

Exploring the Effect of Using Wordwall as Digital Gamification on Students' Speaking Skills at MTs PP Mujahidin Pangkep (A Quasi-Experimental Research)

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Keywords:	Abstract
Wordwall, Digital Gamification; Speaking Skills; Fluency; Accuracy.	This research investigates the effect of using Wordwall as a digital gamification tool on students' speaking skills at MTs PP Mujahidin Pangkep. Speaking proficiency is a critical skill for English as a Foreign Language (EFL) learners; however, traditional teaching methods often fail to adequately develop fluency, accuracy, and active student participation. Digital gamification is expected to enhance learner engagement and promote interactive learning, thereby improving oral communication skills. A quasi-experimental design using a non-equivalent control group was employed, involving 32 eighth-grade students divided into an experimental class (n = 16) taught using Wordwall and a control class (n = 16) taught using conventional teaching methods. Data were collected through speaking performance pre-tests and post-tests, as well as a student perception questionnaire, and analyzed using SPSS. The findings revealed that the experimental class achieved a significant improvement in mean scores, increasing from 55.31 to 77.19 (a 40% increase), which surpassed the improvement observed in the control class, from 55.31 to 68.62 (a 24% increase). Notably, fluency and accuracy demonstrated more substantial improvements in the experimental group. The questionnaire results indicated highly positive student perceptions of Wordwall, with mean responses ranging from 3.56 to 4.50, categorized from Agree to Strongly Agree. This study concludes that Wordwall effectively enhances students' speaking fluency, accuracy, and engagement compared with traditional instruction, supporting its implementation as an innovative digital tool for English language teaching.

INTRODUCTION

Teaching English as a Foreign Language (TEFL) in Indonesia plays a significant role in preparing students to participate in the global community, where English has become the dominant medium of international communication in education, technology, business, and diplomacy. However, because English is not used as the primary language for daily communication, Indonesian learners face unique challenges in developing communicative competence. These challenges include limited exposure to authentic English input, a lack of confidence in using English orally, and minimal opportunities to practice speaking in real-world contexts. English in many Asian countries, including Indonesia, is taught primarily as a school subject rather than as a medium of everyday communication, which restricts learners' opportunities to use the language beyond the classroom (Rose & Galloway, 2021).

Hanifah (2024) emphasizes that successful English language teaching in EFL contexts requires careful planning of teaching materials, pedagogical methods, and assessment tools that

are sensitive to students' linguistic, cultural, and educational backgrounds. Without this contextual alignment, English instruction risks becoming overly theoretical, focusing heavily on grammar and vocabulary while neglecting communicative practice. Taş (2020) also stresses that the primary goal of TEFL should be to help students develop communicative competence, enabling them to use the language spontaneously and appropriately in a variety of social situations. This perspective aligns with Zhang's (2021) influential framework, which identifies communicative competence as encompassing grammatical competence, sociolinguistic competence, discourse competence, and strategic competence, all of which are particularly vital for speaking proficiency. In line with this view, recent studies highlight the important role of digital learning media in supporting interactive and communicative learning environments. Nappu et al. (2025) define online learning as an asynchronous learning activity conducted through electronic devices, in which students obtain learning materials tailored to their individual needs.

In the Indonesian context, research has shown that speaking skills are often underemphasized in the classroom compared to reading and writing. Melansari et al. (2025) observe that many English classrooms in Indonesia are still dominated by teacher-centered instruction and rote memorization, leaving little room for communicative interaction. This imbalance results in students who may perform well in grammar-based written tests but remain unable to use English effectively in oral communication. Richards (2022) similarly critiques the lack of authentic communicative opportunities in Indonesian schools, arguing that English teaching must go beyond structural mastery and create spaces where learners can develop confidence, fluency, and the ability to negotiate meaning.

To achieve these communicative goals in real classroom practice, it is important to examine what constitutes students' speaking competence. Speaking competence, which encompasses pronunciation, fluency, accuracy, and interaction, is considered a crucial indicator of students' practical English proficiency (Zega, 2025). These components collectively reflect learners' ability to use language effectively in real communication. Fluency ensures smooth delivery, accuracy highlights the correct use of language structures, pronunciation supports intelligibility, and interaction and coherence enable meaningful exchanges of ideas.

