

Hospitality School Students' Perception on the Use of Wordwall to Enrich Students' Work-Ready Vocabulary Mastery

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ABSTRACT

This study addressed the gap of research on the innovative learning medium Wordwall for working adult learners by investigating the perceptions of students of Apollonia Hotel School in Denpasar, Indonesia, regarding how well Wordwall helps in increasing their English vocabulary during online learning. The method used by the researcher was qualitative. Data were collected from 10 respondents who had been selected with qualifications of activeness while studying, and always participated during the process. Data obtained from short questionnaire distributed through Google Form, then analysed using a qualitative descriptive model according to Creswell, (2012). From the data analysis, the researcher found that the students had high enthusiasm in learning vocabulary through the Wordwall application. This application provides various types of creative and interactive vocabulary games. The disadvantage is that this application does not provide a place to explain explanations for students' answers, both right and wrong. Students have the opportunity to learn about context and changes to sentences in games. Based on this analysis, it proves that Wordwall is an effective learning media to help increase students' vocabulary as a future career opportunity. In addition, Wordwall is also effectively used during online learning to provide interesting vocabulary questions. From this study, it is suggested for hospitality lecturers to use Wordwall application because it can help students to be more motivated to learn English vocabulary.

1. Introduction

21st century learning continues to adopt increasingly developing technologies. Now, the use of computers and smartphones has become an important element for human life such as in the business field, office, home, and school (Yarahmadzahi & Goodarzi, 2020). The use of technology is also used by English teachers who make it a pedagogical tool that aims to improve the quality of their students' language learning. The difference that occurs today is the tendency to use cellphones rather than computers. Teachers dominantly chose to use mobile phones due to their size, capacity, and flexibility. Teachers will also have no difficulty in giving instructions to students, because students often use their cellphones. The challenge in the 21st century for teachers is to integrate today's technology with traditional learning to achieve the expected learning goals.

Today's education cannot be carried out as before by face-to-face learning. The government directs students and teachers to conduct distance learning online. This has been done to prevent the spread of COVID-19. This is a difficult time for everyone, including the world of education. Teachers are expected to continue to carry out the teaching and learning process, so that students can achieve learning objectives. Integrating face-to-face and online learning is not

a new thing. Smith & Hill, (2019) states that face-to-face and online learning have been applied since the 1990s. Seeing the development of an increasingly sophisticated era, teachers now easily to provide materials and access materials online. Through online learning as well, teachers must be able to provide assessments that are in accordance with the results and progress of their students. In learning English, teachers find difficulties in conveying material to their students.

In learning English, students are expected to be able to master vocabulary according to the target of the learning objectives According to Hadijah et al. (2020) mastering vocabulary is a very significant step to improve students' ability to use language further. In a traditional class, the teacher will easily teach vocabulary by directing students to describe something or even ask them to remember a lot of words. Learning process that carried out directly or face to face will be more interactive and fun. But students more often feel frustrated to arrange the vocabulary they remember into sentences (Palmer et al., 2014). Currently, teachers must have extra media to increase students' vocabulary knowledge. Moreover, students must not only be able to remember, but also be able to use them. To measure students' vocabulary knowledge, the teacher must understand the students' needs during learning. Hadijah et al.

