
**AN ANALYSIS OF TENTH-GRADE STUDENTS' PERCEPTIONS OF DIGITAL
GAMIFIED VOCABULARY TASKS USING WORDWALL: A CASE STUDY AT
SMK HUTAMA**

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ABSTRACT

The objective of this research is to analyze tenth-grade TKJ students' perceptions of Wordwall as digital gamified vocabulary tasks for English vocabulary learning, as well as the challenges they faced. The research applied a qualitative descriptive case study approach and was conducted at SMK Hutama in June 2026. This research involved 10 informants selected purposively from a total of 41 tenth-grade TKJ students. Data analysis used Miles, Huberman, and Saldana's interactive model, which includes data reduction, data display, and drawing conclusions. The result of research indicate that most students viewed Wordwall positively, reflected by their increased comfort with the game mechanics, ability to recall vocabulary, and belief that the vocabulary learned will remain relevant to their future vocational practices. However, some students perceived this gamified format as no more effective than conventional note-taking. Furthermore, the challenges faced by students were divided into three categories: basic English understanding gaps, technical issues regarding platform reliability, and social pressure due to unbalanced group composition, alongside the differences between receptive and productive vocabulary knowledge. Result of this research give important meaning for the development of English vocabulary learning, specifically related to the use of gamified digital media balanced with explicit practice in productive language use.

Key Words: Wordwall, Gamification, Vocabulary Perception, TKJ Students, Case Study

INTRODUCTION

Vocabulary mastery in today's digital era is a fundamental necessity. Language learning having a strong vocabulary mastery enables students to comprehend meanings and have a positive learning mindset. Moreover, in terms of basic language factors, vocabulary plays an important role in language learning that supports the four language skills, namely listening, speaking, reading, and writing. As stated by Harmer (2001) English has four basic skills, which include reading, listening, writing, and speaking. These four skills are distinct, yet they are interconnected and can even be combined with each other. Mastery of English vocabulary by vocational high school students becomes essential to equip them with the skills needed in an increasingly competitive work environment. Accordance with the mandate of the Ministry of Education, Culture, Research, and Technology Regulation Number, it is emphasized that the learning process should serve as a means to develop students' potential in ways that are relevant to the demands of the

times and optimize the use of information and communication technology devices to provide a quality learning experience. Based on Permendikbudristek No. 16 (2022) In this regard, learning strategies at the vocational high school level require innovation in material delivery, including mastering vocabulary through methods that are interactive, enjoyable, and motivate students to actively participate.

Based on observations and experiences during the Field Experience Practice (PPL) at SMK Hutama, the researcher found an interesting phenomenon among tenth-grade students majoring in Computer and Network Engineering (TKJ). They have a high interest in technology, but their English skills still need improvement due to minimal exposure to contextual material. This condition is seen through low active participation and students tend to be passive when directed to English vocabulary tasks that are considered difficult. In line with this, English proficiency for students in the Computer and Network Engineering (TKJ) major is a primary foundation for understanding technical literature and network devices, most of which use English.

This becomes the basis for the need for a learning strategy that can make their perception positive through effective vocabulary learning and personally engaging their interest in analyzing the difficulties in learning English. A lack of understanding of basic vocabulary can hinder their competence and skills in the future. Therefore, a learning strategy is needed that can mediate their technical needs and English proficiency by using methods that are more relevant to their character as vocational students closely connected with the digital world.

Until now, according to the students' statements, learning in class X TKJ is still focused on memorizing vocabulary through printed dictionaries and using LKS (student worksheet books). The author observed that this method makes students bored and feel tired of manual memorization because the method is repetitive, monotonous, and the burden of independent memorization assignments without any innovative interaction. Instead of paying attention to the LKS or dictionaries, students tend to shift their focus to their gadgets, such as playing online games together or chatting during class, showing no interest in learning. This indicates that students have a need for more interactive and collaborative stimulation.

