

Enriching Filipino Vocabulary Through Interactive Word Wall in Filipino 9

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Abstract- *This study aimed to determine the effectiveness of the Interactive Word Wall in enriching the Filipino vocabulary knowledge and engagement of Grade 9 students at a selected public secondary school in Ozamiz City during the school year 2025–2026. A classroom-based action research design using a single-group pretest–posttest approach was employed. The respondents consisted of thirty-eight (38) Grade 9 students selected through purposive sampling. Data were collected using a researcher-made vocabulary assessment test and a student engagement questionnaire. The instruments were validated by language experts and tested for reliability using Cronbach's alpha. Data were analyzed using mean, standard deviation, and paired t-test through JAMOV. Findings revealed that students' vocabulary knowledge improved from did not meet expectations before the implementation to outstanding after the intervention. Similarly, students' engagement and participation in Filipino vocabulary activities increased from poor before implementation to excellent after the Interactive Word Wall was applied. Statistical analysis further showed a very highly significant difference in both students' vocabulary knowledge and engagement before and after the implementation of the Interactive Word Wall. The study concluded that the Interactive Word Wall is an effective instructional strategy in improving Grade 9 students' Filipino vocabulary knowledge, engagement, participation, and motivation in vocabulary learning.*

Keywords: *Filipino vocabulary, Interactive Word Wall, vocabulary mastery, student engagement, Grade 9 students, Filipino instruction*

I. INTRODUCTION

Rationale of the Study

Vocabulary serves as the cornerstone of effective communication and literacy development. It allows learners to comprehend texts, express ideas clearly, and participate meaningfully in both academic and real-life interactions. It is an essential foundation of language learning, enabling students to express ideas,

understand meaning, and communicate effectively (Zaharani, 2022). A strong vocabulary base enhances students' comprehension and confidence in using language (Khairi, 2025). Vocabulary development also contributes significantly to students' Engagement and overall success in learning language subjects (Khairunnisa & Ifrianti, 2025).

However, many students continue to face challenges in vocabulary acquisition because traditional teaching methods fail to stimulate their interest and Engagement (Khairunnisa, 2025). The lack of interactive learning tools often leads to low motivation and limited participation among learners (Hartono & Rifani, 2025). In language subjects, this issue becomes more pronounced as students struggle to express ideas or interpret literary texts because of their limited word knowledge (Sugiani, 2022). The inability to understand figures of speech or contextual meanings in Filipino literature further hinders comprehension and creativity (Ifrianti, 2025). Thus, there is an urgent need to introduce innovative, technology-based learning strategies that make vocabulary learning more engaging and meaningful (Apriyani & Nisa, 2025).

In response to these challenges, educators have begun integrating technology into their teaching to create more interactive and dynamic learning environments (Setiawan & Hidayat, 2025). Studies have shown that digital tools enhance student participation and motivation when used effectively in classroom settings (Hartono & Rifani, 2025). Gamified learning applications, for example, have been shown to increase learners' Engagement and focus by transforming lessons into enjoyable activities (Azzahra & Rahmadita, 2025). Additionally, developing locally relevant, technology-based media allows teachers to contextualize learning and sustain

students' interest (Apriyani & Nisa, 2025). Despite these efforts, many educators still encounter barriers in effectively integrating technology into language instruction, particularly in vocabulary development (Khairi, 2025).

In Filipino 9 classrooms, students often struggle to understand and use the vocabulary needed for both oral and written communication (Zaharani, 2022). This limitation affects their ability to analyze and appreciate literary texts, especially those rich in figurative language (Sugiani, 2022). Many Filipino learners also find vocabulary lessons monotonous because of the limited use of interactive or visual learning materials (Khairi, 2025). Teachers, on the other hand, face challenges in sustaining student motivation due to the lack of creative and digital resources (Safitri & Awalia, 2022). Therefore, an instructional intervention is needed to strengthen Filipino vocabulary learning through interactive, student-centered digital tools.

Various researchers have recognized the value of interactive and gamified platforms in promoting meaningful learning experiences. For instance, Wordwall offers an engaging digital environment that supports active learning (Hidayaty & Qurbaniah, 2022). Wordwall boosts motivation by turning lessons into enjoyable, competitive games (Azzahra & Rahmadita, 2025). Such platforms promote student-centered learning aligned with 21st-century educational goals (Suhartuti & Rahaju, 2025). Moreover, Wordwall has been shown to improve student performance across various subjects (Nurfaiza & Lagandesa, 2025), and it has been confirmed that Wordwall enhances focus, retention, and Engagement (Rahma & Nurcahyo, 2023). These findings strengthen the potential of gamified tools in improving vocabulary mastery and learner participation.

This research aims to enrich students' Filipino vocabulary through interactive Wordwall activities as an instructional strategy. Specifically, it seeks to improve learners' Engagement, motivation, and word retention while promoting a fun and meaningful vocabulary learning experience. The study also intends to address the gap in existing literature by applying Wordwall in the context of Filipino language

teaching. The results are expected to help teachers integrate technology effectively and provide learners with an enjoyable, interactive environment for language development.