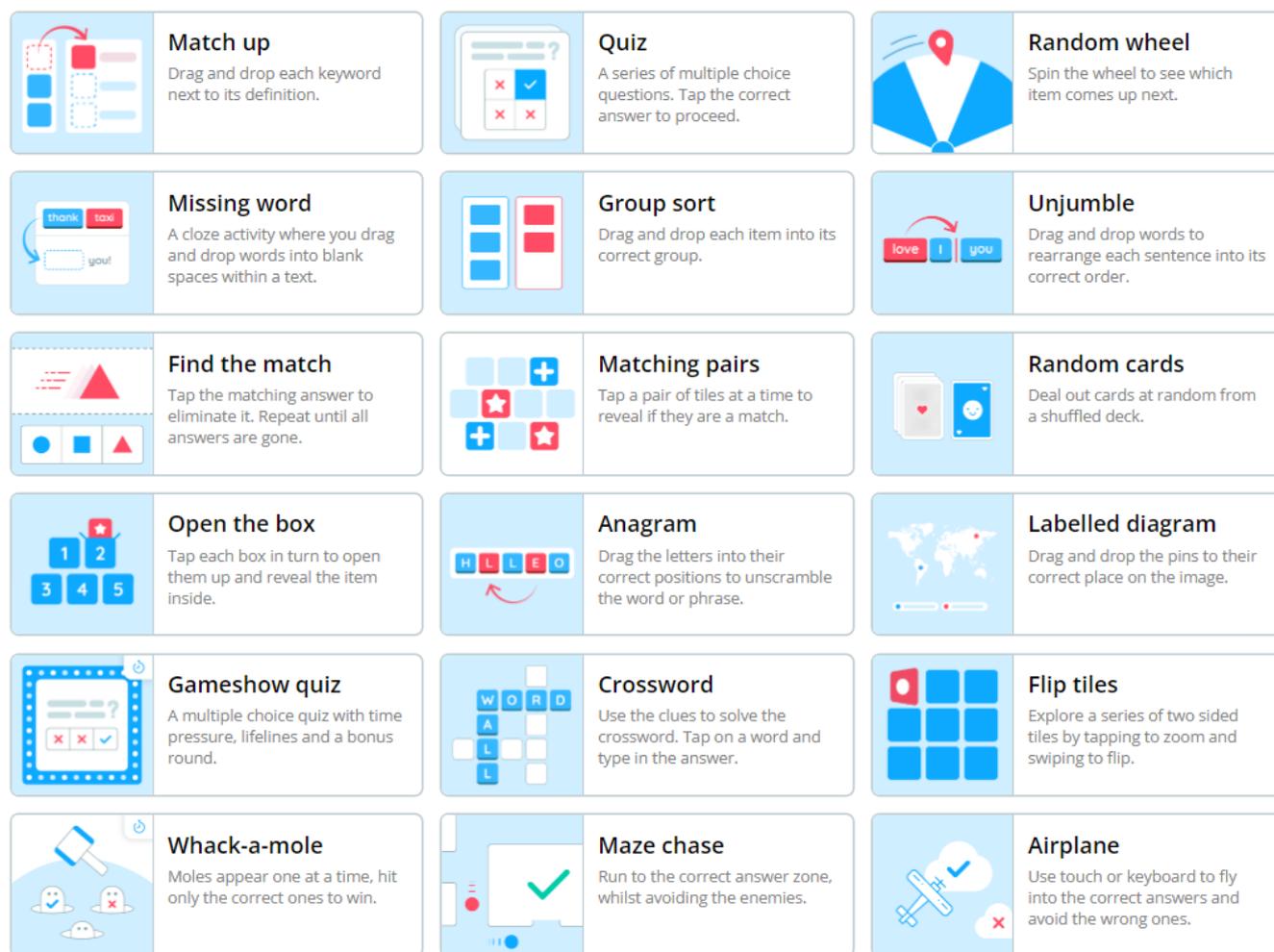
(2020) also stated that today's students have different needs from the past. So that, teachers should be more careful in using learning media.

By using online learning methods, teachers should adopt learning media that can help the learning process. Implementing technology in learning is indeed taken as a consideration to increase students' learning motivation, so that there is interaction during learning (Licorish et al., 2018; Santosa, 2017; Wang & Lieberoth, 2016; Zarzycka-Piskorz, 2016). The use of modern technology is certainly a challenge for teachers to teach, especially to use it as an effective assessment tool (Godwin-Jones, 2015). With the current facilities, at least teachers will be more helpful in the teaching and learning process. Because teachers and students not only use laptops, but can also use their smartphones. The use of smartphones is also very practical, because it is easy to carry anywhere, and can be accessed anywhere. In other words, students can use their smartphones to access the material provided by the teacher. Integrating smartphones in

the learning process is able to improve student achievement in exams (Sharma & Unger, 2016; Yip & Kwan, 2006).

