



Students' Experiences In Learning Reported Speech Through Wordwall

in Eleventh-Gradeat Senior High School

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Abstract

This study aims to explore students' experiences in learning reported speech through the use of Wordwall in grade XI students at SMAN 2 Pamekasan. The use of game-based media such as Wordwall is expected to address the challenges in teaching complex English grammar. This study uses a descriptive qualitative approach. Participants were selected using purposive sampling. Data were collected through direct observation and in-depth interviews with grade XI students. The collected data were analyzed thematically to identify the experiences, challenges, and benefits perceived by students. The results of the study show that Wordwall makes a positive contribution to learning reported speech. Students show increased engagement, motivation, and understanding of the material, as well as positive emotional responses such as feeling more relaxed and excited. Learning becomes more interactive through hands-on practice and peer-to-peer discussion. However, the study also revealed many specific challenges, notably time pressures that make students rush, grammatical difficulties in changing tenses and pronouns, and technical constraints such as device limitations and internet connections. Thus, the effectiveness of Wordwall is highly dependent on the balanced management of technical and pedagogical challenges, namely between the use of gamification features to increase motivation and the provision of adequate support to overcome students' cognitive and technical barriers.

1. Introduction

Learning English has become a fundamental necessity because English proficiency allows individuals to access a wide variety of information, science, and technology. According to Nishanthi (2025), through learning English, students acquire the knowledge and skills necessary to actively participate in classroom activities and academic contexts. According to Makhlof (2025), English plays an important role in many sectors, including the field of education. English education in Indonesia has been an integral part of the education system for decades, from the elementary school to the college level.

The application of English as a compulsory subject reflects its crucial role in the education system. The designation of English as a compulsory subject ensures that students acquire the necessary foundation to participate in global communication and academic advancement. This is in line with Saputra et al. (2024), who stated that the application of English as a compulsory subject certainly requires a lot of preparation, especially for English teachers or teaching staff. The Merdeka curriculum in English focuses on deeper, more flexible, and student-centered learning that aims to develop comprehensive communication skills (listening, speaking, reading, and grammar) that are relevant to students' needs and the demands of the modern world. This is in line with Amaniarsih & Arsita, (2023) who state that English consists of four main elements: reading, writing, speaking, and listening. The four are interrelated, but each has a different learning method.

Mastery of grammar is essential for effective communication because grammar provides the structural foundation that allows language to convey meaning accurately and coherently. The right choice of tenses, sentence structure, and word form play an important role in shaping the clarity of the message; Even small grammatical differences can change meaning, meaning, and nuance. Then the mastery of grammar contributes to students' confidence and autonomy in using English. Students who understand how grammar works can monitor and correct their own language production, leading to continuous improvement over time. According to Deibel, (2024) it is very important to apply grammar knowledge to compose good English sentences and identify common grammatical errors based on the curriculum.

However, a common problem that often occurs in grammar learning is the misuse of tenses and verbs. This difficulty shows that many students still struggle to accurately apply grammar rules when writing in English, which shows that grammar remains one of the most challenging aspects of English language learning. According to Pratiwi & Idris, (2025) the main problem in students' English writing is errors in sentence structure, including the use of tenses.

In addition to these difficulties, there are also challenges that are often encountered in mastering indirect sentences (reported speech), which require students to understand changes in tenses (backshifting), changes in pronouns, and

adjustments to adverbs of time and place. The structure of indirect sentences is considered complex because students must perform several transformations at once when changing direct sentences into indirect ones. Among eleventh-grade students of SMAN 2 Pamekasan, many students experience confusion in determining when to change tenses, when not to change tenses (for example, in general truths), and how to adjust pronouns to suit the speaker's context.

This difficulty causes students to often make mistakes such as maintaining the original tense form or not changing adverbs of time appropriately. This difficulty often leads to students making mistakes such as retaining the original tense or failing to change adverbs of time correctly. This confusion stems from students who haven't fully mastered reported speech grammar, which ultimately impacts their overall English language development. This phenomenon is exacerbated by monotonous and uninnovative learning methods, which fail to capture students' interest and attention in the digital age.

According to Abadiyah et al., (2024), monotonous teaching methods and a lack of creativity on the part of educators are the main factors that reduce student motivation. Therefore, teachers need to take the initiative to be creative and innovative in teaching reported speech. This aligns with research by Rahmasari & Aini, (2023), which states that the learning process can be considered effective if it stimulates efficient learning activities and uses appropriate teaching methods.