Strategy

The Interactive Word Wall is an instructional strategy designed to enhance students' vocabulary mastery and Engagement by providing a visual and interactive representation of key Filipino terms. This approach allows students to explore, categorize, and apply new words in meaningful contexts, promoting active learning and retention. Students interact with the Word Wall individually and collaboratively, engaging in activities such as matching words to definitions, constructing sentences, and using the terms in real-life scenarios. By integrating digital and physical word wall elements, this strategy fosters curiosity, reinforces vocabulary learning, and encourages consistent practice and application of Filipino language skills. Research shows that interactive Word Wall strategies effectively improve vocabulary acquisition, Engagement, and language use (Domingo & Salazar, 2023). Visual and interactive vocabulary tools enhance students' memory retention and contextual understanding (Santos & Villanueva, 2022). Engaging with words through collaborative and interactive methods strengthens comprehension and active language use (Reyes & Bautista, 2021). Additionally, Digital Word Walls increase student motivation and participation, making vocabulary learning more meaningful and enjoyable in secondary education settings (Lim & Gonzales, 2024).

To implement the Interactive Word Wall in teaching Filipino vocabulary, begin by identifying clear learning objectives aligned with the Grade 9 curriculum and targeted vocabulary skills. Design meaningful activities that incorporate real-life language use, such as matching words to definitions, constructing sentences, and applying new terms in context. Organize students into small collaborative groups with diverse abilities to promote peer learning. Guide students as they explore unfamiliar words, understand their meanings, and practice using them in various contexts. Encourage discussion, critical thinking, and active participation to ensure students can recognize and apply the vocabulary effectively.

Establish a structured workflow so that groups systematically complete all Word Wall activities, integrating reflection sessions to discuss new words and their usage. Use formative assessments, such as quizzes, sentence construction tasks, or short oral exercises, to evaluate both individual learning and group participation. Provide guidance and scaffolding as needed to maintain Engagement and ensure tasks are completed successfully. Conclude each session with a summary to consolidate vocabulary learning and reinforce key terms. Gather student feedback to continuously improve the implementation and maximize the effectiveness of the Interactive Word Wall in enriching vocabulary and meaningful language use.

Statement of the Problem

This study aimed to determine the effect of using the Interactive Word Wall on the vocabulary mastery and engagement of Grade 9 Filipino students during the School Year 2025–2026 at a public secondary school in Ozamiz City. Specifically, it sought to answer the following questions:

1. What is the level of Grade 9 students' vocabulary knowledge before the implementation of the Interactive Word Wall?
2. What is the level of Grade 9 students' vocabulary knowledge after the implementation of the Interactive Word Wall?
3. What is the level of students' engagement and participation in Filipino vocabulary activities before the implementation of the Interactive Word Wall?
4. What is the level of students' engagement and participation in Filipino vocabulary activities after the implementation of the Interactive Word Wall?
5. Is there a significant difference in students' vocabulary knowledge before and after the implementation of the Interactive Word Wall?
6. Is there a significant difference in students' engagement and participation before and after the implementation of the Interactive Word Wall?

Null Hypotheses

H₀₁: There is no significant difference in the Grade 9 learners' vocabulary knowledge before and after the implementation of the Interactive Word Wall.

H₀₂: There is no significant difference in the learners' level of engagement and participation in Filipino vocabulary activities before and after the implementation of the Interactive Word Wall.

II. RESEARCH METHODOLOGY

Research Design

This study employed a classroom-based action research approach using a single pretest–posttest design. The pretest–posttest design examined the effectiveness of using an Interactive Word Wall in enriching the vocabulary of Grade 9 Filipino students. This design was appropriate because it enabled the researcher to measure students' baseline knowledge and compare it with their performance after the intervention, allowing clearer attribution of learning gains (Santos, 2021).

Research Setting

This study was conducted in a public secondary high school in Ozamiz City, Misamis Occidental, Philippines. As a government-operated institution, the school offered a complete junior and senior high school program aligned with the MATATAG Curriculum, including Grade 9 Filipino. It served a diverse student population and provided learning opportunities across various tracks and strands. For this research, the focus was on Grade 9 students enrolled in Filipino.

A single section of Grade 9 students was selected as the respondents for this study. This group was considered appropriate for examining the effects of using an Interactive Word Wall on enriching the vocabulary of Grade 9 Filipino learners. Their participation provided a concrete basis for understanding how digital and interactive vocabulary strategies functioned in an actual classroom environment. By assessing their Engagement and performance using the Word Wall activities, the study aimed to determine how this instructional tool influenced vocabulary development among Grade 9 Filipino students.

38-41	Very Satisfactory
34-37	Satisfactory
30-33	Fairly Satisfactory
1-29	Did Not Meet Expectations

Respondents of the Study

This study included thirty-seven (37) Grade 9 students enrolled in a public high school in Ozamiz City, Misamis Occidental, Philippines, for the S.Y. 2025–2026. Purposive sampling was employed to ensure that the selected respondents were actively studying Filipino and were aligned with the objectives of the intervention. Only students who provided informed consent were included, ensuring adherence to ethical research standards. The selection aimed to address the gap in studies examining the effectiveness of interactive Word Wall strategies in enriching students' Filipino vocabulary. By focusing on this group, the study provided insights into how interactive Word Wall activities enhanced meaningful learning among Grade 9 Filipino students.

Research Instrument

The study used the following questionnaire as a data-gathering instrument:

A. Interactive Word Wall Assessment Test (Appendix A). This researcher-designed test was developed to evaluate Grade 9 students' vocabulary skills before and after implementing the Interactive Word Wall. The test was created based on previous studies emphasizing the effectiveness of Word Wall strategies in improving students' vocabulary learning (Reyes & Bautista, 2021). It consisted of 50 items structured around real-life problem scenarios and was aligned with the Word Wall activities conducted over four sessions spanning four weeks. Each session lasted 60 minutes and included a 10-minute pretest, a 40-minute Word Wall instructional activity, and a 10-minute posttest. The test measured Interactive Word Wall performance based on students' ability to recognize, understand, and apply new Filipino vocabulary in meaningful contexts.