One of the teaching media is using the Wordwall application. Wordwall learning media has been used for a long time, this is a medium that presents a collection of words that are categorised according to learning objectives. Wordwall media is used during face-to-face learning, the words presented on the wordwall will be easy for students to read and remember (Monita & Sihombing, 2015). Putting vocabulary on the classroom wall will help students to remember more vocabulary. It can be interpreted that the Wordwall is a presentation of a collection of words that are arranged systematically to give the appearance of the words they need to compose sentences. There is no different from its use in face-to-face classes, but currently Wordwall use technological sophistication. Wordwall is an innovative learning media application for educators. The use of technology media in learning is getting more and more attention by researchers, especially in improving students' vocabulary skills (Ramadhani et al., 2019).

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



There are several studies on the use of technology in education, which have a positive effect on student learning. There have only been four previous journal articles that have explored Wordwall in educational context. Rueb et al. (2018), conducted a study on the use of game to help students skillfully interact in using vocabulary. They tested the use of Pret Negocier (PaN) to help students become skilled in interaction. The research they conducted aimed to determine the effect of using PaN on improving students' French vocabulary. They found that the use of games in vocabulary learning can build interaction and provide a valuable learning experience. This is because PaN is able to complement and improve students' abilities. While the second research from Sartika (2017) reported the use of Wordwall strategy in order to improve the ability to learn descriptive texts in junior high school students. By using the qualitative method, Sartika (2017) obtained data through observations, questionnaires, and documents that were used as instruments. The results of her research found that the use of Wordwall strategy was very helpful for teachers to teach descriptive texts to hone students' writing skills. The use of Wordwall also received a positive response by students, so the use of Wordwall is recommended for in junior high schools.

The third research came from Darliani & Agustina, (2019), with the aim of research on implementing Wordwall in improving the writing skills of high school students in Bandung. They used observation and interviews to collect qualitative data. The results of their research also showed a positive response, because students were considered able to write descriptive texts according to the instructions. Research describing Wordwall was also conducted by (Ismiyati & Saputri, 2020). The purpose of this study was to describe the use of Wordwall as an effective medium in English lessons, especially in students' vocabulary. The research they conducted used a systematic review method, in which they reviewed 6 theses, and 4 journals related to the implementation of Wordwall. The data obtained were then analysed by means of descriptive analysis. The results showed that Wordwall can be an effective medium in order to increase students' insight into vocabulary, especially at the junior high school level.

Research on Wordwall has been done by previous researchers. Since Wordwall is used in traditional ways such as pasting words on a blackboard, until the development of Wordwall application it can be used on mobile and computer applications. So that Wordwall can develop lessons to be more interesting for students. There was also specific study on Wordwall. That research was a literature review that analysed 6 theses and 4 journals. However, little research has been done on the implementation of the Wordwall application. To fill this gap, this study intends to find out students' perceptions toward the implementation of Wordwall applications to improve their English vocabulary. In addition, the Wordwall application integrates technology

so that its use during the learning process. In line with that, this study also saw an increase in students' motivation in learning vocabulary.

Wordwall application can be used to create better lessons, because it has so many features such as: interactive and printable, create using template, switching template, edit any activity, themes and option, students' assignment, sharing with teacher, and embedding on a website. Through this media, the researcher investigated the use of Wordwall as a medium for assessing students' vocabulary during online learning. According to the previous research, conducted an investigation on the implementation of Wordwall and the effectiveness of the use of media games in learning English vocabulary to be more interactive. Previous researchers investigated the use of Wordwall at the junior high school level on descriptive texts not at the level of adult learners. The previous investigation was carried out in traditional or face-to-face classes, while the current study was to investigate the use of the Wordwall application during online classes. So, this study investigate the students' perception on the use of Wordwall applications during online learning at the adult learner level. The research problem can be formulated as follow: *What is the students' perception of the use of wordwall as a learning medium? Is Wordwall able to increase students' motivation to learn vocabulary to be ready to work?* This research would benefit readers, especially regarding interesting media in learning English.

2. Literature Review

2.1 Work-Ready Vocabulary

The purpose of emphasizing knowledge of English vocabulary is to increase the work readiness of graduates in a school. Tran & Tanemura, (2020) the challenge for English learners is to master a lot of vocabulary, which of course cannot be learned instantly. They need appropriate media to be able to acquire vocabulary and use it according to the context. In addition, vocabulary becomes a very important part for students to communicate. In line with the importance of vocabulary in communication, Ghalebi et al. (2021) also argue that vocabulary knowledge can give students the ability to be more skilled in other skills such as; listening, speaking, reading, and writing. Having extensive vocabulary knowledge, of course students are able to use various expressions skillfully according to the context.