Several previous studies have examined the effectiveness of Wordwall in grammar instruction. Dewi et al. (2025). Found that on improving grammar mastery from vocabulary to grammar mastery, especially on modal auxiliary verbs. The results showed that students in the experimental class who used the Wordwall application experienced significant improvements in their grammar skills compared to students in the control class who followed traditional learning methods. In addition, Rosydiyah et al. (2022).

This study focused on present tense verbs, which are relatively difficult for young EFL learners to master because they may be confused about when to add the ending 's' to verbs. The results showed that the use of Wordwall online games in the experimental group was more influential than that without Wordwall online games in the control group on students' grammar quality. Furthermore, Khairunnisa et al., (2024) showed that the use of the Wordwall website as a learning tool significantly improved students' mastery of the simple present tense and student participation, thus creating a more conducive classroom atmosphere.

Therefore, the gap in this research is the absence of studies that specifically explore students' experiences in facing challenges and experiencing benefits when learning reported speech through the Wordwall platform with a qualitative approach at the eleventh grade level of high school.

This study aims to fill this gap by exploring the experiences of eleventh-grade students in learning grammar through Wordwall at SMAN 2 Pamekasan. The researcher is interested in conducting a study that aims to investigate the experiences, challenges, and benefits of learning reported speech through Wordwall in eleventh-grade students. The novelty of this study lies in its specific focus on reported speech complex grammatical structures involving tense changes, pronoun changes, and time adjustments that are largely neglected in previous Wordwall studies that focused on basic vocabulary or tenses at the junior high school level.

2. Method

This study uses a qualitative research design with a case study approach. Qualitative research aims to understand certain phenomena experienced by participants, such as behavior, perceptions, motivations, challenges, and benefits, by describing them in a natural context without manipulating variables. In accordance with Utami et al., (2025), a descriptive qualitative approach is used to collect detailed information about students' experiences and perceptions in the learning process.

The case study design was chosen because it enables researchers to gain an in-depth understanding of the actual situation of class XI students at SMAN 2 Pamekasan in learning Reported Speech using Wordwall. This research was conducted at SMAN 2 Pamekasan, specifically in class XI B1, comprising 35 students.

Participants in this study were selected using a purposive sampling technique with criteria-based selection. The researcher established specific criteria to ensure that participants had relevant and in-depth information in line with the research objectives. Of the 35 students, 15 were selected based on the following criteria: level of participation in learning, academic ability (high, medium, low), active involvement during the Wordwall activity, and gender representation (male and female) to obtain diverse perspectives. These 15 students also participated in interviews to explore their experiences and perceptions in more depth.

Data collection techniques in this study consisted of observation, semi-structured interviews, and documentation.

Semi-Structured Interviews: Interviews were conducted after the observation session, involving 15 students who had been purposively selected. Semi-structured interviews were chosen because they provided the researcher with the flexibility to ask open-ended questions and explore participants' responses in depth (Sahoo, 2022). Before the interviews, the researcher developed a questionnaire covering four main aspects: (1) students' perceptions of Wordwall, (2) their motivation for learning, (3) challenges faced, and (4) perceived benefits. During the interviews, the researcher developed follow-up questions (probing)

based on students' answers to obtain richer data. Each interview lasted approximately 15–20 minutes and was recorded with the participants' permission.

Documentation: Documentation was used to strengthen data from observations and interviews. According to Creswell (2014), documentation serves as a supplementary data source that supports and complements data obtained from observations and interviews. The documents collected in this study included: (a) teaching modules used by teachers, (b) printouts/reports of student-reported speech exercises from Wordwall, (c) screenshots of Wordwall activities, (d) student attendance lists, and (e) photographs of the classroom learning process.

Data Analysis Techniques

Data analysis in this study followed the model of Miles et al. (2020), which consists of three stages: data condensation, data display, and conclusion drawing/verification. The following is an explanation of the analysis process:

1. **Data Condensation (Data Reduction):** Raw data from observations, interviews, and documentation are selected and focused on information relevant to the research focus. Researchers select, simplify, and abstract data from field notes and interview transcripts.