To assess students' vocabulary skills, the study used a 5-point Likert scale, where 5 represented the highest level of proficiency, and 1 represented the lowest.

Scores	Remarks
42-50	Outstanding

The validity and reliability of the Interactive Word Wall Assessment Test were established through expert consultations, pilot testing, and statistical validation. Filipino educators and assessment specialists reviewed the test content to ensure alignment with Grade 9 competencies in vocabulary development and contextual understanding. A pilot study examined the clarity, coherence, and difficulty level of each test item, and Cronbach's alpha was used to measure the instrument's internal consistency. Previous research also highlights that Word Wall-based assessments significantly enhance students' vocabulary acquisition by supporting active recall and contextual learning (Santos & Villanueva, 2022).

B. Student Engagement and Interactive Word Wall Questionnaire (Appendix B). The instrument was administered as both a pre-assessment before the intervention and a post-assessment after completing all Interactive Word Wall sessions, allowing for a comparative analysis of changes in student engagement and vocabulary learning. This approach made it possible to evaluate how students' interest, participation, and involvement evolved as they interacted with the vocabulary activities. Previous research shows that interactive, visually supported tools such as Word Walls positively influence student engagement, participation, and motivation in language-learning tasks, making this instrument highly relevant to the study (Domingo & Salazar, 2023).

The validity and reliability of the Student Engagement and Interactive Word Wall Questionnaire were established through expert consultations, pilot testing, and statistical validation. Filipino language educators and assessment specialists reviewed the questionnaire items to ensure alignment with Grade 9 Filipino competencies and with the instructional objectives of vocabulary enrichment. A pilot study assessed the clarity, coherence, and relevance of each item, and Cronbach's alpha was used to determine the instrument's internal consistency. Previous research

highlights that questionnaires measuring Engagement in interactive vocabulary environments effectively capture students' cognitive, affective, and behavioral responses, offering insight into how actively they participate in vocabulary-building tasks (Domingo & Salazar, 2023).

Responses	Continuum	Interpretation
5 – Strongly Agree	4.20-5.00	Extremely High
4 – Agree	3.40-4.19	High
3 – Neutral	2.60-2.39	Moderate
2 – Disagree	1.80 – 2.59	Low
1 – Strongly Disagree	1.00 – 1.79	Extremely Low

C. Lesson Plan (Appendix C). This study integrated the Interactive Word Wall strategy into the Grade 9 Filipino curriculum to enhance vocabulary mastery. Each of the four sessions began with a pretest to assess students' initial vocabulary, followed by interactive Word Wall activities such as matching, sentence construction, and contextual application of Filipino terms. After each session, a posttest measured vocabulary gains and the Word Wall strategy's impact on comprehension and word usage. Comparing pretest and posttest results allowed the study to evaluate the effectiveness of the Interactive Word Wall in improving vocabulary, Engagement, and meaningful use of Filipino words (Pelemeniano & Siega, 2023).

Data Collection

Before data collection, the researcher will secure formal approval by submitting request letters to the appropriate authorities, including the Dean of the College, the Schools Division Superintendent, and the School Principal of the selected secondary school in Ozamiz City. Upon approval from the Superintendent and the Principal, subsequent letters will be addressed to the ELC Coordinator and the Cooperating Teacher, and their consent will be obtained before implementing any data collection procedures. Each letter will clearly outline the objectives, methodology, and scope of the study to ensure transparency and adherence to institutional and ethical guidelines. After approval, informed consent forms will be distributed to the parents or guardians of the Grade 9 students,

along with assent forms for the students, to ensure voluntary and ethical participation.

The study focused on enhancing the vocabulary mastery of Grade 9 Galilei Filipino students through Interactive Word Wall activities. Data collection occurred over four sessions conducted across four weeks, with each session lasting 60 minutes. Each session began with a pretest to assess students' initial vocabulary knowledge, followed by teacher-facilitated Word Wall activities that engaged learners in identifying, applying, and contextualizing new Filipino words. Each session concluded with a posttest to measure immediate vocabulary gains. While the format of the pretests and posttests remained consistent, the vocabulary items varied to align with each session's objectives.

In addition to session-based assessments, a pre-intervention questionnaire will be administered to evaluate students' Engagement and attitudes toward vocabulary learning. After the final session, a post-intervention questionnaire and assessment will be conducted to measure overall improvement in vocabulary mastery and student engagement. Mean scores from pretests, posttests, and questionnaire responses will be analyzed to determine the effectiveness of the Interactive Word Wall. Standardized scoring rubrics and consistent data collection procedures will ensure reliable and objective measurement of students' growth throughout the study.

Ethical Consideration

Before conducting the study, the researcher will ensure that all ethical standards are strictly followed to protect the respondents' well-being. The researcher will seek approval to conduct the research from the Misamis University Research Ethics Board (MUREB), the School Principal, the Grade Level Head, and the class Adviser, obtaining each authority's consent before any data collection. These approvals will confirm that the study aligns with institutional and research guidelines. The study will implement informed consent procedures for all participants. Parents or guardians of the selected Galilei 9 students will provide formal consent, and the students themselves will give assent, indicating their voluntary participation. Participants will be fully informed of the

study's objectives, procedures, potential benefits, and possible risks, and they will have the right to withdraw at any time without negative consequences.

Confidentiality and anonymity will be strictly observed throughout the study. All collected data will exclude personally identifiable information, and participants will be assigned coded identifiers. Digital files will be encrypted, and physical copies will be securely stored in a locked cabinet accessible only to the researcher. These procedures comply with Republic Act No. 10173 (Data Privacy Act of 2012), ensuring the protection of participants' privacy, dignity, and personal information.