It is also important for teachers provide guidance and direction to students when learning the target vocabulary they must achieves, because it helps optimise the learning that students do (Rogers, 2018). According to Grabe & Stoller (2018) vocabulary helps students to better understand the meaning of reading, so that students' reading development can be improved. They also emphasised that vocabulary plays an important role in their reading success. Vocabulary is also referred to as part of sentence processing for everyone. Monsrud et al. (2019) stated that most students

who use their mother tongue at home tend to use a little vocabulary in the foreign language they are learning. This also applies to communication using English. So that learning in the school environment must be explained by the teacher using two languages to make it easier for them. By applying this way of learning vocabulary, it will certainly have a slow effect on students' vocabulary mastery. OECD, (2019) also explains that inadequate vocabulary learning will have a less than the optimal impact on students.

Vocabulary is the key for students to express their opinions both in learning and communicating. Sari & Wardani (2019) state that teachers also had difficulty in teaching vocabulary to their students. Thus, the integration of technology or applications for vocabulary learning really helps them to transmit vocabulary knowledge to students. The use of modern applications in learning English also provides an opportunity for students to hone their creativity (Azmi, 2017). Vocabulary also plays an active role in students' writing development, so that they are able to communicate through writing (Cornell et al., 2016). Therefore, vocabulary can be the main material to hone their writing skills. Vocabulary is more often highlighted in learning foreign languages such as English, not only in books but also in the student's learning environment (Özdemir, 2021). Creating interactive Wordwall for students will help them understand a wide variety of vocabulary. Now, Wordwall can be displayed using applications that can be accessed by teachers and students. The application may help teachers organise their English teaching material into interesting vocabulary games.

2.2 Wordwall as Teaching Media

Education today adopts more technology which has an impact on an increasingly modern learning system (Hameed, 2020). Alkamel & Chouthaiwale, (2018) supported and claimed that the use of technology in learning makes the learning process more dynamic, interactive, and interesting for each individual. Vocabulary learning that is integrated with technology certainly has a good impact on students, Stickler et al. (2020) also confirmed that using applications for vocabulary learning can increase students' competence and provide opportunities for them to communicate. The teacher must also adjust the selection of material to the level of students' proficiency in understanding vocabulary. Besides being able to increase students' vocabulary knowledge, the use of applications can also have a positive influence on student motivation and their behavior during lessons (Srisermbhok, 2020; Waluyo, 2020).

Interactive classroom situations will be able to increase students' enthusiasm for learning. But teachers tend to use traditional teaching methods, where teachers directly give answers to students to make it easier for them to learn. The challenges of teachers today are still the same, namely using teaching methods that suit the needs of students and also

keep up with the times. Apart from the teacher, the students also find themselves having difficulty remembering and learning a large number of vocabularies in English. In line with that, it is the responsibility of teachers to be able to improve the vocabulary skills of their students. The use of learning media is very important for teachers to convey material to students. The development of increasingly advanced technology also provides opportunities for teachers and students to learn with more modern and meaningful media. One of them is using educational applications that can facilitate learning. The use of mobile applications is very useful for developing students' vocabulary knowledge (Klimova & Kacet, 2017).

One of the applications used by teachers for teaching is Wordwall. This application has been used by teachers traditionally by pasting words on the wall and pinning the meaning of the words used. In line with that, Hasram et al. (2021) stated that the Wordwall application is a game platform that is very suitable for training students' vocabulary. Providing a pleasant learning experience is part of the learning process. It is important for teachers to adapt games that are fun but can also achieve learning goals (Jantke & Hume, 2015). In addition, the teacher must of course determine the incorporation of suitable material to be carried out online or offline. So that the desired learning runs in harmony. Wordwall is not a new teaching method, because it has been used for the first time since 1978 by Cunningham (Rebecca, 2000). As technology advances, Wordwalls are increasingly known for learning vocabulary. Implementing a Wordwall application can help students find out the meaning of words; not only that, Wordwall also hones students' skills to correct classes in the spelling of the words they make.