This study attempts to provide solutions and introduce the use of Wordwall as a new tool and technique for X TKJ students at SMK Hutama in learning English. According to Fauziningrum et al. (2023) explained that English learners can effectively acquire vocabulary by involving various digital tools and techniques used to make learning interactive and personalized. Therefore, the use of Wordwall as a digital gamification platform provides various interactive and competitive gamification elements. Learning techniques such as multimedia, which combine visual, audio, and video in interactive quizzes, matching games, and leaderboards, contrast with physical textbooks. This novelty is expected to be able to change their perception of difficulty and obstacles in English vocabulary learning and tasks into an enjoyable learning medium and reduce students' gadget distraction habits.

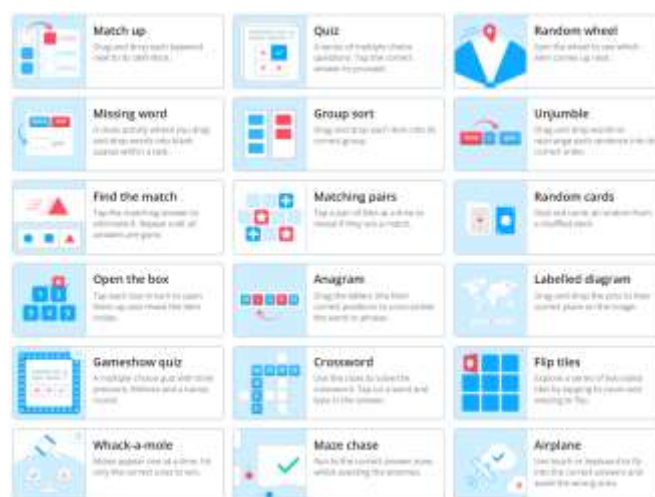


Figure 1. Wordwall Templates (Adopted from <https://wordwall.net/>)

As stated by Deveci, T.G.(2024) “the use of Wordwall digital online games as a technological learning tool for learning English vocabulary will make a great contribution to the learning process.” This alignment provides a strong theoretical foundation between online games on high school students' English vocabulary and the researcher's observations in class X TKJ SMK Hutama, with Wordwall as a technology-based learning instrument. In addition to upper secondary research, the efficiency of Wordwall has been proven in the latest research at the junior secondary education level, namely SMPN 2 Labobo, an area with limited technology access. According to data Ahdani et al (2026) explain that the application of Digital Game-Based Learning using Wordwall can significantly increase students' average vocabulary mastery scores from 36.63 to 72.16. From this explanation, it is evident that interactive activities such as matching pairs, word search, and sentence building on Wordwall are very effective in help students understand the use of adjectives, verbs, and nouns within a guided sentence context. This proves the presence of visual appeal and Wordwall's gamification elements that can adjust to students' characters as well as students' learning motivation across various school backgrounds.

Research shows Mallisa & Mbato (2023) that in their research, revealed that the use of digital platforms such as Wordwall.net plays a role in providing a more dynamic and interactive learning experience for students. This becomes a strategic solution to overcome the boredom that often occurs in conventional learning methods, especially for students who are not majoring in English, who need to be motivated in mastering vocabulary. On the other hand, the use of Wordwall also affects the psychological aspect of students. As reported by Yesayas et al. (2025) stated that the educational game Wordwall has various features such as movement, sound, and color that effectively make students interested, feel challenged by vocabulary task games, and increase learning motivation through fun and directed activities. This is important in creating a dynamic learning experience and reducing the boredom that students often experience in conventional learning methods. The importance of vocabulary mastery as the main foundation in communication compared to the situation in the field, which tends to be passive and causes boredom for students, From the perspective of Nabila, S. I., & Mubarok, H.(2025) affirm that

the use of digital learning such as Wordwall has transformative potential in creating a more engaging, dynamic, and personalized learning experience for students, in line with this, the need for interactive media to enhance student engagement is necessary.