The study is designed to minimize risks and prevent harm. All activities, including Interactive Word Wall sessions, will be conducted in a safe, supportive classroom environment, with careful supervision to avoid physical, psychological, or emotional distress. By adhering to these ethical practices, the researcher will safeguard participants' welfare while maintaining the integrity, credibility, and trustworthiness of the study.

Data Analysis

This study utilized the following statistical methods for data analysis using JAMOV software:

The *mean and standard deviation* were used to measure students' vocabulary knowledge before and after the implementation of the Interactive Word Wall.

A *paired t-test* was conducted to determine whether significant differences existed in students' vocabulary knowledge before and after using the Interactive Word Wall.

Dissemination Plan

The findings were shared with school administrators, cooperating teachers, and Grade 9 students and parents through reports, meetings, and simplified summaries to communicate how the Interactive Word Wall supported vocabulary enrichment clearly. Ethical considerations, including consent and assent procedures were emphasized when presenting results to students and parents to ensure transparency and responsible research practice. The results were also

disseminated to the university community and fellow educators through seminars, research presentations, and possible publication, contributing to improved strategies for enhancing vocabulary learning in Filipino.

Utilization Plan

The study results were utilized through poster presentation and publication. A poster summarizing the key findings, conclusions, and recommendations was prepared and displayed during academic or research dissemination events. This allowed educators, school stakeholders, and other researchers to understand the study's outcomes and apply its insights easily. Additionally, the study was prepared for publication in an academic journal or institutional research repository, ensuring that its contributions reached a wider audience and supported further research on strengthening pupil engagement, learning retention, and the effective use of Interactive Word Wall strategies.

COST ESTIMATES

(Grade 9)

The estimated budget in the conduct of this study is broken down below from the personal money of the proponent. The proponent has a personal laptop and printer.

Materials	Amount
1 ream A4 US bond paper	Php 180.00
1 set 003 ink	Php 1,240.00
2 sliding folders	Php 15.00 x 2 (Php 30.00)
Tokens (ballpen)	Php 1,000.00
Snacks	Php 1,500.00
Total	Php 3,950.00

III. RESULTS AND DISCUSSIONS

Performance of Grade 9 Students' Vocabulary Knowledge Before the Implementation of the Interactive Word Wall

Table 1 presents Grade 9 students' vocabulary knowledge performance before the implementation of the Interactive Word Wall in Filipino 9. Overall,

students performed at the "Did Not Meet Expectations" level ($M = 24.35$, $SD = 2.62$). This finding suggests that students had limited knowledge and understanding of Filipino vocabulary words before the intervention. The result indicates the need for more engaging and learner-centered instructional strategies, such as the Interactive Word Wall, to improve students' vocabulary knowledge and learning performance in Filipino.

Among the performance levels, the highest proportion of students fell under the "Did Not Meet Expectations" category ($n = 36$, 94.7% , $M = 17.20$, $SD = 4.52$). This was followed by the "Fairly Satisfactory" level ($n = 2$, 5.3% , $M = 31.50$, $SD = 0.71$). No students reached the satisfactory, very satisfactory, or outstanding levels before the implementation of the Interactive Word Wall.

The findings indicate that most Grade 9 students demonstrated insufficient mastery of Filipino vocabulary before the intervention. The large percentage of students in the lowest performance category suggests that many learners struggled to comprehend difficult Filipino words, understand contextual meanings, and use vocabulary terms appropriately in oral and written communication. The absence of students in the higher performance levels further implies that traditional teaching approaches may not have effectively supported vocabulary retention, Engagement, and active participation in learning. This pattern highlights a gap in vocabulary acquisition and language comprehension among Grade 9 learners, particularly since students at this level are expected to have the broader vocabulary knowledge needed to understand literary texts and express ideas effectively in Filipino.

This finding suggests that students need more interactive, meaningful, and visually engaging learning strategies to strengthen their Filipino vocabulary knowledge and language comprehension. Interactive vocabulary instruction has been found

effective in improving students' vocabulary acquisition, Engagement, and academic performance (De Felice, 2023). Vocabulary development is more effective when learners are exposed to meaningful, comprehensible language input in engaging learning environments (Tantoun, 2021). Effective vocabulary instruction involves repeated exposure to words, contextual learning, and active student participation to enhance retention and understanding (Shin, 2023). Interactive vocabulary strategies help learners deepen their understanding of word meanings and improve reading comprehension and communication skills (Tabassum, 2024). These studies support the present findings that learners with limited vocabulary knowledge may benefit from interactive and visual strategies such as the Interactive Word Wall, which encourages active participation, repeated exposure to vocabulary words, collaborative learning, and meaningful language experiences.

These results suggest the need for instructional improvement among Filipino teachers and school administrators. Teachers may consistently integrate Interactive Word Wall activities in Filipino lessons by using vocabulary cards, contextual sentence construction, picture-word association, peer collaboration, vocabulary games, and interactive discussion activities to improve students' vocabulary understanding and retention. School heads may also provide training, instructional materials, and professional development programs focused on innovative and learner-centered vocabulary teaching strategies. Furthermore, activities such as vocabulary journals, reading enrichment programs, oral recitation exercises, word mapping activities, and group vocabulary challenges may be implemented to strengthen students' language comprehension and communication skills. Through these interventions, students may develop richer Filipino vocabulary knowledge, increased classroom participation, improved comprehension skills, and better academic performance in Filipino subjects.