3. Method

This study used a qualitative model adopted from Creswell, (2012) also added that qualitative research presented descriptively through the data interpretation. The data were actually in the form of qualitative and there were no data in the form of numeric. Based on Creswell, (2012), also added that in the qualitative research, presented the social phenomena, perception, and the problems toward students' perspective. The phenomenon investigated in this study was about students' perceptions toward the implementation of Wordwall application to enrich vocabularies.

This study was conducted at Apollonia Hotel School, located in Denpasar. The participants of this study were 10 students in the Food and Beverage Division class. They were selected based on their activeness, involvement and participation during the learning process. The pseudonyms of the students were presented in **Table 1**. The researcher presented pseudonyms rather than real name to keep their privacy.

Table 1. The pseudonyms of the students

No	Pseudonyms of Participants	Participants' Criteria
1	A	Active in class, show highly motivated, enthusiastic, well-engaged
2	B	Active in class, show highly motivated, enthusiastic, well-engaged
3	C	Active, willing to learn, well-engaged
4	D	Active, cooperative, willing to learn
5	E	Active, enthusiastic, and show readiness
6	F	Active, enthusiastic, cooperative
7	G	Active in class, show high motivation, enthusiastic, well-engaged
8	H	Always cooperative and informative in giving feedback to others
9	I	Enthusiastic, active, and willing to learn
10	J	Always cooperative and informative in giving feedback to others

The initial step of data collection was through the identification of the necessary information so that research questions were answered. The first step in collecting data was through identifying the necessary information so that research questions are answered. This study would answer the question of What were students' perceptions of using Wordwall as a learning medium? and Is Wordwall able to increase students' motivation to learn vocabulary to be ready to work? To answer research questions 1 and 2, the researcher used a short questionnaire method based on the theory of Hutchinson & Waters, (1987) which was developed into 5 questions. Research question 2 was answered through question number 4 in the short questionnaire, students showed their motivation in learning vocabulary with the Wordwall application.

The researcher, who was also an English instructor in the participant's class, made observations in determining the 10 participants used in this study. Students' score were collected online, by giving a test through the Wordwall application. Then students began to be instructed to answer short questionnaire. Items in the short questionnaire were based on the purpose of the research conducted. The instrument of data collection was done by questionnaire using Google Form. The improvement of students' vocabulary knowledge was also investigated through the results of student answers collected after implementing Wordwall and described through the discussion. In more detail, the question referred to the participants' experience of using Wordwall, how enthusiastic they were, and how Wordwall was able to help them enrich their vocabulary. Distributed questionnaire, of course, help students to convey their impressions or interest in using Wordwall. In order to obtain more detailed data about students' perception, short questionnaire were conducted.

Table 2. Questionnaire Guide

No	Questions
1	What makes it difficult for you to remember English vocabulary?
2	Do you think learning English using game media is very fun? Explain!

3	Can you be motivated if you use media and games during learning?
4	What do you think about using the Wordwall application to improve your English vocabulary?
5	Can you explain what you like and don't like about using the Wordwall application?

This study used results analysis of questionnaire using 5 questions that had been developed from the theory of Hutchinson and Waters (1987). The researcher explored the truth from the information obtained through the results of questionnaire that had different points of view from the participants. Then, the data was also supported by previous findings to produce a reliable truth.

4. Results

In the findings and discussion section, this research explained the results of the analysis of the data collected. This research investigated students' perceptions regarding the use of Wordwall in their vocabulary classes. This researcher also investigated students' perception in relation to whether students perceived that Wordwall application may improve their vocabulary learning. The finding and discussion would explain about the effect of using Wordwall for students' vocabulary mastery. Each finding in the survey would be presented in each question based on the results of questionnaire with 10 respondents.

