

Optimizing Wordwall Based Gamified Learning in Teaching Writing of Procedure Text

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Abstract: This study investigated the implementation of Wordwall based gamified learning in teaching writing of procedure text among tenth graders at SMA Negeri 1 Wiradesa. The research aimed to describe how Wordwall was implemented in the classroom and to identify its strengths and weaknesses in supporting students' writing activities. This study employed a descriptive qualitative research design involving 30 tenth-grade students and one English teacher as the research participants. The data were collected through classroom observations, interviews, questionnaires, and students' writing tests. The findings revealed that the implementation of Wordwall created a more interactive, enjoyable, and student-centered learning atmosphere. The gamified activities increased students' motivation, classroom participation, vocabulary mastery, and understanding of the generic structure and language features of procedure text. Students also became more confident and actively involved during writing activities. However, several challenges were identified, including unstable internet connection, limited time allocation, and difficulties experienced by some students in understanding game instructions and writing accurately. This study aimed to describe the implementation of Wordwall based gamified learning in teaching procedure text writing and to identify its strengths and weaknesses among tenth-grade students at SMA Negeri 1 Wiradesa.

Keywords: Gamified Learning; Procedure Text; Writing Activities; Writing Instruction; Wordwall.

1. Introduction

English plays an important role in global communication, education, and technological development. In the modern educational era, English language learning is no longer limited to conventional classroom instruction, but has increasingly integrated digital technology to support more interactive and meaningful learning experiences. The integration of technology in English as a Foreign Language (EFL) classrooms has transformed teaching practices into more student-centered learning environments that encourage participation, collaboration, and learner autonomy. According to Zhang & Crawford (2024), technology-enhanced learning can improve students' engagement and motivation by providing interactive activities and immediate feedback that support language development. In line with this, Tsai (2024) also emphasizes that digital learning environments help learners access materials flexibly while promoting active learning participation.

In Indonesia, the implementation of the *Merdeka* Curriculum encourages teachers to integrate technology and innovative learning strategies into classroom instruction. This educational transformation aims to improve students' digital literacy, creativity, and independent learning skills. However, English teachers still face several challenges in teaching writing, particularly in teaching procedure text. Writing is considered one of the most difficult language skills because students are required to organize ideas, apply grammatical rules, use

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appropriate vocabulary, and construct coherent texts simultaneously. Farisca & Warni (2025) stated that many EFL students experience low motivation, lack of confidence, and limited engagement during writing activities, causing writing lessons to become monotonous and less effective. Therefore, teachers need innovative teaching strategies that can create more interactive and enjoyable writing activities without reducing instructional objectives.

One of the approaches that can be implemented to overcome these problems is gamification. Gamification refers to the integration of game elements such as points, rewards, challenges, leaderboards, and instant feedback into non-game learning environments to increase students' engagement and motivation. According to Labibah, (2024), gamified learning activities can improve students' participation and focus because learning becomes more enjoyable and competitive. Similarly, Zhang & Crawford (2024) explain that game-based learning environments encourage persistence and active involvement through immediate reinforcement and progress-oriented activities. Through gamification, students are encouraged to participate actively while reducing anxiety during language learning activities.

The integration of interactive digital media has become increasingly important in supporting student-centered learning environments. Interactive learning technologies provide opportunities for students to engage actively with learning materials while improving participation and learning outcomes. Previous studies have shown that digital and game-based learning media can enhance students' motivation, creativity, and academic achievement across various educational contexts. (Aryfien et al., 2025)

One of the digital platforms that supports gamified learning is Wordwall. Wordwall is an interactive web-based platform that allows teachers to create game-based learning activities such as quizzes, matching games, word arrangements, and interactive challenges. The platform combines educational content with game mechanics that can stimulate students' interest and classroom interaction. Coryunitha et al (2025) found that Wordwall increases students' enthusiasm and participation because it provides instant feedback and competitive activities that make learning more engaging. In addition, Indriani et al. explain that Wordwall supports interactive and flexible learning activities that can be accessed through computers or smartphones, allowing students to learn actively in both classroom and online learning environments.