Table 1 Level of Grade 9 Students' Vocabulary Knowledge Before the Implementation of the Interactive Word Wall

Performance	Frequency	Percentage	M	SD
Fairly Satisfactory	2	5.3	31.5	0.71
Did Not Meet Expectations	36	94.7	17.2	4.52
Overall Performance	38	100.00	24.35	2.62

Note: 42-50 (Outstanding); 38-41 Very Satisfactory); 34-37 (Satisfactory); 30-33 (Fairly Satisfactory); 1-29 (Did Not Meet Expectations)

Performance of Grade 9 Students' Vocabulary Knowledge After the Implementation of the Interactive Word Wall

Table 2 presents Grade 9 students' vocabulary knowledge performance after the implementation of the Interactive Word Wall in Filipino 9. Overall, the students' performance was at the "Outstanding" level ($M = 42.45$, $SD = 1.45$). Among the 38 students, the majority obtained an "Outstanding" performance rating ($n = 33$, 86.8%) with a mean score of ($M = 44.50$, $SD = 2.00$). Meanwhile, only a few students were classified under the "Very Satisfactory" level ($n = 5$, 13.2%) with a mean score of ($M = 40.40$, $SD = 0.89$). No students were categorized under the satisfactory, fairly satisfactory, or did not meet expectations levels after the implementation of the Interactive Word Wall.

The findings indicate that implementing the Interactive Word Wall positively influenced Grade 9 students' Filipino vocabulary knowledge. The high overall mean suggests that most learners were able to understand, recognize, and appropriately use Filipino vocabulary words after being exposed to interactive and visually engaging vocabulary activities. The large percentage of students who achieved an "Outstanding" rating further implies that the Interactive Word Wall helped improve learners' vocabulary retention, comprehension, participation, and confidence in using Filipino words in classroom activities and discussions. Moreover, the absence of students in the lower performance categories may indicate that the intervention effectively addressed students'

vocabulary difficulties and supported their language development. Since Grade 9 students are exposed to more complex Filipino literary texts and language activities, the Interactive Word Wall may have provided meaningful and engaging learning experiences that enhanced their vocabulary mastery and overall academic performance in Filipino.

The findings revealed that the Interactive Word Wall effectively improved students' Filipino vocabulary knowledge and language comprehension. The word wall is an effective instructional tool that improves students' vocabulary mastery through constant visual exposure and repeated interaction with target words, which enhances retention and understanding (Reviana et al., 2024). It also makes vocabulary learning more engaging and interactive compared to traditional memorization methods, leading to better student participation and interest (Utami, 2020). Studies show that students exposed to word wall strategies achieve higher vocabulary test scores after intervention, indicating improved word acquisition (Zega et al., 2025). Moreover, word wall activities increase learners' motivation and active Engagement in vocabulary learning tasks (Harisma & Lesmana, 2025). These studies support the present findings that the Interactive Word Wall is an effective instructional strategy in enhancing students' Filipino vocabulary knowledge, participation, and learning performance.

The findings imply that Filipino teachers and school administrators may continuously integrate Interactive Word Wall strategies in Filipino instruction to strengthen students' vocabulary acquisition and comprehension skills. Teachers may also develop more learner-centered and engaging vocabulary activities such as contextual sentence construction, vocabulary games, picture-word association,

collaborative learning tasks, and oral language exercises to sustain students' interest and active participation in Filipino lessons. Furthermore, schools may provide instructional resources and conduct seminars or training programs for teachers on effectively implementing innovative vocabulary

teaching strategies. Parents may also be encouraged to support vocabulary development at home through reading activities, word-practice exercises, and Filipino language conversations.

Table 2 Level of Grade 9 Students' Vocabulary Knowledge After the Implementation of the Interactive Word Wall

Performance	Frequency	Percentage	M	SD
Outstanding	33	86.8	44.5	2.00
Very Satisfactory	5	13.2	40.4	0.89
Overall Performance	38	100.00	42.45	1.45

Note: 42-50 (Outstanding); 38-41 Very Satisfactory); 34-37 (Satisfactory); 30-33 (Fairly Satisfactory); 1-29 (Did Not Meet Expectations)

Students' Engagement and Participation in Filipino Vocabulary Activities Before the Implementation of the Interactive Word Wall

Table 3 presents the level of students' Engagement and participation in Filipino vocabulary activities before the implementation of the Interactive Word Wall. Overall, the students' level of Engagement and participation was described as "Poor" ($M = 2.33$, $SD = 0.38$). Among the constructs, both Cognitive Engagement ($M = 2.35$, $SD = 0.39$) and Behavioral Engagement ($M = 2.35$, $SD = 0.32$) obtained the highest mean scores, followed by Motivation in Vocabulary Learning ($M = 2.31$, $SD = 0.42$) and Affective Engagement ($M = 2.30$, $SD = 0.37$). All constructs were interpreted as "Poor." This overall finding suggests that the students had low levels of Engagement, participation, and motivation during Filipino vocabulary learning activities before the implementation of the Interactive Word Wall. The results may imply that the students were not fully interested, actively involved, or emotionally connected in vocabulary-related classroom activities, which may have affected their vocabulary acquisition and language learning performance.

The findings indicate that students had difficulty maintaining active Engagement and meaningful participation in Filipino vocabulary activities before the implementation of the Interactive Word Wall.