However, speaking often receives less attention compared to other skills, such as reading and writing. As Nunan (1988) emphasizes, speaking is the skill most frequently judged in terms of language proficiency; yet, paradoxically, it is one of the least taught skills in formal classroom contexts. Traditional teaching methods characterized by rote memorization, grammar-translation approaches, and teacher-centered instruction often dominate, limiting students' opportunities to express themselves orally (Grace, 2023). This teaching orientation tends to prioritize accuracy over fluency, resulting in learners who may understand grammar rules but struggle to engage in spontaneous communication.

Consequently, many students, especially at the junior high school level, continue to face difficulties in speaking English. Islam et al. (2022) state that speaking is the most challenging skill for EFL learners because of psychological barriers (such as anxiety and fear of making mistakes), linguistic difficulties, and limited exposure to authentic communication. This condition is evident in the learning environment of MTs PP Mujahidin Pangkep, where students often remain passive during speaking activities. Many learners hesitate to use English because

they lack confidence, fear being corrected, or are not accustomed to practicing oral communication in authentic contexts. These challenges demonstrate the urgent need for innovative and student-centered strategies that can transform speaking practice into a more engaging and less intimidating experience.

To address this challenge, teachers are encouraged to adopt more engaging and interactive methods that integrate technology into the learning process. One promising approach is the use of digital gamification, which applies game-like elements such as competition, rewards, and interactive tasks to language learning. Tan et al. (2011) define gamification as “the use of game design elements in non-game contexts,” emphasizing its potential to increase user engagement and motivation. In the context of EFL, gamification allows teachers to transform traditional language exercises into dynamic and motivating learning experiences.

Research has demonstrated that gamification can foster higher levels of student motivation, active participation, and learning enjoyment. According to Karunaratne (2024), gamified activities encourage learners to take risks and practice language without the fear of constant evaluation, which is especially beneficial for speaking skill development. Similarly, Karl (2012) found that gamification enhances not only engagement but also students’ willingness to collaborate and communicate, making it a suitable tool for addressing the common problem of passivity in speaking classes.

By creating a classroom atmosphere that feels less intimidating and more enjoyable, digital gamification provides opportunities for students to use English in interactive and meaningful ways. This is particularly important in EFL contexts such as Indonesia, where students often lack authentic exposure to English. When integrated effectively, gamified platforms such as Wordwall can support speaking practice through activities such as role-plays, quizzes, and competitions that simulate real communicative situations. As a result, learners are more likely to participate actively, reduce their anxiety, and gradually improve their oral communication competence.

One digital tool that can support interactive language learning is Wordwall. Wordwall is a game-based learning platform that allows teachers to create engaging and interactive activities for classroom instruction. Through its digital game features, Wordwall can increase students’ participation, motivation, and confidence during learning activities. Previous research also shows that the use of Wordwall in classroom learning can create a more interactive environment and support the improvement of students’ speaking skills (Pratiwi, Togatorop, & Marsevani, 2023).

Among available digital tools, Wordwall is an interactive platform that allows teachers to design customized learning games and activities tailored to students’ needs. The platform offers a wide range of activity formats, such as quizzes, matching tasks, random wheels, and interactive speaking challenges, which can be easily adapted to classroom objectives. According to F. H. Wang (2017), interactive digital platforms encourage learner autonomy and engagement by allowing students to actively participate rather than passively consume content.

Through Wordwall activities, students are encouraged to practice speaking by responding orally, competing with peers, and engaging in dynamic classroom interactions. Such features align with communicative language teaching principles, as learners are provided with authentic opportunities to use language in meaningful contexts (Littlewood, 2013).

Moreover, the integration of competition and rewards inherent in Wordwall's design helps create a motivating classroom atmosphere, which can reduce speaking anxiety and increase willingness to communicate (Cristina, Situmorang, Ratminingsih, & Mahayanti, 2025).