In addition, the use of digital learning media in writing instruction is considered important because interactive media can help students understand learning materials more effectively. Writing instruction requires students not only to master grammatical structures and vocabulary but also to organize ideas systematically into meaningful texts. According to Indriani et al (2025) interactive digital platforms provide students with opportunities to practice language skills actively through collaborative and engaging activities. Furthermore, Farisca & Warni, (2025) explain that supportive and enjoyable classroom environments can reduce students' anxiety and increase their confidence during writing activities. Therefore, integrating interactive digital platforms such as Wordwall into writing instruction can support students in developing both linguistic competence and active classroom participation simultaneously.

Several previous studies have investigated the implementation of gamified learning and digital platforms in EFL classrooms. Hikmah et al (2025) reported that Wordwall successfully increased students' classroom participation and engagement during English learning activities. Although previous studies demonstrated the positive impacts of gamified learning, most of

them mainly focused on vocabulary learning, general classroom interaction, or quantitative measurement of learning outcomes. Research specifically investigating the optimization of Wordwall-based gamified learning in teaching procedure text writing through a qualitative perspective remains limited, particularly in Indonesian senior high school contexts.

The novelty of this study lies in its focus on optimizing Wordwall-based gamified learning specifically in teaching writing of procedure text by exploring both its pedagogical strengths and classroom challenges through a descriptive qualitative approach. Unlike previous studies that mainly emphasized quantitative outcomes or general classroom participation, this research investigates students' real classroom experiences, participation, motivation, understanding, and difficulties during the implementation process. This study also provides contextual insights into how Wordwall can support writing instruction within Indonesian EFL classrooms, particularly among tenth graders at SMA Negeri 1 Wiradesa.

Therefore, this study aims to describe the implementation of Wordwall-based gamified learning in teaching writing of procedure text among tenth graders at SMA Negeri 1 Wiradesa and to identify the strengths and weaknesses of using Wordwall during the teaching and learning process. The findings of this study are expected to contribute both theoretically and practically to the development of technology-enhanced and gamified learning strategies in EFL writing instruction.

2. Preliminaries or Related Work or Literature Review

Gamification has become one of the most widely adopted approaches in technology-enhanced learning because it promotes student engagement, motivation, and active participation. Gamification integrates game elements such as points, rewards, challenges, and immediate feedback into educational settings to create more interactive learning experiences. According to Al-Khresheh (2025), gamification contributes to both cognitive and motivational development by encouraging learners to participate actively in learning activities. Similarly, Fitria (2023) and Tsai (2024) argue that gamified learning environments can increase students' motivation, engagement, and learning effectiveness by transforming traditional classroom activities into enjoyable and meaningful experiences.

Gamification has also been recognized as an effective strategy for increasing learning motivation through the integration of interactive and challenge-based activities. Educational games encourage students to become active participants rather than passive recipients of information. Studies by Alim Nur Khafidh et al (2025), Kadek Ayu Wahyuni et al (2025) demonstrate that game-based learning environments positively influence students' engagement, motivation, and learning performance in various educational settings.

One digital platform that supports gamified learning is Wordwall. Wordwall allows teachers to create various interactive learning activities, including quizzes, matching games, and word arrangement exercises that can be adapted to different learning objectives. Previous studies have reported positive impacts of Wordwall on students' participation and learning outcomes. Coryunitha (2025) found that Wordwall-based learning improved students' learning activities and achievement through interactive educational games. Likewise, Indriani et al., (2025) and Nurul Hikmah et al (2025) reported that Wordwall increased students' engagement and classroom participation by providing enjoyable and competitive learning experiences. Furthermore, Izza et al (2021) highlighted the role of Wordwall in enhancing students' vocabulary learning and involvement during English lessons.