2. **Coding:** After data reduction, researchers conduct open coding by labeling meaningful data segments. Examples of emerging codes include: "high enthusiasm," "difficulty changing tenses," "forgetting to change pronouns," "feeling challenged," "easy to repeat," "boring media," "increased motivation," and "fear of making mistakes."

3. **Categorization:** From the collected codes, the researcher grouped codes with similar themes into three main categories according to the research objectives, namely:

4. **Data Development & Presentation:** After the three categories were formed, the researcher developed relationships between the categories to answer the research questions. Data were presented in narrative form, tables, and direct quotes from interviews. Next, the researcher drew conclusions and verified the data by double-checking and discussing the findings with partner teachers.

Data Validity Test

To ensure data reliability, this study used source and method triangulation. Source triangulation was conducted by comparing data from 15 students, teacher perspectives, classroom observations, documentation, and field notes (Carter et al., 2014). Method triangulation was conducted by comparing the results of observations, interviews, and documentation. to ensure consistency of findings.

3. Result

This section presents the results of the research, including findings on students' experiences with learning indirect sentences through Wordwall in grade XI at SMAN 2 Pamekasan. The results of the research are categorized into three main aspects: experience, challenges, and benefits.

Students' Experience in Learning Indirect Speech through Wordwall

Based on the results of observations and interviews, students' experiences in learning reported speech through the use of Wordwall showed a positive contribution to English language learning. This can be seen from increased engagement, material understanding, confidence, and interaction between students. However, some students still experience difficulties in certain grammatical aspects and require initial adaptation in using the platform. The Details findings are presented table 1.

Table 1: **Students' Learning Experiences**

NO	Focus	Main Question	Interview Excerpts
1.	Initial experience	Can you tell us about your first experience learning indirect speech through Wordwall?	At first, we didn't know how to use Wordwall, but we eventually got the hang of it because of its interesting features—it never gets boring.
2.	Emotional response	How did you feel while participating in the learning activities using Wordwall?	We feel more relaxed and motivated to participate in this activity.
3.	Learning engagement	What do you usually do when your teacher uses Wordwall in indirect speech lessons?	We take notes and ask the teacher if we don't understand something.
4.	Understanding of material	In your opinion, how does Wordwall help you understand indirect speech?	It helps us grasp the material faster because we get to practice right away.
5.	learning process	Can you describe a time when Wordwall really helped you understand a question about indirect speech?	There are practice exercises that we repeat over and over, which helps us remember the reported speech material.
6.	Confidence	Does Wordwall boost your confidence when answering questions about indirect speech?	Sometimes we hesitate to answer because we're afraid of getting it wrong.

- | | | | |
|----|--------------------|---|--------------------------------|
| 7. | Social interaction | Did Wordwall change the way you interact with your classmates during lessons? | Discussing with your classmate |
|----|--------------------|---|--------------------------------|

Based on interviews with students related to the learning experience of using Wordwall in indirect speech materials, seven main findings were found as follows:

1. Initial Experience

Students initially experienced difficulty using Wordwall, but the engaging features provided helped them adapt quickly and avoid boredom. According to Fadhilah & Daulay, (2025), some students experienced initial confusion with the interface and game rules. However, overall, the use of Wordwall created a more engaging and motivating learning environment. This means that initial confusion is to be expected, but Wordwall's interactive features help students adapt quickly.

2. Emotional Response

Students felt more relaxed and motivated to participate in learning activities using Wordwall. According to Hikmah et al (2025), The finding reveal that students demonstrated high emotional engagement through enthusiasm and enjoyment. Wordwall creates a fun learning environment so that students feel relaxed and enthusiastic.

3. Learning Engagement

When teachers used Wordwall, students actively took notes and asked questions if they didn't understand. According to Oktaviana & Ramadhani, (2023), the use of Wordwall increased student activeness, proving the positive effect of using Wordwall media on student activeness and learning outcomes. Student activities such as taking notes and asking questions indicate increased behavioral engagement.

4. Understanding of Material

Wordwalls helped students grasp reported speech material more quickly because they could immediately practice the questions given. According to Widhiatama & Brameswari, (2024), Wordwall also facilitated the students to understand the literature texts better. Interactive media such as Wordwalls help understanding the material because students practice immediately after the explanation.

5. Learning Process

Repeated practice questions helped students retain reported speech material better. According to Wahyuni et al., (2025), Wordwall demonstrated fairly good effectiveness, particularly in students' understanding (88.9%) and recall of concepts (100%). Repeated practice through Wordwall effectively strengthens students' memory of the material.