Importantly, Wordwall does not merely motivate learners but also provides structured opportunities to improve fluency and accuracy within a communicative setting. While fluency is developed through repeated oral practice in game-based tasks, accuracy is reinforced through immediate feedback and peer interaction. As a result, students are not only more engaged but also more confident in their ability to express themselves in English. This makes Wordwall a powerful pedagogical tool for overcoming the persistent challenges of speaking instruction in EFL classrooms, particularly in contexts such as MTs PP Mujahidin Pangkep, where students require innovative methods to enhance their speaking competence.

Although previous studies have highlighted the benefits of gamification and digital learning tools in language classrooms, there remains a noticeable lack of research specifically investigating the effect of Wordwall on students' speaking skills, particularly at the junior secondary school (Madrasah Tsanawiyah [MTs]/Junior High School [SMP]) level in Indonesia. Much of the existing literature has primarily focused on the use of gamified platforms to support vocabulary acquisition, grammar mastery, or general language motivation (Boudadi & Gutiérrez-Colón, 2020), while the speaking aspect remains relatively underexplored. This gap is significant, considering that speaking competence is one of the most important yet challenging skills for EFL learners to master.

Furthermore, existing studies on digital gamification in Indonesian EFL classrooms show that research on Wordwall has predominantly focused on vocabulary mastery, grammatical accuracy, or reading comprehension, while its impact on speaking competence, particularly at the MTs/SMP level, remains underexplored. As Creswell (2015) emphasizes, conducting experimental research is essential for identifying cause-and-effect relationships between instructional strategies and learning outcomes. Therefore, employing a quasi-experimental design in this context will not only provide empirical evidence regarding the effectiveness of Wordwall but also offer practical pedagogical insights for English teachers at the MTs/SMP level in Indonesia.

Therefore, this study seeks to fill the identified gap by employing a quasi-experimental research design to examine the effect of digital gamification through Wordwall on students' speaking skills at MTs PP Mujahidin Pangkep. By examining the causal relationship between this innovative approach and students' speaking outcomes, the research aims to provide empirical evidence on how technology-based gamification can enhance speaking instruction in EFL classrooms. Furthermore, the findings are expected to offer practical insights for English teachers, enabling them to adopt more interactive and student-centered strategies that foster learners' confidence, motivation, and competence in oral communication.

METHOD

This research employed a quasi-experimental design to examine the effect of Wordwall as a digital gamification tool on students' speaking skills. The study used a quasi-experimental nonequivalent control group design involving two intact classes selected through purposive sampling based on several criteria, including the same grade level, similar English proficiency, a comparable number of students, and the same curriculum. One class was assigned as the

experimental class (E), while the other served as the control class (C). Both classes received a pre-test and post-test to measure students' speaking skills before and after the treatment. The experimental class received instruction using Wordwall as a digital gamification tool, whereas the control class was taught using conventional methods. After the treatment, a questionnaire was administered to the experimental class to collect data on students' perceptions of the use of Wordwall in speaking instruction (J. W. Creswell & Creswell, 2018).

In addition to the experimental procedure, this study employed a survey method to investigate students' perceptions of using Wordwall as a digital gamification tool for learning speaking skills. The perception data were collected through a questionnaire administered to the experimental class after the treatment.

RESULTS AND DISCUSSION

This chapter presents the findings of the study entitled "Exploring the Effect of Using Wordwall as Digital Gamification on Students' Speaking Skills." The data were obtained from the pre-test and post-test scores of both the experimental and control classes, as well as from the questionnaire distributed to the students after the treatment. The analysis was conducted using several statistical procedures through SPSS, including assumption testing, descriptive statistics, and inferential analysis. The assumption tests consisted of normality and homogeneity tests to ensure that the data met the requirements for parametric analysis. Furthermore, the students' speaking scores were analyzed in terms of fluency and accuracy, and the mean scores were calculated to identify the improvement in both classes.

To determine the effect of the treatment, the post-test scores were analyzed using Analysis of Covariance (ANCOVA) by controlling the pre-test scores. This analysis aimed to provide a more accurate comparison between the experimental and control classes. In addition, the questionnaire data were analyzed using descriptive statistics to explore students' perceptions toward the use of Wordwall-based digital gamification in speaking activities. The findings in this chapter are presented systematically, starting from the results of assumption tests, followed by descriptive analysis, the results of ANCOVA, and finally the analysis of the questionnaire data.