Although various quantitative studies have validated the improvement of vocabulary mastery through Wordwall, which focused on final scores, there is a research gap regarding the qualitative exploration of students' experiences transitioning from conventional methods such as LKS books, to digital and how this platform affects emotions and productive focus in vocational high school students majoring in Computer and Network Engineering (TKJ), who have the characteristic habit of relatively frequent gadget use. Furthermore, as cited by Ahdani et al (2026) research in rural schools provides a different perspective in this study by exploring how Wordwall redirects gadget use into enjoyable English learning activities in completing vocabulary tasks for vocational high school students in an urban environment. Therefore, this study is expected to fill the gap in the literature regarding Students' Perceptions of Digital Gamified Vocabulary Tasks Using Wordwall in the mastery of both technical and general vocabulary at the vocational high school level.

METHOD

This study employed a qualitative case study approach to explore the perceptions and challenges experienced by tenth-grade Computer and Network Engineering (TKJ) students at SMK Hutama in using Wordwall as a gamification-based digital medium for English vocabulary learning. A qualitative approach was selected because the study focused on understanding students' experiences, perceptions, and difficulties rather than measuring learning outcomes quantitatively. The case was limited to one Grade X TKJ class and was examined through three consecutive Wordwall learning sessions.

The participants were selected using purposive sampling. Ten students were chosen as key informants from the Grade X TKJ population based on predetermined criteria, including active participation in the class, attendance at all three research meetings, and willingness to participate in individual interviews and the subsequent member-checking process. The participants were anonymized using codes S-01 to S-10 to maintain research confidentiality.

Data were collected through focused observations, semi-structured individual interviews, and group triangulation. Observations were conducted during three Wordwall sessions on June 3, 4, and 5, 2026, focusing respectively on perceived ease of use, students' motivational engagement, and perceived usefulness. Semi-structured interviews were conducted with the ten student informants during the second and third meetings to obtain detailed accounts of their experiences and challenges. A group member-checking and triangulation session was subsequently conducted on June 12, 2026, to validate the preliminary findings.

The data were analyzed using an interactive qualitative analysis process consisting of transcription, data reduction, coding, thematic grouping, data presentation, and conclusion drawing. Initial codes were developed from meaningful segments of interview transcripts and field notes, followed by pattern

coding based on the Technology Acceptance Model (TAM) and Self-Determination Theory (SDT). Data validity was strengthened through source triangulation and member checking, allowing the researcher to compare observations, interview narratives, and participants' confirmation of the findings.

RESULT

This discussion is organized around the study's two research questions: student perceptions of Wordwall as a gamified vocabulary task, and the challenges they faced in completing vocabulary tasks through the platform.

Students' Perceptions of Wordwall as a Gamified Vocabulary Task

The findings presented in Section B show that most informants viewed Wordwall as a useful medium for learning English vocabulary, a pattern consistent with the *perceived usefulness* construct in the Technology Acceptance Model (Davis, 1989a). This is clearly reflected in informants' longer-term perception that the vocational vocabulary acquired through the Wordwall gamification, such as *firewall*, *configuration*, and *crashed*, could be applied in their future TKJ learning and practice. This finding aligns with Anjani et al. (2025), who likewise reported a significant improvement in EFL vocabulary mastery following Wordwall-based learning, as well as with Ilahiyati et al. (2023), who found that Wordwall use was associated with improved vocabulary retention alongside increased student motivation and confidence.

Students' ability to recall vocabulary supported by the medium's visual display, rather than conventional rote memorization, supports the concept of dual coding proposed by Zulfa et al. (2026), who argue that the combination of text and visual elements in Wordwall supports stronger retention than verbal input alone. The influence of the point and leaderboard features in driving active student engagement across the three meetings reflects the role of game design elements as identified by Deterding et al. (2011b) in their foundational definition of gamification, and aligns with Mazelin et al. (2022), who found that Wordwall use was associated with measurable increases in engagement and class participation.