Table 3. Students' perception on the difficulty of English vocabulary

No	What makes it difficult for you to remember English vocabulary?
1	Because of the v1, v2, and v3. So we can't remember only 1 verb, we should remember all of them. And because there are regular and irregular verb.
2	there are so many words that have to remember
3	The variety of vocabulary and the pronunciation. because sometimes one words has similar pronunciation

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- 4 because I'm not used to it daily
 - 5 The pronunciation and because I rarely practice every day
 - 6 The difficult thing is I am confused when to use Verb 1,2,3 and when to use -ing or anything else
 - 7 I think the grammar, but I don't know more than it
 - 8 Some similar words
 - 9 The structure is difficult to remembering because that have a lot of time and we should to remember that
 - 10 The things that make me hard to remember English vocabs are the spelling & the time that we've to used it
-

In learning vocabulary, students often found their respective obstacles. According to Hadijah et al. (2020), using the right vocabulary really helped students to make a sentence and was able to improve students' ability to apply it to sentences. Meanwhile, students had difficulty in remembering and understanding the meaning of many vocabularies. Based on the results of a the 1st question in the survey conducted on 10 Food and Beverage students, they tended to have almost the same difficulties. Students had difficulty in remembering the changing forms of words depending on the time they were used. In addition, students also rarely trained themselves in using new vocabulary. Meanwhile, students would find a lot of new vocabulary in various contexts (Silarova, 2011). Learning many new vocabularies lead them to enrich their understanding of the use of words and their meaning.

Table 4. Students' perception on the use of game media in learning English

No	Do you think learning English using game media is very fun? Explain!
1	Yes, because we should think faster and it's make me easier to remember
2	yes, game can make me enthusiastic in learning
3	yes, because I can learn while playing, so I can easy to remember
4	Yes, because with a combination of games and lessons, it will automatically remember it faster
5	yes it is a lot of fun, and i really like it. Learning to use game media makes me excited to study.
6	Yes of course because i think when we learning English using game media we can change the people minds who think learning English is boring and difficult
7	Very fun for me cause it make me have to use left brain
8	Yes, because it makes people more interested to learning it
9	I think is not fun because I don't like playing game

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- 10 Yes, because if you do something that can makes people enjoy it like game or etc., then they will easily understand
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Providing learning media that fits the needs of students really needs to be taken into account for educators. Based on the results of data analysis in the second question, students got a dominant response. The use of games and media helps students to think faster, increase enthusiasm, and so it can be concluded that the use of games or media can create a fun learning environment to change the boredom of learning English. This is in line with research conducted by Rueb et al. (2018), which stated that the use of games and learning media can build interactive and meaningful learning processes. Thus, learning becomes more effective. A success learning process showed that the learning run optimally.

Table 5. Students' motivation of using game during learning

No	Can you be motivated if you use media and games during learning?
1	yes, because it's fun
2	yes I can be motivated
3	yes I can be motivated by using games
4	I'm very motivated
5	Yes of course.
6	Maybe yes
7	Yes I can
8	Yes of course
9	I think it is can give motivation for learning some vocabulary
10	Yes I can

Students tend to state that using games as a learning medium can certainly motivate students. Moreover, learn a lot of diverse vocabulary with various contexts of the situation. According to Westera, (2019), games have high morale. Students can achieve learning goals, if they do it with things they enjoy. It's just that educators must be able to readjust to the learning needs of students. In addition, in the context of education, a student's satisfaction leads to a sense of willingness and freedom for students to express themselves, as well as being given the opportunity to be heard for the achievement of learning goals. By integrating games, teachers can help students improve their motivation and enthusiasm for learning.

Table 6. Students' perception toward Wordwall application in learning English vocabulary

No	What do you think about using the Wordwall application to improve your English vocabulary?
1	It's good, make me know more vocabulary then before

- 2 I think it is good to use in learning English vocabulary, because it is attractive for me
- 3 This is really attractive. Wordwall is not only provides a clear instruction but we can make our brain remember the right vocabulary used
- 4 My opinion is, I understand more quickly what is being asked
- 5 In my opinion this wordwall application is very fun and easy to use whenever I want to practice improving my vocabulary.
- 6 Yes of course we can use this application
- 7 I think same as the time when we learned English lesson but I think live talk is the best way to improve my English
- 8 Very helpful
- 9 For me , I think I don't like the game because the game give me the answer is to slow
- 10 I think it's a good idea to improve my English vocabs with this application

- 6 I am very interested with this application because there are so many choices of educational games in it
- 7 I like the character on the wordwall, it looks like "pacman" character , but I don't too like the sentences below the map wordwall, it's too small for me, you can change the sentences using the bigger font to easier to see
- 8 I like the concept of the game. I think it's a little bit difficult to play but I became interested in this game
- 9 For I like the answer can give me think of the structure and I don't like the game is too slow
- 10 So far, I like the way this application taught me about English vocabs, so.. yeah u know my answer