The Significant Difference of Students' Speaking Skills Between Students Taught Through Wordwall as Digital Gamification and Those Taught Through Non Gamified Instruction

Before conducting the hypothesis testing to examine the significant difference of students' speaking skills between the experimental and control classes, prerequisite tests were carried out, namely the normality and homogeneity tests. The normality test was conducted using the Shapiro-Wilk test since the number of samples in each class was less than 50 ($n = 16$). The results showed that the pre-test scores of both the experimental and control classes were normally distributed, with significance values of 0.140 (> 0.05). Similarly, the post-test scores of the experimental class were also normally distributed (Sig. = 0.185 > 0.05). However, the post-test scores of the control class initially indicated a non-normal distribution, with a significance value of 0.003 (< 0.05). To address this issue, a data transformation was applied, and the result showed an improvement in the significance value to 0.138 (> 0.05), indicating that the data had become normally distributed. Therefore, it can be concluded that all data met the assumption of normality after the transformation process.

Furthermore, the homogeneity of variance test was conducted using Levene's Test to examine whether the variances of the experimental and control classes were equal. The results showed that the significance value for the pre-test scores was 1.000 (> 0.05), indicating that both classes had equal variances before the treatment and were statistically comparable. In addition, the post-test scores showed a significance value of 0.107 (> 0.05), which indicates that the variances of both classes remained homogeneous after the treatment. Based on these findings, it can be concluded that the assumption of homogeneity of variance was fulfilled.

Since both assumptions of normality and homogeneity were met, the data were considered appropriate for further analysis using parametric statistical techniques. Therefore, the Analysis of Covariance (ANCOVA) was employed to determine whether there was a significant difference in students' speaking skills between the experimental class and the control class.

The Effect of using Wordwall as Digital gamification on Student's Speaking Skills

The findings shows the students' mean scores of speaking skills in the pre-test and post-test, as well as the percentage of improvement, as presented in the following table.

Table 1. The Students' Frequency of Pre-test and Post-test in Fluency (Experimental Class)

No.	Classification	Score	Pre-test	Percentage	Post-test	Percentage
1	Excellent	85-100	-	0%	-	0%
2	Good	70-84	-	0%	13	81%
3	Fair	55-69	4	25%	3	19%
4	Poor	10-54	12	75%	-	0%
Total			16	100%	16	100%

Source: Primary data processed from pre-test and post-test results of the experimental class, 2025

Table 1 shows that students' fluency improved significantly after using Wordwall. Initially, 75% were in the "poor" category and 25% in "fair." After the treatment, 81% reached "good" and 19% "fair," with no students remaining in "poor." This improvement reflects more consistent speech flow, fewer pauses, and quicker responses. Wordwall activities, including Random Wheel, speaking prompts, and timed quizzes, encouraged spontaneous and rapid responses, reducing overthinking and fostering repeated practice. Consequently, students developed smoother, more continuous, and natural speech through structured, frequent, and engaging digital gamification exercises.

Table 2. The Students' Frequency of Pre-test and Post-test in Accuracy (Experimental Class)

No.	Classification	Score	Pre-test	Percentage	Post-test	Percentage
1	Excellent	85-100	-	0%	3	19%
2	Good	70-84	-	0%	13	81%
3	Fair	55-69	14	88%	-	0%
4	Poor	10-54	2	12%	-	0%
Total			16	100%	16	100%

Source: Primary data processed from pre-test and post-test results of the experimental class, 2025

Table 2 shows a significant improvement in students' speaking accuracy after using Wordwall. Initially, 88% were "fair" and 12% "poor," but post-test results show 81% "good" and 19% "excellent," with no students in lower categories. The improvement reflects enhanced grammatical control, better sentence structure, and accurate word usage. Structured activities such as matching exercises, sentence arrangement, and quizzes, along with immediate feedback, helped students internalize correct language forms, correct errors instantly, and apply them accurately in speaking.