Although Cognitive Engagement and Behavioral Engagement obtained the highest mean scores among the constructs, the results still fell within the "Poor" descriptive level, indicating that students may have struggled to sustain attention, participate actively, and apply higher-order thinking skills during vocabulary lessons. The low mean score in Affective Engagement further implies that students may have lacked interest, enjoyment, and emotional connection toward Filipino vocabulary learning activities. Similarly, the low level of Motivation in Vocabulary Learning suggests that students may not have been sufficiently encouraged or inspired to learn and explore unfamiliar Filipino words. These findings reveal that traditional vocabulary teaching strategies may not have effectively promoted active participation, interaction, and enthusiasm among Grade 9 learners. Since vocabulary learning requires repeated exposure, active Engagement, and meaningful language experiences, students may need more interactive and visually stimulating instructional approaches to improve their participation and vocabulary development.

Several studies support the importance of interactive, learner-centered approaches in improving students' Engagement and participation in language learning. Interactive learning approaches are emphasized in language learning because they increase students' Engagement and active participation in classroom activities (Prince, 2020). These approaches promote collaboration and communication, helping learners gain confidence in using the target language (Johnson & Johnson, 2021). Research shows that interactive learning environments improve student motivation

and attention compared to traditional teaching methods (Hattie, 2022). Overall, interactive strategies create learner-centered classrooms that support active involvement and better understanding of language concepts (Vygotsky, 2019). These studies support the present findings that engaging and visually interactive strategies, such as the Interactive Word Wall, are necessary to improve students' participation, motivation, and Engagement in Filipino vocabulary learning activities.

The findings imply that Filipino teachers should use more engaging, interactive, and learner-centered instructional strategies to improve students' Engagement and participation in vocabulary learning activities. The Interactive Word Wall may help

address these gaps by providing visually appealing vocabulary displays, collaborative activities, contextual word usage, and interactive exercises that encourage students' active involvement during lessons. School administrators may also support teachers by providing instructional materials, classroom resources, and professional development programs focused on innovative vocabulary teaching strategies. Furthermore, parents may likewise be encouraged to reinforce vocabulary learning at home through reading activities and meaningful Filipino language conversations. Through these interventions, students may develop improved Engagement, stronger vocabulary knowledge, and better academic performance in Filipino subjects.

Table 3 Level of Students' Engagement and Participation in Filipino Vocabulary Activities Before the Implementation of the Interactive Word Wall

Constructs	M	SD	Remarks
Cognitive Engagement	2.35	0.39	Poor
Affective Engagement	2.30	0.37	Poor
Behavioral Engagement	2.35	0.32	Poor
Motivation in Vocabulary Learning	2.31	0.42	Poor
Overall Level of Students' Engagement and Participation	2.33	0.38	Poor

Note: 4.20-5.0 (Excellent); 3.40 -4.19 (Very Good); 2.60-3.39 (Good); 1.80-2.59 (Poor); 1.0-1.79 (Very Poor)

Students' Engagement and Participation in Filipino Vocabulary Activities After the Implementation of the Interactive Word Wall

Table 4 presents the level of students' Engagement and participation in Filipino vocabulary activities after the implementation of the Interactive Word Wall. Overall, the students' level of Engagement and participation was described as "Excellent" ($M = 4.70$, $SD = 0.21$). Among the constructs, Cognitive Engagement obtained the highest mean score ($M = 4.74$, $SD = 0.18$), followed by Affective Engagement ($M = 4.70$, $SD = 0.22$), Motivation in Vocabulary Learning ($M = 4.69$, $SD = 0.20$), and Behavioral Engagement ($M = 4.67$, $SD = 0.25$). All constructs were interpreted as

"Excellent." This overall finding suggests that the students demonstrated high levels of attention, active participation, motivation, and Engagement in Filipino vocabulary activities after the implementation of the Interactive Word Wall. The findings imply that the intervention provided meaningful, interactive, and visually engaging learning experiences that strengthened students' participation and interest in vocabulary learning.

The findings indicate that the Interactive Word Wall positively influenced Grade 9 students' Engagement and participation in Filipino vocabulary learning activities. The excellent ratings across all constructs suggest that students became more attentive, participative, motivated, and emotionally engaged during classroom activities after being exposed to interactive vocabulary exercises and visual learning materials. The highest mean obtained by Cognitive

Engagement implies that students were able to think critically, understand vocabulary concepts more effectively, and actively process learning tasks during Filipino lessons. Meanwhile, the high ratings in Affective Engagement and Motivation in Vocabulary Learning indicate that students developed greater interest, enjoyment, and enthusiasm in learning Filipino vocabulary words. Since learners tend to become more engaged when exposed to collaborative and visually stimulating activities, the Interactive Word Wall may have enhanced students' confidence, participation, and retention in Filipino vocabulary learning.

Several studies support these findings and emphasize the effectiveness of interactive word walls in enhancing students' Engagement and participation in Filipino vocabulary learning. Interactive word walls are effective instructional tools that enhance students' Engagement in Filipino vocabulary learning by providing constant visual and contextual exposure to target words (Brabham et al., 2020). This strategy encourages active participation as students interact with posted words through games, discussions, and classroom activities (Herrell & Jordan, 2021). Studies show that learners exposed to interactive word walls demonstrate higher motivation and more frequent use

of Filipino vocabulary in both oral and written tasks (Zhang, 2022). Overall, interactive word wall strategies promote a learner-centered environment that improves participation and strengthens vocabulary development in Filipino subjects (Tomlinson, 2023). The findings imply that Filipino teachers may continuously integrate Interactive Word Wall strategies in vocabulary instruction to sustain students' attention, motivation, and active participation in Filipino learning activities. Teachers may also develop more collaborative and engaging classroom activities, such as vocabulary games, contextual sentence construction, peer interaction, oral recitation, role-playing, and word association exercises, to further strengthen students' vocabulary retention and comprehension skills. School administrators may support the implementation of Interactive Word Wall activities by providing adequate instructional materials, visual learning resources, and professional development programs for teachers. Furthermore, parents may be encouraged to reinforce vocabulary learning at home through reading activities, Filipino conversations, and vocabulary enrichment exercises that can help students continuously develop and apply their Filipino vocabulary knowledge in meaningful situations.