Beyond usefulness and ease of use, the pattern of growing confidence observed across the three meetings, from visible nervousness at the first meeting to operating the smartboard without hesitation by the third, aligns with the growth of a sense of competence as described in Self-Determination Theory (Deci & Ryan, 2000). Students' sense of relatedness was shown through collaborative discussion before answering and enthusiastic cheering when a group's score rose on the leaderboard. Conversely, when group composition was unbalanced, as in Student 8's case, this same social dimension instead became a source of pressure for that student, indicating that the competitive, group-based psychological needs addressed by Wordwall depend on how the group is composed, rather than being something automatically guaranteed by the platform itself.

However, acceptance of this gamified learning did not automatically lead all students to consider it more effective than conventional methods for memorizing vocabulary. Student 4 and Student 5 both reported that the experience did not feel different from writing notes in a book, and Student 5 even preferred the LKS-based method during the triangulation session. This qualification is consistent with

Hamari, Koivisto, and Sarsa's (2014) review of empirical gamification research, which concluded that the effects of gamification on motivation and behavior are generally positive but highly dependent on the context of implementation and on individual users, rather than being uniform across all students. This divergence in perspective shows that although Wordwall was effective in increasing engagement and word retention for most students, its positive impact was not experienced uniformly across all ten informants.

Challenges and Obstacles Encountered by Students

The challenges analyzed from both informant reports and field notes in Section B show considerable variation. For students such as Student 9 and Student 8, the main obstacle lay in a pre-existing and fundamental gap in English understanding, rather than in the platform or in the fractured-story or narrative-fable material itself. This pattern is consistent with vocabulary acquisition theory, in that new lexical learning is built upon a learner's existing vocabulary knowledge (Nation I. S. P., 2001; Schmitt, 2000); students who entered this gamified learning with a narrower vocabulary appeared to require more repetition and support to reach parity with more highly engaged informants.

The second category of challenge concerns the technical reliability of the Wordwall platform, evidenced by ghost-touch and internet-loading issues recorded at the third meeting and independently confirmed in subsequent interviews. This finding echoes the practical implementation obstacles noted by Khasyi (2024) and cited by Zulfa et al. (2026), who identified unstable internet connections and uneven device access as recurring obstacles to the wider implementation of gamified applications such as Wordwall in comparable educational contexts. This finding also aligns with the critical observation of Moorhouse and Kohnke (2024), who noted that Wordwall's effectiveness depends on its implementation under balanced classroom conditions, and observed that the platform's focus is written, such that oral and productive vocabulary use is less optimally facilitated.

The third category of challenge is social rather than technical or cognitive in nature, and is most clearly illustrated by Student 8's account of heavy reliance on a single group member due to perceived unevenness in English ability within the group. This finding is consistent with Vygotsky's (1978) sociocultural view of learning, in which peer collaboration only becomes effective scaffolding when a more capable peer is within that student's zone of proximal development. However, when the group's burden falls on a single individual rather than being shared collaboratively, group work risks instead increasing that student's anxiety and dependence.

Finally, Student 8's closing remark about their continued difficulty composing English sentences independently, despite easily recalling target words such as *misunderstood* and *unexpected*, points to a long-recognized distinction in vocabulary acquisition research between receptive knowledge, the ability to recognize and recall a word's meaning, and productive knowledge, the ability to use that word accurately and independently in context (Nation I. S. P., 2001). Although informants generally expressed positive appreciation for Wordwall, closer analysis shows that the three-session intervention succeeded mainly in sharpening students' receptive ability, while productive language ability still requires further support.

Chapter Summary

This chapter has presented and discussed the research findings on the perceptions of tenth-grade TKJ students toward Wordwall as a digital gamified vocabulary task, as well as the challenges they faced in completing vocabulary tasks through the platform. Across the three implementation meetings and the subsequent triangulation session, the ten purposively selected informants generally reported increasing comfort with the platform's game mechanics, a perceived improvement in their English vocabulary, and a belief that the vocational terms learned would remain relevant to their future TKJ learning, patterns consistent with the perceived usefulness and perceived ease of use constructs in the Technology Acceptance Model (Davis, 1989a) as well as the psychological needs described in Self-Determination Theory (Deci & Ryan, 2000). Nevertheless, the study's findings were not uniformly positive: some informants considered the gamified format no more effective than conventional note-taking, and the study identified three distinct sources of difficulty among the ten informants, namely a pre-existing gap in basic English understanding, recurring technical obstacles related to platform reliability, and social pressure arising from unbalanced group composition.