Table 3. Mean Scores of Students' Speaking Skills

Speaking Skill	Pre-test	Post-test	Percentage
Fluency	52,44	73	39%
Accuracy	58,19	81,38	40%
Average	55,31	77,19	40%

Source: Primary data processed from pre-test and post-test results of the experimental class, 2025

Table 3 shows that after using Wordwall, the experimental class experienced significant improvements in speaking skills. Fluency increased from 52.44 to 73.00 (39%), accuracy from 58.19 to 81.38 (40%), and the overall average from 55.31 to 77.19 (40%). These gains reflect not only numerical growth but also meaningful progress, with students speaking more confidently, smoothly, and accurately. Wordwall's interactive, game-based activities provided repeated practice, immediate feedback, and a supportive environment, fostering simultaneous improvement in fluency and accuracy while encouraging active participation and natural oral communication.

This chapter discusses the findings of the study in relation to the research questions and relevant theories. The discussion focuses on examining whether there is a significant difference in students' speaking skills between those taught using Wordwall as digital gamification and those taught using conventional ways, as well as exploring students' perceptions toward the use of Wordwall in learning speaking.

The Significant Difference of Students' Speaking Skills Between Students Taught Through Wordwall as Digital Gamification and Those Taught Through Non-Gamified Instruction

The findings of this study clearly indicate that there is a significant difference in students' speaking skills between students taught through Wordwall as digital gamification and those taught through non-gamified instruction. Students who learned through Wordwall demonstrated higher improvement in speaking performance compared to those who learned through conventional classroom instruction supported by YouTube and picture cards. The experimental class showed a 40% improvement, whereas the non-gamified class improved by only 24%. In addition, the ANCOVA analysis revealed a statistically significant difference (Sig. < 0.001), indicating that the improvement was strongly influenced by the implementation of Wordwall as digital gamification.

More specifically, the findings reveal that the most noticeable improvement in the experimental class occurred in speaking accuracy, particularly in grammatical usage and the use of past tense forms during recount text speaking activities. This improvement can be

closely related to the characteristics of Wordwall activities used during the treatment. Through repeated interactive exercises, immediate feedback, matching games, quizzes, speaking prompts, and sentence arrangement tasks, students were repeatedly exposed to correct grammatical patterns in meaningful contexts. As a result, students became more aware of their grammatical errors and gradually improved their ability to produce more accurate utterances.

This finding is strongly related to Schmidt's Noticing Hypothesis, which explains that language learners improve when they consciously notice linguistic forms in the input they receive. The instant feedback and correction provided during Wordwall activities helped students notice grammatical mistakes more easily than in conventional instruction. In addition, the concept of focus on form also supports this result because students' attention was directed toward grammatical structures while still engaging in communicative speaking activities. Therefore, Wordwall did not only encourage students to speak, but also guided them to pay attention to language forms during communication.

The improvement in accuracy is also connected to Swain's Output Hypothesis, which states that learners develop language competence when they are pushed to produce language actively. In the Wordwall-based activities, students were required to repeatedly produce spoken responses within limited time conditions. This repeated production encouraged students to self-monitor their grammar and vocabulary choices before speaking. Over time, this process helped students produce more accurate language. Compared to conventional instruction, where students mostly received explanations and examples from the teacher, Wordwall created more opportunities for active production and self-correction.

On the other hand, although fluency also improved in the experimental class, its improvement was relatively lower compared to accuracy. This condition may occur because fluency requires not only frequent practice, but also long-term spontaneous communication exposure and automatic language processing. While Wordwall successfully increased students' participation and speaking frequency, many activities were still relatively controlled and task-oriented. Students tended to focus on completing the games correctly and paying attention to grammatical forms, which may have reduced their attention to speaking smoothly and naturally.

This finding can be explained through Skehan's theory of limited attentional capacity, which suggests that learners often struggle to focus on fluency and accuracy simultaneously. When learners concentrate more on producing grammatically correct utterances, fluency may develop more slowly because cognitive attention is directed toward monitoring language forms. In this study, students in the experimental class appeared to prioritize grammatical correctness during speaking activities because many Wordwall tasks emphasized correct sentence construction and accurate language use. As a result, students became more careful when speaking, but sometimes paused to think about grammar and vocabulary before producing responses.