Based on **Table 6**, students' perception of the use of the Wordwall application was very pleasant. This application provided an opportunity for students to improve their knowledge of English vocabulary. Especially, interesting questions, clear instructions, and contextual types of questions that make it easier for students to remember. This also had an influence on students' readiness to answer, because they must understand the steps to answer questions in games in the Wordwall application. Although 9 out of 10 students like using Wordwall in vocabulary learning, one of them prefers direct conversation to increase vocabulary. This is a challenge for teachers to be able to integrate this application with conversation activities.

Table 7. Students' feedback on the use of Wordwall application

No	Can you explain what you like and don't like about using the Wordwall application?
1	I like it because it's fun, something that I don't like is I should think faster before the monster kill me
2	I like wordwall, because it provides me with the game in it. But I think it is quite difficult to move the game.
3	I like it because it helps me to enrich my vocabulary skill, but the wordwall have to describe the meaning of each word so that I can understand the words that I don't know yet
4	what I like is, the addition of a combination of games and lessons, while what I don't like, there is none
5	Yes I can, I like about this wordwall application is that it is very interesting and fun to use, and what I don't like about this application is that using this application sometimes makes me confused to control it.

Each use of media will certainly have its own advantages and disadvantages. Based on the last question survey, students gave their opinion on what they like about Wordwall and what they do not like about Wordwall. This will certainly align with the strengths and weaknesses of Wordwall for learning English. Because Wordwall provides games to remember vocabulary, of course students have to give their answers more quickly and precisely. Their complaint was on the choice of the type of game to learn vocabulary. They need time to think so they could answer in the right context. Wordwall requires a good connection, so it could be played without a hitch to answer questions.

5. Discussion

The researcher described students' perceptions of using Wordwall, as well as students' motivation in learning vocabulary using Wordwall to answer the research questions. This study used a qualitative descriptive method from Creswell (2012) which would be described in detail and argumentatively. In finding, the results of the students' questionnaire from the five questions were presented.

Knowing a variety of vocabulary will benefit students in communicating. It is also recognised by Bai, (2018) that English plays an important role which includes pronunciation, vocabulary, and grammar. However, what was found at this time was that students often failed to convey meaning or convey messages due to a lack of vocabulary knowledge of the target language. The results of the questionnaire on the first question found that almost all students had the same difficulty, namely, it was difficult to remember vocabulary that changed according to its use. So it is important for teachers to pay attention to gaps in learning vocabulary, and facilitate their students with incidental words from the topics studied (da Silva et al. 2021). The difficulties that students experience are certainly not only from the way the teacher gives the material but also the lack of practice to increase their vocabulary. Because training

themselves to learn vocabulary will make them find a variety of new vocabulary in different contexts (Silarova, 2011).

In line with that, another important thing that can help students learn vocabulary is learning media. Teachers tend to integrate games into learning to attract students' attention. Some researchers also acknowledge that the use of games in learning provides a rich and interesting language learning experience (Plonsky & Ziegler, 2016; Reinhardt, 2017; Chen et al., 2021). From the results of the second question questionnaire, it was explained that students gave a positive response to the use of games in learning English. This was conveyed by them because the game will provide a fun learning atmosphere. This shows that vocabulary learning becomes better by using games, rather than using the traditional way of using textbooks (Chen et al., 2021). Mirta et al. (2021) also stated that the game is one of the learning media that can be used as an alternative to increasing their vocabulary in English. In addition, with current technological developments, games can be downloaded via smartphones that students have.