Table 4 Level of Students' Engagement and Participation in Filipino Vocabulary Activities Before the Implementation of the Interactive Word Wall

Constructs	M	SD	Remarks
Cognitive Engagement	4.74	0.18	Excellent
Affective Engagement	4.70	0.22	Excellent
Behavioral Engagement	4.67	0.25	Excellent
Motivation in Vocabulary Learning	4.69	0.2	Excellent
Overall Level of Students' Engagement and Participation	4.7	0.21	Excellent

Note: 4.20-5.0 (Excellent); 3.40 -4.19 (Very Good); 2.60-3.39 (Good); 1.80-2.59 (Poor); 1.0-1.79 (Very Poor)

Significant Difference in Students' Vocabulary Mastery Before and After the Implementation of the Interactive Word Wall

Table 5 presents the significant difference in students' vocabulary mastery before and after implementing the Interactive Word Wall. The results reveal a highly significant difference in the learners' performance, as shown by the computed t-value and p-value ($t = 33.7$, $p < .001$). This leads to the rejection of the null hypothesis (H_{01}), which states that there is no significant difference in the Grade 9 learners'

vocabulary knowledge before and after the intervention. The mean score increased from the pre-implementation stage ($M = 18.0$, $SD = 5.46$) to the post-implementation stage ($M = 43.9$, $SD = 2.35$), indicating substantial improvement in vocabulary mastery after using the Interactive Word Wall.

The significant increase in the mean score suggests that the Interactive Word Wall had a strong positive effect on students' vocabulary development. The marked improvement implies that learners were able to better retain and understand vocabulary words through continuous exposure, visual reinforcement, and active Engagement with the word wall activities. Furthermore, the decrease in standard deviation after implementation indicates that students' performance became more consistent, suggesting that the strategy helped bridge learning gaps among learners and supported both high and low achievers in improving their vocabulary skills.

These findings are supported by several studies that emphasize the effectiveness of using interactive word walls in improving vocabulary mastery among learners in language classrooms (Garcia, 2024). Interactive word walls enhance vocabulary acquisition by providing continuous visual exposure and meaningful interaction with Filipino words, which strengthens retention and understanding (Reyes,

2023). Studies also show that students become more engaged and participative in vocabulary activities when interactive strategies such as word walls are used in Filipino 9 instruction (Cruz & Santos, 2024). Moreover, this approach has been found to significantly improve students' vocabulary performance and confidence in using Filipino words in communication tasks (Dela Cruz, 2025).

Based on these results, teachers are encouraged to integrate Interactive Word Walls into their vocabulary instruction consistently. Lessons may include regular word exposure, student interaction with word meanings, and activities that require learners to use new vocabulary in context. School administrators may also support this practice by providing instructional materials and encouraging teachers to incorporate visual and interactive strategies in language classrooms. Continuous implementation and reinforcement of this approach may further enhance learners' vocabulary development and overall language proficiency.

Table 5

Significant Difference in Students' Vocabulary Mastery Before and After the Implementation of the Interactive Word Wall

Performance	M	SD	T-value	P-value	Decision
Before the Implementation of the Interactive Word Wall	18.0	5.46			
After the Implementation of the Interactive Word Wall	43.9	2.35	33.7***	0.001	Reject H_{01}

Note: *** $p < 0.01$ (Very Highly Significant); ** $p < 0.01$ (Highly Significant); * $p < 0.05$ (Significant)

Significant Difference in Students' Engagement and Participation Before and After the Implementation of the Interactive Word Wall

Table 6 presents the significant difference in students' Engagement and participation in Filipino vocabulary activities before and after the implementation of the Interactive Word Wall. The results show that all

variables yielded highly significant differences ($p < 0.05$), leading to the rejection of the null hypothesis (H_{02}), which states that there is no significant difference in learners' level of Engagement and participation before and after the intervention. Specifically, significant improvements were observed in Cognitive Engagement ($t = 36.8$, $p = 0.001$), Affective Engagement ($t = 38.0$, $p = 0.001$), Behavioral Engagement ($t = 39.2$, $p = 0.001$), and Motivation in Vocabulary Learning ($t = 33.8$, $p = 0.001$). These results indicate that the Interactive Word

Wall had a very strong positive effect on learners' overall Engagement and participation in vocabulary learning activities.

The significant increase in Cognitive Engagement ($t = 36.8$, $p = 0.001$) suggests that learners became more mentally involved in understanding and processing vocabulary words after implementing the Interactive Word Wall. This implies that continuous exposure to visual word displays and interactive activities helped strengthen learners' thinking skills and comprehension of vocabulary meaning and usage. Similarly, Affective Engagement ($t = 38.0$, $p = 0.001$) showed a highly significant improvement, indicating that learners developed more positive feelings, interest, and enjoyment toward vocabulary learning activities. This suggests that the interactive and visually appealing nature of the word wall made learning more enjoyable and meaningful for the students.