In writing instruction, particularly in teaching procedure text, students are often required to understand text structures, language features, vocabulary, and sequencing expressions simultaneously. According to Hitimala et al (2024) effective writing instruction should help students understand the purpose and organization of a text genre. Similarly, Yassin et al (2024) and Zhai & Razali (2023) emphasize that learners need structured guidance and repeated practice to develop writing competence. Therefore, integrating Wordwall into writing

instruction may provide opportunities for students to learn procedure text in a more engaging and interactive manner while strengthening their understanding of text organization and language use.

Although numerous studies have investigated Wordwall and gamification in language learning, most have focused on students' motivation, vocabulary acquisition, classroom engagement, or learning outcomes. Limited studies have specifically explored the implementation of Wordwall-based gamified learning in teaching procedure text writing through a descriptive qualitative perspective. Therefore, this study seeks to fill this gap by investigating students' experiences, perceptions, strengths, and challenges related to the use of Wordwall in teaching procedure text writing among tenth-grade students at SMA Negeri 1 Wiradesa.

3. Proposed Method

This study employed a descriptive qualitative research design to describe the implementation of Wordwall in teaching writing of procedure text among tenth graders at SMA Negeri 1 Wiradesa. The study was conducted in May 2026 involving 30 students of class X.1 and one English teacher as the participants. The participants were selected purposively based on their involvement in Wordwall-based learning activities.

The data were collected through classroom observation, interviews, questionnaires, and writing tests. Observation was conducted to identify students' participation, interaction, and engagement during classroom activities. Semi-structured interviews were carried out with the teacher and several students to obtain deeper information regarding their experiences and difficulties during the implementation process. In addition, questionnaires using a Likert scale were distributed to measure students' responses toward motivation, participation, understanding, and technical challenges during Wordwall activities. Writing tests were also administered before and after the implementation to identify students' writing development in procedure text.

In this study, the researcher use Miles and Huberman (1994) Interactive Analysis Model, which is one of the most widely used frameworks in qualitative research for analyzing data systematically. Interactive Analysis Model consisting of data collection, data reduction, data display, and conclusion drawing. The researcher categorized and interpreted the data from observations, interviews, questionnaires, and writing tests to identify the strengths and weaknesses of Wordwall-based gamified learning in teaching writing of procedure text.

4. Results and Discussion

Results

This section presents the findings of the study on the implementation of Wordwall-based gamified learning in teaching procedure text writing among tenth-grade students at SMA Negeri 1 Wiradesa. The data were collected through questionnaires and interviews to explore students' perceptions and experiences during the learning process. The findings focus on three major aspects identified from the data, namely students' motivation, students' understanding of procedure text, and challenges faced during the implementation of Wordwall. To facilitate interpretation, the results are presented in figures accompanied by descriptive explanations of the observed findings.

Wordwall Increased Students' Motivation During Writing Activities

Students' responses regarding motivation during the implementation of Wordwall in teaching writing of procedure text.

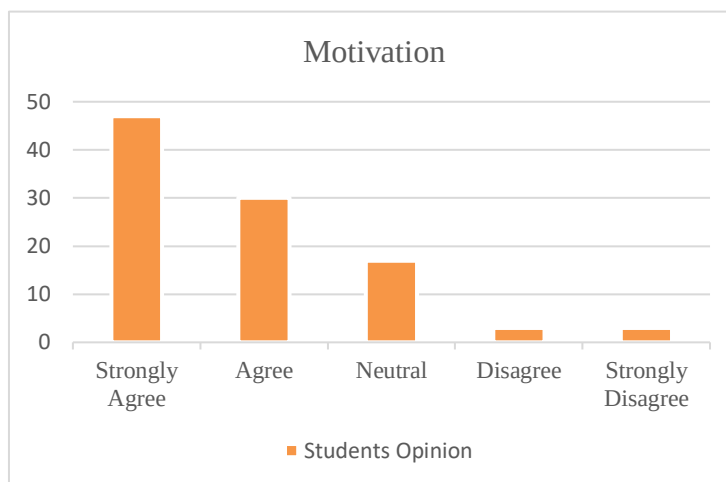


Figure 1. Students' Motivation Toward Wordwall-Based Learning.