Furthermore, question 3 discussed the students' interest in learning vocabulary using games. Students fully agree that the media and games in the lesson can help them be more motivated. In addition, Yu et al., (2021) state that involving games or educational media in lessons can affect the effectiveness of student learning. However, Rueb et al., (2018) state by integrating games in vocabulary learning, students will not only get pleasure or learning satisfaction but also pedagogical benefits that can complement and improve their vocabulary knowledge, especially foreign languages. Educational games are one of the games that can support the student learning process (Shofiyani & Sholihah, 2021). The integration of games in lessons, it would help students to achieve learning goals. Motivating students to learn through games, as well as providing opportunities for them to be involved in learning. In this study, the Wordwall application is one of the games used to learn vocabulary. Based on the results of students' questionnaires, in question 4 students gave their views on using Wordwall as a game to improve their English vocabulary. Wordwall provided an opportunity for them to get to know more vocabulary and while enjoying the game on the Wordwall application. This is in line with Kahar et al., (2021) research, that Wordwall applications are very good to use because students show a significant improvement in their vocabulary knowledge in English. Wordwall is a learning method that has existed for a long time but is now starting to be integrated with technology so that it can be accessed via smartphones. To obtain satisfactory learning, it is the teacher's job to make the learning process active, creative, effective, and fun (Aisa & Mahmudah, 2021). So it could be concluded that the use of educational games really needs to be done by teachers, in order to increase students' motivation in learning vocabulary for ready work.

In addition to the use of media and educational games from the teacher, of course, students must have the will to learn. From the results of questionnaire 5, students gave their opinions on the use of the Wordwall application to improve their English vocabulary. Wordwall makes learning more interesting because it uses games that stimulate them to find answers to the questions given. But they also have difficulty in answering because the time given needs to be taken into account. Therefore, the important role of the teacher is very influential in planning and choosing suitable media in order to achieve learning objectives. Learning objectives are learning outcomes obtained by students after carrying out a learning process that discusses one topic in one period (Budiatuti et al. 2021). In order to be able to achieve learning goals effectively and efficiently, teachers are required to help students by compiling cognitive schemas through their learning experiences (Francom, 2018). In implementing the Wordwall application, the teacher must adjust to the choice of topics, the suitability of the level of difficulty, and the use of templates. One of the complaints of students is the template from the game used, the teacher can adjust the template to the type of topic because the Wordwall application has many interesting templates as shown in Figure 1. This application can really help teachers in developing their practice questions which are packaged through interesting templates on this application

This research is limited to In other words, teachers as educators must be able to embrace students in knowing more about technology in learning, so that they become an active generation in technological development. Furthermore, the integration of game applications in vocabulary learning also adds insight for teachers so that they can be used as guides in preparing games that are suitable for their students' perceptions of using aneeds (Hasram et al., 2021). In line with that, students will also have more interest in the lessons they are doing. With the Wordwall application, teachers can use it in learning situations at school, online, or blended learning. Along with increasing knowledge of vocabulary, it also has a significant influence on students' writing skills (Sartika, 2017). In other words, Wordwall is effectively used in learning vocabulary at all levels (Ismiyati & Saputri, 2020). Because students tend to have problems in writing, due to the lack of vocabulary they know and use of concepts (Darliani & Agustina, 2019). This research is limited to students' perception about using Wordwall application to increase vocabulary in ELT. For further research, it is recommended to integrate the types of game applications that can be a means of learning vocabulary, so that students' development progress in mastering English vocabulary in English can be seen. It will take more time to see students' progress on their vocabulary knowledge. Thus, designing games for lessons must be in accordance with the syllabus in order to achieve learning objectives. So that it can they can see changes in students' vocabulary knowledge. In line with that, subsequent research can also be a reference for teachers

who will also use in integrating technology in teaching with blended learning methods in the future.

6. Conclusion

The results of this study found that students perceived Wordwall as a rewarding to help them enrich their English vocabulary. This was because Wordwall could increase students' creativity in expressing their opinions, increase their learning motivation, and helped them stayed focused on accelerating the thought process, gave them the opportunity to know more vocabulary through selected game features, kept them active in learning, and helped them learn grammar.

In link with that, Wordwall application improve students' knowledge especially in 4 skills, reading, listening, writing, and speaking. Those skills are really help them to be ready in their workplace, and face the challenge in communicating. These findings suggest ESP lecturers apply Wordwall to teach students registers needed by students to enable the students participate in their workplaces effectively. Even though the study has provided a piece of evidences that Wordwall can facilitate students' vocabulary learning, lecturers still need to adjust the level of difficulty and select the appropriate topics to be used in the Wordwall application. In addition to these, it is suggested also for future researchers to conduct a further researcher to examine the effectiveness of using Wordwall application to teaching vocabulary in ESP contexts.

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