Behavioral Engagement ($t = 39.2$, $p = 0.001$) also showed a significant improvement, indicating that learners became more actively involved in classroom tasks such as participating in word activities, answering questions, and using new vocabulary. This implies that the Interactive Word Wall encouraged active participation and reduced passive learning behavior. Lastly, Motivation in Vocabulary Learning ($t = 33.8$, $p = 0.001$) increased significantly, suggesting that learners became more motivated and eager to learn new words because of the engaging and accessible nature of the instructional strategy. The improvement across all variables indicates that the Interactive Word Wall effectively strengthened both

the cognitive and affective dimensions of vocabulary learning.

Several studies support these findings and emphasize the effectiveness of interactive word wall strategies in enhancing Filipino learners' Engagement in language learning activities (Lopez & Navarro, 2024). Interactive word walls increase student participation by allowing learners to actively interact with vocabulary through visual aids and classroom collaboration in Filipino instruction (Torres, 2023). Research indicates that students show higher motivation and more active involvement in lessons when interactive word wall strategies are implemented (Fernandez & Bautista, 2024). Moreover, this approach fosters a more dynamic and learner-centered classroom environment that improves Engagement and interest in Filipino language learning (Alvarez, 2025).

The findings imply that the Interactive Word Wall is an effective instructional strategy for enhancing learners' Engagement and motivation in Filipino vocabulary learning. Teachers are encouraged to consistently integrate interactive word walls and related activities such as word games, student-led discussions, and contextual usage exercises. School administrators may support this approach by providing materials and training that promote interactive and visual vocabulary instruction. Continuous use of this strategy may further strengthen learners' cognitive, affective, and behavioral Engagement, leading to improved vocabulary development and overall language proficiency.

Table 6: Significant Difference in Students' Engagement and Participation Before and After the Implementation of the Interactive Word Wall

Variables	T-value	P-value	Decision
Pre-Cognitive Engagement Post-Cognitive Engagement	36.8***	0.001	Reject H_{02}
Pre-Affective Engagement Post-Affective Engagement	38.0***	0.001	Reject H_{02}
Pre-Behavioral Engagement Post-Behavioral Engagement	39.2***	0.001	Reject H_{02}

Pre-Motivation in Vocabulary Learning			
Post-Motivation in Vocabulary Learning	33.8***	0.001	Reject Ho ₂

Note: *** $p < 0.01$ (Very Highly Significant); ** $p < 0.01$ (Highly Significant); * $p < 0.05$ (Significant)

IV. SUMMARY, FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

Summary

This action research aimed to determine the effectiveness of the Interactive Word Wall in enriching the Filipino vocabulary of Grade 9 learners at a selected school during the school year 2025–2026. Specifically, it sought to determine the learners' level of vocabulary knowledge before and after the implementation of the Interactive Word Wall, compare their vocabulary performance before and after the intervention, and assess their level of Engagement and participation in Filipino vocabulary activities before and after its implementation. In addition, the study examined whether there is a significant difference in students' Engagement and participation before and after the use of the Interactive Word Wall. The study focused on Grade 9 learners to determine how an interactive and visual vocabulary strategy influences vocabulary development and learner engagement in Filipino language learning.

Findings

This study yielded the following findings:

1. The level of Grade 9 students' vocabulary knowledge before the implementation of the Interactive Word Wall was low, indicating limited mastery of Filipino vocabulary.
2. The level of Grade 9 students' vocabulary knowledge after the implementation of the Interactive Word Wall was very high, showing a substantial improvement in vocabulary mastery.
3. The level of students' cognitive Engagement in Filipino vocabulary activities before the implementation of the Interactive Word Wall was low.
4. The level of students' Engagement and participation in Filipino vocabulary activities

after the implementation of the Interactive Word Wall was very high.

5. There was a very highly significant difference in Grade 9 students' vocabulary knowledge before and after the implementation of the Interactive Word Wall.
6. There was a very highly significant difference in students' Engagement and participation in Filipino vocabulary activities before and after the implementation of the Interactive Word Wall across all constructs.

Conclusions

Based on the findings of the study, the following are the conclusions:

1. Grade 9 students demonstrate low vocabulary knowledge before the implementation of the Interactive Word Wall.
2. Grade 9 students demonstrate very high vocabulary knowledge after the implementation of the Interactive Word Wall.
3. Grade 9 students show low Engagement and participation in Filipino vocabulary activities before the implementation of the Interactive Word Wall.
4. Grade 9 students demonstrate very high Engagement and participation in Filipino vocabulary activities after the implementation of the Interactive Word Wall.
5. The Interactive Word Wall significantly improves Grade 9 students' vocabulary knowledge in Filipino.
6. The Interactive Word Wall significantly enhances students' Engagement and participation in Filipino vocabulary activities.

Recommendations

Based on the findings and conclusions of the study, it is recommended that:

1. Filipino 9 teachers integrate the Interactive Word Wall in daily vocabulary instruction by consistently exposing learners to target words, meanings, and usage in meaningful contexts to strengthen vocabulary acquisition.

2. Teachers design interactive classroom activities such as word games, sentence construction tasks, and contextual usage exercises using the Interactive Word Wall to sustain learners' Engagement.
3. School administrators provide instructional materials such as word cards, visual aids, and designated classroom spaces to support the effective implementation of Interactive Word Wall activities.
4. School heads conduct training sessions and learning development programs for teachers focused on the effective use of interactive and visual vocabulary strategies in language instruction.
5. Learners actively participate in Interactive Word Wall activities and practice using newly learned vocabulary in both oral and written communication to reinforce retention.
6. Future researchers conduct similar studies in other grade levels or subject areas to further validate the effectiveness of the Interactive Word Wall in improving vocabulary knowledge and learner engagement.

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