6. Confidence

Students sometimes hesitated to answer due to fear of getting the answer wrong. According to Shabrina & Fatayan (2025) Conventional teaching methods often fail to foster emotional engagement among students, thereby limiting active participation and the development of self-confidence. The use of interactive media such as Wordwall can help increase students' courage to participate.

7. Social Interaction

Wordwalls encouraged students to discuss with their classmates during the learning process. Is in line with Claudia et al., (2023), who found that students interacted, talked to each other, and supported one another while using Wordwall.

This finding is supported by the results of observations during the reported speech learning process using Wordwall, the following six findings were obtained:

- a) Initial Response: Students showed interest when the Wordwall was first introduced by the teacher.
- b) Participation: Most students immediately and actively participated in the game.
- c) Engagement: Some students appeared focused on answering the reported speech questions, but others lacked concentration.
- d) Emotional Expression: Students showed joy and enthusiasm when challenged to complete the task.
- e) Social Interaction: Positive interactions occurred in the form of mutual assistance and exchange of answers among students while working on the task.
- f) Confidence: Some students appeared confident when answering the questions, but others appeared hesitant.

Overall, the use of word walls in reported speech instruction provided a positive learning experience for students, particularly in terms of motivation, participation, understanding of the material, and social interaction. However,

challenges remain regarding some students' focus and confidence in answering questions, which require further attention from teachers.

Students' Challenges in Learning Reported Speech through Wordwall

Although the use of Wordwall provides various benefits in *reported speech learning*, the results of observations and interviews also reveal several challenges faced by students during the learning process. Details of findings related to student challenges are presented in the table 2.

Table 2: **Students' Challenges in Learning**

NO	Focus	Main Question	Interview Excerpts
1.	Challenge emotional/cognitive	Are there times when you feel stressed, rushed, or confused while using Wordwall?	Ever feel rushed and big when answering questions quickly
2.	Grammatical difficulties tenses, pronouns, and changes	What grammar problems do you face with tenses, pronouns, or word changes when using Wordwall?	I often mix up the tense changes, like from present to past, and forget to change pronouns
3.	Technical constraints (platform-related)	Have you experienced any technical issues with Wordwall (e.g., loading, device compatibility, touch response)?	Sometimes the game lags on my phone, and the buttons are too small to tap accurately
4.	Learning Strategy Limitation	When you come across a difficult question on Wordwall, what do you usually do?	Rereading it over and over again while recalling the teacher's explanation
5.	Challenge platform	Do you have any trouble using Wordwall?	I find it difficult to answer quickly because there's a timer
6.	Challenge grammar	What difficulties do you encounter when learning indirect speech through Wordwall?	I have trouble understanding the rules of reported speech because there are so many grammar points

Based on the results of interviews with students, a number of challenges were found in the learning process using *Wordwall*.

1. Emotional/Cognitive Challenge

Students feel rushed, stressed, and confused when they have to answer questions quickly. In line with Yuliani, (2025) many students struggle with grammar construction, but Wordwall significantly improved grammar achievement.

2. Grammatical Difficulties (Tenses, Pronouns, Changes)

Students have difficulty changing tenses (for example, from present to past) and forget to change pronouns. In line with Mustakim et al., (2025) Students struggle with understanding fundamental grammar concepts such as tenses and applying them in practical contexts.

3. Technical Constraints

Technical issues such as phone lag and small buttons make it difficult for students to type answers accurately. According to Fonna & Adani, (2025) reporting that Wordwall users experienced internet connection issues, device limitations, and access barriers during learning activities.

4. Learning Strategy Limitation

When faced with difficult questions, students tend to simply reread the questions and memorize the teacher's explanation, without using other strategies such as searching for keywords or asking questions. In line with Nuraini et al., (2023) which found that high-performing students tend to employ more effective cognitive and metacognitive strategies.

5. Challenge Related to the Timer

The presence of a timer makes students feel limited in time and makes it difficult to answer calmly. According to Herianto et al., (2025) who identified several challenges in using Wordwall for digital assessment in EFL classrooms. Time-related pressure in digital quizzes may cause students to feel rushed and less calm when answering questions.