In addition, fluency generally develops through extensive exposure to authentic communication and prolonged speaking interaction. According to Communicative Language Teaching (CLT), fluency is best developed when learners engage in meaningful and spontaneous communication without excessive concern about errors. Although Wordwall created an enjoyable and interactive environment, the classroom context still provided limited opportunities for extended natural conversation. Most activities focused on short responses,

quick interaction, and structured speaking practice rather than long spontaneous communication. Consequently, fluency improved, but not as significantly as accuracy.

Nevertheless, the use of Wordwall still contributed positively to fluency development. The game-based environment reduced students' anxiety and increased their confidence in speaking English. As explained by Singh (2020), reducing fear of making mistakes is important in developing speaking performance because anxiety often prevents students from speaking actively. In this study, students became more willing to participate in speaking tasks because the gamified environment felt enjoyable, competitive, and less threatening. This condition increased students' willingness to communicate and encouraged more active classroom participation.

These findings are also supported by previous studies. Hidayaty et al. (2022) found that Wordwall improves students' motivation and learning achievement through interactive activities and immediate feedback. Similarly, Listianingsih and Sulistyono (2024) reported that Wordwall-based learning increases engagement and participation during classroom instruction. Nappu et al. (2025) further emphasize that technology-supported learning environments encourage students' concentration, motivation, and active involvement in language learning. Therefore, the higher improvement achieved by students taught through Wordwall can be explained not only by cognitive factors, but also by affective factors such as motivation, confidence, and reduced speaking anxiety.

In contrast, students taught through non-gamified instruction experienced more limited improvement because the learning activities were more teacher-centered and focused primarily on explanation and comprehension. Although YouTube videos and picture cards provided useful input, students had fewer opportunities for repeated speaking practice and immediate interaction. Consequently, students were less actively engaged in producing language, which affected both their speaking confidence and overall speaking development.

Overall, the findings suggest that Wordwall as digital gamification is particularly effective in improving speaking accuracy because its interactive features encourage repeated practice, immediate feedback, and grammatical awareness during speaking activities. Meanwhile, fluency also improves through increased participation and reduced anxiety, although its development may require longer exposure, more spontaneous communication practice, and extended interaction beyond structured game-based tasks.

However, despite these positive findings, this study has several limitations. First, the sample size was relatively small and limited to one school, which may affect the generalizability of the findings. Second, the duration of the treatment was relatively short, so it may not fully capture the long-term impact of using Wordwall on students' speaking development. Third, technical constraints were encountered during the implementation, particularly unstable internet connectivity, which occasionally disrupted access to the Wordwall platform and affected the smoothness of classroom activities. In addition, not all students had personal Chromebooks or similar devices, requiring some of them to share devices with peers. This limitation may have reduced individual practice opportunities and influenced the overall learning experience. Therefore, future research is recommended to involve larger samples, longer implementation periods, and more adequate technological support to obtain more comprehensive and generalizable findings.

Students' Perceptions Toward the Use of Wordwall

The questionnaire findings indicate that students had highly positive perceptions toward the use of Wordwall as digital gamification in learning speaking. All questionnaire items were categorized as Agree and Strongly Agree, indicating that students accepted and enjoyed the use of Wordwall during the learning process. The highest responses were found in Q2, Q5, and Q8 with a mean score of 4.50, which related to students' ability to produce longer sentences, match verbs with their past tense forms through matching games, and reduce pauses while speaking. These findings indicate that the activities most preferred by students were interactive and game-based activities, particularly matching games and spontaneous speaking activities, because these activities made students more active, interested, and directly engaged in speaking practice.

The highest score on Q5 indicates that students strongly favored matching game activities focusing on changing verbs into their past tense forms. This activity helped students understand and remember grammatical patterns more easily through repeated practice and instant feedback. As a result, the post-test findings showed considerable improvement in speaking accuracy, particularly in grammar and the use of past tense in recount text. These findings are consistent with Schmidt's Noticing Hypothesis and Swain's Output Hypothesis, which explain that language development occurs when learners notice language forms and actively produce language repeatedly. Through Wordwall, students not only received grammar explanations passively, but also practiced them actively in an enjoyable learning environment.

