strategies, and motivation to learn. Based on students' perceptions, it was found that the most engaging Wordwall activities are Anagram and Match Up because they are considered challenging and encourage critical thinking. The findings of this study indicate that the use of Wordwall can facilitate students' engagement in vocabulary learning partially. In addition, interactive and engaging Wordwall activities can be an effective alternative teaching strategy to create a fun and meaningful learning experience in the context of learning English as a foreign language (EFL).

ABSTRAK

Aulia, Devi Shinta Fatma (2025). *“Students’ Engagement in Vocabulary Learning through Wordwall Activities: Students’ Perceptions”*. A thesis. English Language Education Department, Faculty of Tarbiyah and Teacher Training, UIN Sunan Ampel Surabaya. Supervisor I: M. Hanafi, MA. Supervisor II: Drs. Muhtarom, M.Ed, Gred, Dip.Tesol.

Key Words: Students’ Engagement, Students’ Perceptions, Vocabulary, Wordwall

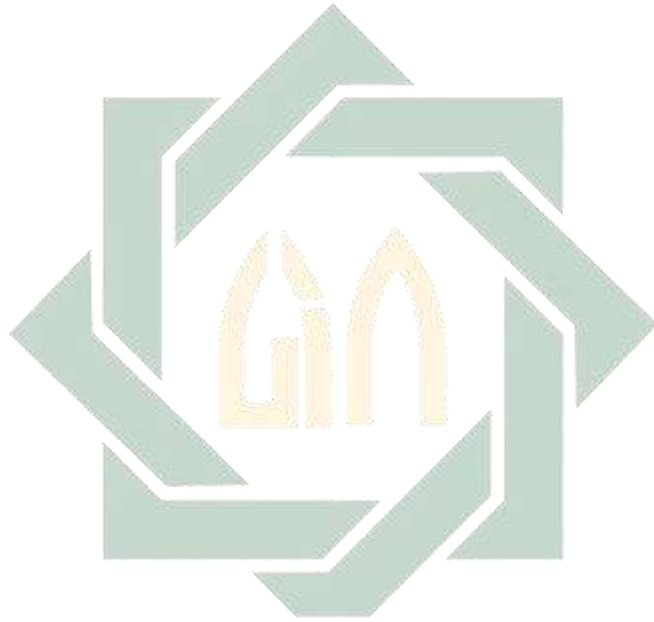
Integrasi teknologi dalam pembelajaran telah mendorong munculnya berbagai platform digital yang meningkatkan keterlibatan siswa, salah satunya adalah Wordwall. Dalam konteks pembelajaran kosakata bahasa Inggris, Wordwall menawarkan aktivitas berbasis permainan yang menyenangkan dan interaktif, yang dinilai lebih efektif dibandingkan media pembelajaran tradisional. Oleh karena itu, penelitian ini bertujuan untuk mengidentifikasi bagaimana aktivitas Wordwall meningkatkan keterlibatan siswa dalam pembelajaran kosakata serta mengeksplorasi persepsi mereka terhadap aktivitas yang paling menarik. Pendekatan kualitatif studi kasus digunakan dengan melibatkan 27 siswa kelas 8C SMPN 1 Waru sebagai partisipan kuesioner terbuka, dengan 6 siswa diantaranya diwawancarai lebih lanjut melalui wawancara semi-terstruktur, serta pengamatan berbasis video. Keterlibatan siswa dianalisis menggunakan teori dari Fredricks et al. yang mencakup tiga aspek keterlibatan: perilaku, emosional, dan kognitif. Hasil penelitian menunjukkan bahwa Wordwall meningkatkan keterlibatan siswa dalam tiga aspek, yaitu keterlibatan perilaku yang tercermin dari partisipasi aktif, keinginan bertanya, dan upaya menyelesaikan tugas; keterlibatan emosional yang ditunjukkan oleh minat, antusiasme, dan perasaan senang; serta keterlibatan kognitif yang tampak dari usaha memahami materi, penerapan strategi belajar, dan motivasi belajar. Berdasarkan persepsi siswa ditemukan bahwa aktivitas Wordwall yang paling menarik adalah Anagram dan Match Up karena dianggap menantang dan dapat mendorong berpikir kritis. Dengan demikian, temuan penelitian ini menunjukkan bahwa penggunaan Wordwall dapat memfasilitasi keterlibatan siswa dalam pembelajaran kosakata secara parsial. Selain itu, aktivitas Wordwall yang interaktif dan menarik dapat menjadi alternatif strategi pengajaran yang efektif untuk menciptakan pengalaman belajar yang menyenangkan dan bermakna dalam konteks pembelajaran bahasa Inggris sebagai bahasa asing (EFL).

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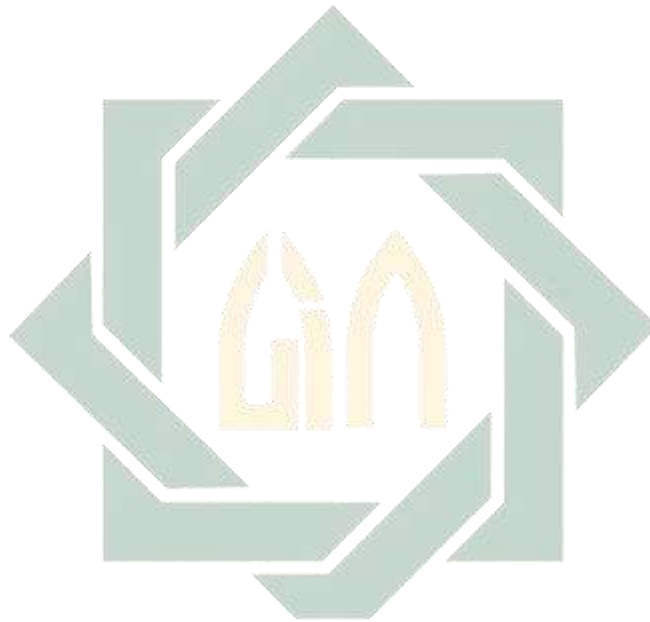
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