

BAB V

CONCLUSION AND SUGGESTION

A. Conclusion

1. The study concludes that Wordwall was successfully implemented as an interactive digital learning media in the English classroom of Grade VIII-3 MTs Negeri Batu Bara. The teacher utilized various Wordwall game formats—such as *Match Up*, *Random Wheel*, and *True or False*—to review learning materials and increase student participation. During classroom observation, students demonstrated high enthusiasm, active involvement, and positive reactions toward the game-based activities. They collaborated with classmates, responded to questions quickly, and showed increased motivation as a result of the competitive elements like scoring systems, timers, and visual effects.

The implementation also supported students' autonomy, competence, and relatedness, as seen through their confidence in answering questions, their willingness to participate voluntarily, and their interaction with peers during the activities. Wordwall helped create a more dynamic, enjoyable, and student-centered learning environment, reducing monotony and making English lessons more engaging. Therefore, the implementation of Wordwall can be considered effective, smooth, and aligned with the goal of increasing student engagement in the learning process.

2. The interview responses reveal that students showed overwhelmingly positive reactions toward the use of Wordwall, as reflected in all four

indicators of learning interest. The pleasure indicator reached 90% (27 out of 30 students), showing that most students felt happy, excited, and entertained while using the platform. They described the activities as enjoyable and “game-like,” which shifted their emotional experience from boredom to enthusiasm. This emotional engagement strengthened their motivation to participate, as many students shared moments of laughing, celebrating correct answers, and feeling proud when achieving high scores. Wordwall also sustained students’ attention, supported by the 83.3% (25 out of 30 students) who stated that they could focus better during lessons. The use of visuals, countdown timers, and fast-paced challenges required continuous engagement, helping students remain alert and minimizing distraction throughout the learning session.

Students’ interest in learning English also increased significantly, indicated by the 93.3% (28 out of 30 students) who reported that Wordwall made English material easier to understand through repetition, instant feedback, and clear examples. Many students mentioned feeling more curious and eager to attend English lessons whenever Wordwall was used, marking a shift from passive participation to active learning motivation. In terms of involvement, 80% (24 out of 30 students) stated that Wordwall made them more confident and active in answering questions, collaborating with peers, and joining class discussions. Previously passive students began volunteering responses, trying new tasks, and speaking up more during activities. The competitive yet friendly atmosphere encouraged students to

engage without fear of making mistakes, while peer interactions strengthened as they discussed answers, celebrated scores, and supported each other. Overall, the integration of percentages clearly shows that Wordwall enhanced pleasure, attention, interest, and involvement, indicating that the platform effectively activated students' learning interest in English.

B. Suggestions

1. Teachers are encouraged to integrate Wordwall more frequently into their English teaching activities, especially when introducing new vocabulary, reviewing materials, or conducting formative assessments. Since the students in this study demonstrated high levels of pleasure, attention, interest, and involvement—supported by percentages of 90%, 83.3%, 93.3%, and 80%—teachers should maximize these strengths by designing activities that match students' preferences and learning styles. Teachers are also recommended to vary the game templates, such as *Match Up*, *Gameshow Quiz*, *Random Wheel*, and *True or False*, to prevent monotony and maintain students' enthusiasm. Additionally, teachers should ensure that the use of Wordwall remains meaningful by aligning game content with learning objectives and encouraging both individual participation and group collaboration. Providing appropriate guidance during the game can also help students who struggle, ensuring that every learner benefits equally from the activity. At the same time students are encouraged to actively participate in Wordwall activities and view them not only as a

game but also as a valuable learning opportunity. Because the results showed that Wordwall increased students' confidence, improved comprehension, and strengthened peer interaction, students should continue to engage collaboratively and support each other during the activities.

2. Students are encouraged to maintain a positive attitude toward the use of interactive media such as Wordwall and to actively engage in learning activities both inside and outside the classroom. Regular use of Wordwall may help students strengthen vocabulary mastery, reinforce grammar understanding, and develop confidence in using English. Students are also advised to communicate openly with teachers regarding the types of Wordwall activities they find most helpful, enabling more effective learning experiences. Teachers, in turn, should continuously evaluate the effectiveness of Wordwall implementation and adapt activities based on students' responses and learning progress. Meanwhile for future researchers are encouraged to explore the use of Wordwall with larger sample sizes or across different grade levels to gain broader insights into its effectiveness. Since this study focused on qualitative data from 30 students, future research could combine qualitative and quantitative methods to measure learning outcomes more comprehensively.