Overall, these findings indicate that Wordwall functions as an effective tool for sustaining student engagement and supporting vocabulary recognition for most informants in this study, consistent with prior research on the Wordwall platform (Anjani et al., 2025; Ilahiyati et al., 2023; Mazelin et al., 2022), while also reaffirming the caution raised in the literature that its benefits are neither automatic nor evenly distributed across all learners (Hamari et al., 2014; Moorhouse & Kohnke, 2024).

CONCLUSION

This study concludes that the use of Wordwall as a digital gamified vocabulary task generally received positive perceptions from tenth-grade Computer and Network Engineering (TKJ) students at SMK Hutama. Based on the experiences of ten purposively selected student informants across three learning sessions, Wordwall was perceived as an engaging and useful medium for supporting English vocabulary learning. The students gradually became more comfortable with the platform and its game mechanics, indicating that repeated exposure helped reduce their initial uncertainty and increased their confidence in participating in the activities. The visual presentation, game-based interaction, points, competition, and leaderboard features contributed to students' active participation and made vocabulary activities more attractive than the conventional learning practices they were accustomed to.

The findings also indicate that Wordwall supported students' ability to recall and recognize vocabulary. Students were able to remember several general and vocational terms encountered during the activities, including vocabulary related to their TKJ field, such as "firewall," "configuration," and "crashed." The students' perception that these terms would remain relevant to their future vocational learning and professional practices further demonstrates the perceived usefulness of contextualized vocabulary activities. From the perspective of the Technology Acceptance Model, the students' experiences reflected both perceived ease of use and perceived usefulness. Meanwhile, the students' increasing confidence, collaborative interaction, and enthusiasm during the activities were consistent with

the psychological needs of competence and relatedness described in Self-Determination Theory.

Nevertheless, the findings demonstrate that positive perceptions of Wordwall were not experienced equally by all students. Some informants considered the gamified activities no more effective than conventional vocabulary learning through note-taking or LKS-based learning. This finding suggests that gamification should not be viewed as an automatic solution for improving vocabulary learning. Its effectiveness depends on students' individual preferences, learning backgrounds, classroom conditions, and the way the activities are implemented. Therefore, Wordwall can function effectively as a complementary learning medium, but it should not necessarily replace conventional vocabulary-learning practices entirely.

The study also identified several challenges experienced by the students. The first challenge was the students' different levels of basic English knowledge. Students with limited vocabulary foundations required greater repetition, explanation, and assistance when completing the tasks. The second challenge involved technical problems, particularly internet connectivity and platform reliability, including the occurrence of loading difficulties and ghost-touch problems during the activities. These technical issues demonstrate that successful implementation of digital gamification depends not only on the quality of the platform but also on adequate technological infrastructure. The third challenge was related to social pressure caused by unbalanced group composition. Although collaboration could encourage participation and peer support, unequal English abilities within groups could also create dependence on stronger students and increase pressure on students with lower proficiency.

Finally, the findings reveal an important distinction between receptive and productive vocabulary knowledge. Although students generally demonstrated an improved ability to recognize and recall target vocabulary, some students continued to experience difficulty using the vocabulary independently in English sentences. Thus, the three-session Wordwall implementation appeared to be more supportive of receptive vocabulary development than productive language use. Based on these findings, Wordwall is recommended as an engaging supplementary medium that should be combined with explicit vocabulary instruction, repeated practice, sentence construction, and other productive language activities. Such integration can help ensure that students not only recognize and remember vocabulary but also develop the ability to use newly learned words accurately and independently in meaningful contexts.

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