In addition, students also gave high responses to fluency-related items such as Q1, Q8, and Q10. Students felt that Wordwall helped them reduce hesitation, speak more smoothly, and become more confident in expressing ideas. These perceptions were reflected in the post-test results, which showed improvement in students' speaking participation and fluency. This finding supports Harmer's (2007) theory that a positive and low-anxiety learning environment can increase students' willingness to communicate. Game-based activities made students feel more relaxed and less afraid of making mistakes, which encouraged them to participate more actively in speaking activities.

However, not all aspects of speaking improved equally. Q6 obtained the lowest mean score of 3.56, although it still fell into the Agree category. This item was related to quiz activities focusing on choosing correct sentence structures. The lower score suggests that students were less interested in activities requiring deeper grammatical analysis compared to more interactive and competitive activities. Similarly, Q9 with a mean score of 3.94, which related to organizing recount stories, indicates that students' ability to organize ideas coherently had not improved as much as fluency and basic grammar skills. This was also reflected in the post-test results, where some students still experienced difficulties in developing ideas coherently and producing longer spoken responses.

These findings indicate that Wordwall was highly effective in improving students' motivation, participation, confidence, fluency, and basic grammatical accuracy, but its contribution to higher-order speaking skills such as organization and idea development remained relatively limited. This may occur because most Wordwall activities emphasized quick responses, short interaction, repeated practice, and immediate engagement rather than extended spontaneous communication or deeper idea development. As a result, students

showed more significant improvement in confidence, participation, fluency, and basic grammar than in organizing ideas systematically.

The findings are also closely related to the affective factors discussed in Chapter II, particularly motivation, engagement, and confidence. According to Robbins (2017) and Walgito (2010), students' perceptions influence how they respond to learning experiences. When students perceive learning activities as enjoyable and useful, they tend to become more active and engaged in the learning process. In this study, students who showed positive perceptions toward Wordwall also demonstrated higher speaking participation and better post-test performance.

Overall, the findings indicate that students perceived Wordwall as an engaging and effective digital gamification tool for learning speaking. The most preferred activities were matching games, spontaneous speaking activities, and instant feedback features, while activities involving deeper grammatical analysis and organizing ideas were less preferred. These findings reinforce previous theories and studies that gamified learning tools such as Wordwall can improve students' motivation, confidence, participation, fluency, and speaking performance through a more interactive, enjoyable, and low-anxiety learning environment.

CONCLUSION

Based on the findings and discussion of the study, it can be concluded that there was a statistically significant difference in students' speaking skills between those taught using Wordwall as a digital gamification tool and those taught through non-gamified instruction at MTs PP Mujahidin Pangkep. This was evidenced by the greater improvement achieved by students taught using Wordwall, as well as the results of the ANCOVA analysis, which showed a significance value of less than 0.05 (Sig. < 0.001). Students who learned through Wordwall demonstrated greater improvement in speaking performance, indicating that the integration of digital gamification contributed positively to the development of their speaking skills. Compared with non-gamified instruction, which mainly relied on teacher explanations, textbook exercises, and conventional classroom activities, Wordwall provided more interactive and engaging learning experiences that encouraged students to participate actively in speaking activities.

In addition, students showed positive perceptions of the use of Wordwall in learning speaking skills. The questionnaire results revealed that students responded positively, with all responses categorized as either Agree or Strongly Agree. Students particularly appreciated the interactive and game-based activities because they encouraged active participation and spontaneous speaking practice. These activities helped students improve their fluency, reduce hesitation, and increase their confidence in expressing ideas in English. The findings also indicated that Wordwall was more effective in improving fluency and classroom participation, while its impact on grammatical accuracy and organization was relatively moderate. This may have occurred because fluency develops more naturally through frequent speaking practice and interaction, whereas accuracy requires more intensive correction, feedback, and grammatical reinforcement. Overall, it can be concluded that the use of Wordwall as a digital gamification tool was effective not only in improving students' speaking skills but also in creating a more engaging, interactive, and supportive learning environment. The integration of interactive activities, repeated speaking practice, and immediate feedback encouraged students to become

more confident and actively involved in the learning process, which ultimately contributed to improved speaking performance and learning outcomes.

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