6. Challenge in Understanding Rules

Students report difficulty understanding the rules of reported speech because they have to master too many grammar points at once. In line with Dzimar et al., (2025), who reported that students may feel overwhelmed by the large number of grammar rules they must memorize. In reported speech, learners are required

to understand several grammar points simultaneously, such as tense shifts, pronoun changes, and time expressions.

These findings are supported by the results of observations conducted during the teaching of reported speech using Wordwall, yielding the following six findings:

1. Grammatical Difficulties

Both interviews and observations indicate that students experience difficulties with tense changes and pronoun changes in reported speech.

2. Technical Constraints

Interviews mention lag and small buttons, while observations note unstable internet connections. Further confirmation is needed.

3. Timer Impact

Only appears in interviews, not recorded in observations. Additional observation is needed.

4. Strategies for Dealing with Difficult Problems

Interviews: independent strategies (rereading + recalling). Observations: social strategies (asking the teacher/discussing with friends). Both indicate that students have strategies, but they vary in type.

Overall, teaching reported speech using Wordwall still faces various challenges, including emotional, grammatical, and technical challenges, as well as challenges related to students' learning strategies. Nevertheless, there is positive potential in terms of students' active participation in asking questions. Therefore, guidance and adjustments to teaching strategies are needed so that Wordwall can be utilized more effectively.

Students' Perceived Benefits in Learning Reported Speech through Wordwall

In addition to identifying various challenges, the results of observations and interviews also show that there are several benefits felt by students in learning *reported speech* through the use of Wordwall. These benefits include increased motivation, material understanding, and student involvement in the learning process. Details of the findings related to these benefits are presented in Table 3.

Table 3: **Students’ Perceived Benefits in Learning**

NO	Focus	Main Question	Interview Excerpts
1.	Increased learning motivation	How did using Wordwall affect your motivation to learn Reported Speech compared to traditional methods?	I usually feel lazy when studying Reported Speech because of the many formulas. But using Wordwall makes me excited because it's like a game. I want to keep trying to get a high score.
2.	Improved understanding	What way did Wordwall help you understand the rules of Reported Speech (e.g., tense changes, pronoun changes) Can you describe how Wordwall made you more engaged or active during the lesson?	It's easier for me to understand because every time I answer incorrectly, a brief explanation appears. If I just listen to the teacher explain, I often feel sleepy. But with Wordwall, I can join in, competing with my friends. Everyone in the class participates; no one stays silent.
3.	Enhanced Engagement and Participation		
4.	Positive emotional experience	How did you feel when learning Reported Speech using Wordwall? Did it reduce anxiety or make you happier	I used to be afraid of making mistakes if I was asked to speak directly. But with Wordwall, I can learn in a relaxed way, so I'm happier.
5.	Social interaction	Did Wordwall encourage you to interact with your friends or the teacher during the learning process?	Yes, we often have small discussions when we encounter difficult questions. Then we ask the teacher. It's more lively and we help each other out.

Based on the results of the interview, it was found that the use of Wordwall provides various positive benefits for students in learning *reported speech*.

1. Increased learning motivation

Students find conventional grammar learning tedious. Wordwall transforms learning into a game-like experience, triggering intrinsic motivation and a desire to achieve high scores. According to Yaccob et al. (2022), motivation,

engagement, and competition in learning through a gamification approach could assist students' meaningful ESL learning.

2. Improved understanding

Immediate corrective feedback helps students understand grammatical rules contextually. This promotes deep learning rather than rote memorization. According to Zhang (2022), who reported that an intelligent grammar error-correction system based on deep learning verified the effectiveness of automated correction in English teaching and greatly improved correction accuracy.

3. Enhanced Engagement and Participation

Passive listening leads to disengagement. Wordwall creates an interactive and competitive atmosphere that increases active participation from nearly all students. According to Siregar (2025), the use of Wordwall-based educational games improved student learning outcomes. The improvement may be associated with higher student engagement, interactive participation, and increased enthusiasm during classroom activities.

4. Positive emotional experience

The digital, low-pressure environment reduces speaking anxiety. Students feel safe to make mistakes, leading to a relaxed and positive emotional state. This is in line with Fahmadi et al., (2025), who identified online speaking practice as a gateway to anxiety reduction for EFL students. A digital learning environment may reduce pressure, increase confidence, and help students feel safer to make mistakes, leading to a more relaxed and positive emotional experience.

5. Social interaction

Difficult questions trigger collaborative discussion among peers and with the teacher. Wordwall facilitates social learning and mutual assistance. According to Rahman et al., (2025), the use of Wordwall digital game media improved students' communication skills and learning outcomes. This suggests that Wordwall may encourage peer discussion, teacher-student interaction, and mutual assistance during learning activities.

This finding is supported by the results of observations during the reported speech learning process using Wordwall, six findings were obtained as follows:

a) Persistence aspect

Students show perseverance in answering questions even though they make mistakes. No student immediately gives up or quits after one wrong answer. Instead, they keep trying again until they find the correct answer, and some students even try two to three times. These findings suggest that the use of Wordwall encourages a trial-and-error learning pattern, where students view mistakes not as failures, but rather as part of the learning process.

b) Motivational aspects

Students seem more motivated compared to when they take part in conventional grammar learning. This can be seen from the more enthusiastic facial expressions, the body position that is leaning forward, the initiative of students to answer without having to be appointed by the teacher, and the enthusiasm when the score or game results appear on the screen.

c) Technical Ability

Most students were able to access and use Wordwall smoothly without encountering any significant difficulties. More than 90% of students were able to use the available features independently. Only one or two students asked where a button was located or how to start a quiz, but these issues were quickly resolved with help from peers or teachers without disrupting the learning process.

Overall, the results of a study on the teaching of indirect speech using Wordwall at SMAN 2 Pamekasan indicate significant positive outcomes for students, particularly in terms of motivation, comprehension of the material, active engagement, and social interaction. Wordwall can be considered an effective and engaging digital learning tool for teaching indirect speech, provided that teachers are able to overcome technical challenges, grammatical difficulties, and students' emotional readiness during its implementation.



Figure: students are working on a word wall

4. Discussion

Students' Experience in Learning Using Wordwall Subheading Level 2

The findings of this study indicate that students initially had difficulty using Wordwall, but its interactive features helped them adapt quickly. Based on interview excerpts, students stated, *"At first, we didn't know how to use Wordwall, but we eventually got the hang of it because of its interesting features—it never gets boring."* This initial confusion is a natural phase when introducing new digital tools. While Aqzhariady Khatha et al. (2025) highlighted Wordwall as an effective platform for vocabulary mastery, this study reveals that students also experienced an adaptation process, specifically when using Wordwall for grammar learning, which requires more cognitive processing than vocabulary recognition.

Unlike vocabulary games where students match words to pictures, grammar tasks in Wordwall (e.g., transforming direct speech into reported speech) require students to apply multiple grammatical rules simultaneously, making the adaptation phase more challenging.

This study also found that Wordwall actively enhances student engagement through note-taking and asking questions. During observations, students were seen writing down key rules of reported speech before starting the game and raising their hands when confused about pronoun changes. One student confirmed, *"We take notes and ask the teacher if we don't understand something."* According to Ulya et al. (2025), these findings are supported by evidence showing that Wordwall yields high scores in the dimensions of behavioral (active participation), emotional (enjoyment and interest), and cognitive (mental effort and strategy use) student engagement. In other words, findings across these studies consistently indicate that Wordwall is effective in creating an active and engaging learning experience.

Additionally, students in this study reported feeling more relaxed and motivated. One student expressed, *"We feel more relaxed and motivated to participate in this activity."* Another student compared Wordwall to conventional

methods: *"I usually feel lazy when studying Reported Speech because of the many formulas. But using Wordwall makes me excited because it's like a game. I want to keep trying to get a high score.* According to research by Nadila & Munir (2025), Wordwalls help increase student motivation and reduce anxiety through interactive tasks such as quizzes and instant feedback. However, this study adds that the game-like scoring system in Wordwall specifically triggers students' intrinsic motivation to achieve mastery, not just to win. Students repeatedly attempted quizzes to improve their scores, indicating that Wordwall fosters a mastery-oriented mindset rather than performance-oriented anxiety.

Challenges in Learning Using Wordwall

This study identified several significant challenges. From a technical perspective, students experienced lag on their phones, buttons that were too small, and unstable internet connections. This study explored students' lived experiences in using Wordwall to learn grammar, particularly indirect speech, and the connectivity issues they encountered during classroom activities. While Herianto et al., (2025) research examined challenges from the teacher management perspective, this study focused on teachers' perspectives in managing Wordwall as a digital assessment tool, emphasizing institutional readiness, internet availability, and strategies teachers used to overcome technical barriers.

The findings of this study indicate that students felt significant pressure due to the presence of a timer. One student explicitly stated, *"I feel rushed and big when answering questions quickly"* (Interview). Another student added, *"I find it difficult to answer quickly because there's a timer."* During observations, students were seen rushing through questions, occasionally making careless errors, not because they did not understand the grammar, but because they felt time pressure. The line with Rahayu et al (2025) also identified that pressure from game elements is one of the challenges in implementing gamification using Wordwall.

Thus, although gamification aims to boost motivation, time-based competition elements can be a source of anxiety that needs to be managed wisely. This study extends this finding by noting that timer pressure disproportionately affects lower-proficiency students, who need more time to recall grammatical rules. For these students, the timer transforms a learning opportunity into a stressful testing situation. From a grammatical perspective, most students frequently make tense shifts, errors with auxiliary verbs were common, such as incorrectly changing "are" to "were" in plural contexts, but missing singular forms. For time expressions, students often kept "today" instead of changing it to "that day," and "now" instead of "then."

This is in line with the findings of Prihatini et al (2024), which show that students often experience grammatical problems related to the use of tense forms that focus more on the simple present tense aspect, while this study extends the

findings by identifying specific challenges in grammar learning, especially reported speech, which has high rule complexity.

Benefits of Using Wordwall

This study found that Wordwall significantly increased students' learning motivation. Students who typically felt reluctant to learn grammar became enthusiastic because the learning experience resembled playing a game. This aligns with the findings of Hossain & Younus (2024), who showed that game-based platforms like Kahoot transform grammar learning into a more enjoyable experience, thereby increasing student enthusiasm and motivation. However, the Kahoot study emphasized a competitive atmosphere through live quizzes in class, while Wordwall offered a wider variety of activities such as matching games, random wheels, maze chases, and quiz templates that could be tailored to specific grammar topics. Therefore, Wordwall provides teachers with greater flexibility to tailor learning to students' needs.

Another important benefit is immediate corrective feedback. Students in this study reported that each incorrect answer was accompanied by a brief explanation, helping them understand grammatical rules contextually. Liu & Hwang (2024) emphasized the effectiveness of corrective feedback on grammar skills. This study highlights how students perceived this feedback in learning indirect speech through Wordwalls. Wordwall has a positive impact on students' learning motivation. Game-based activities can increase student interest and participation. According to a study by Smirani & Yamani, (2024), gamification techniques, such as challenges, assessment systems, and competitions, have been shown to increase student engagement and motivation in the learning process. Furthermore, Wordwalls also increase social interaction among students. Students become more active in discussions and collaborate in answering questions.

Summary of this study This study makes several novel contributions. First, this study specifically examines the indirect learning of reported speech, a complex grammatical topic with many simultaneous rules (tense changes, pronouns, and time adverbs). Most previous research has focused on learning general speaking skills. Second, this study comprehensively reveals both the positive aspects and the specific challenges that arise.

The identification of timer pressure as a challenge, as well as specific difficulties with tense and pronoun changes, provides a more nuanced understanding of the application of Wordwall to grammar teaching. Third, this study reveals students' limited learning strategies (simply rereading and memorizing teacher explanations) when facing difficulties. These findings indicate the need for better metacognitive strategy training, an aspect that has not been widely addressed in previous Wordwall research.

5. Conclusion

This study aimed to explore students' experiences in learning reported speech through the use of Wordwall in grade XI of SMAN 2 Pamekasan. Based on the research findings, it can be concluded that Wordwall makes a positive contribution to the English learning process, particularly in increasing student engagement, motivation, and comprehension. Students demonstrated positive emotional responses, such as feeling more relaxed and enthusiastic, and actively participated through direct practice and peer interaction. This indicates that the integration of game-based media can create a more meaningful and interactive learning experience.

However, this study also uncovered specific challenges that arise in the context of learning complex grammatical structures such as reported speech, particularly related to time pressure and grammatical difficulties. These findings deepen the understanding that although Wordwall is a powerful learning tool, its effectiveness heavily depends on how technical and pedagogical challenges are managed. Therefore, a balanced approach is needed—one that leverages gamification features to boost motivation while also providing adequate support to address students' technical and cognitive barriers.

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