Based on Figure 1, 47% of students agreed and 30% strongly agreed that Wordwall increased their motivation during writing activities. Meanwhile, 17% of students gave neutral responses, while 3% disagreed and 3% strongly disagreed with the statement. The students explained that the use of games, quizzes, and interactive challenges made the learning process more enjoyable and encouraged them to participate actively during classroom instruction. The integration of competitive elements such as scores, rankings, and instant feedback successfully attracted students' attention and stimulated their enthusiasm during learning activities.

The questionnaire findings were further supported by the interview results. Approximately 70% of students reported that Wordwall increased their motivation and enthusiasm during classroom activities. One student stated that Wordwall made English lessons more enjoyable because learning could take place while playing games.

Wordwall Improved Students' Understanding of Procedure Text

The findings also revealed that Wordwall positively contributed to students' understanding of procedure text. During the implementation process, students became more familiar with the generic structure, sequencing words, imperative verbs, and instructional vocabulary commonly used in procedure texts. The interactive activities provided students with repeated exposure to writing materials, allowing them to understand the lesson more effectively.

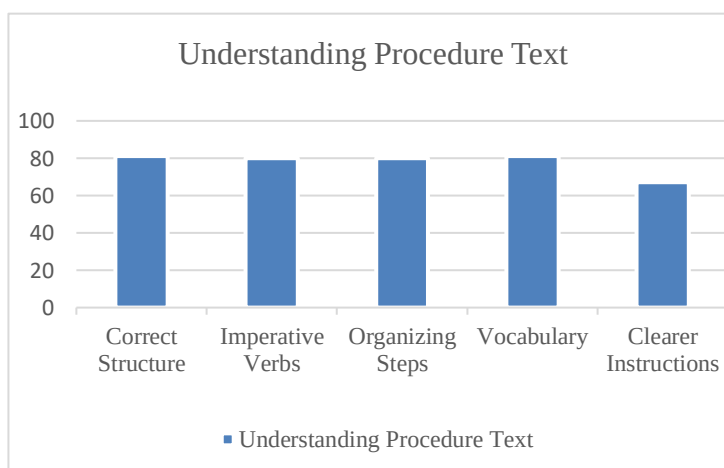


Figure 2. Students' Understanding and Writing Improvement.

Students' responses regarding understanding, vocabulary mastery during the implementation of Wordwall.

Based on Figure 2, total 81% students stated positive response with detail 47% agreed and strongly agreed 34% that Wordwall helped them identify the correct structure of procedure text, including the goal, materials, and steps of the text. The students stated that the interactive activities made it easier for them to understand how a procedure text should be organized systematically. Through quizzes, matching activities, and sequence games, students were able to recognize the structure of procedure text more clearly compared to conventional learning activities.

Furthermore, 47% of students agreed and 33% strongly agreed that Wordwall helped them understand the use of imperative verbs in procedure text writing. During the learning activities, students were repeatedly exposed to command expressions such as "mix," "cut," "pour," and "turn on" through interactive games and exercises. This repeated exposure helped students become more familiar with the language features commonly used in procedure texts. The findings indicate that game-based learning activities can support students' understanding of grammatical and linguistic aspects during writing instruction.

Similarly, percentage positive show about 80% with detail 47% of students agreed and 33% strongly agreed that Wordwall helped them organize procedure steps more systematically during writing activities. Students became more familiar with sequence words such as "first," "next," "then," and "finally" because these expressions frequently appeared during classroom games and quizzes. As a result, students were able to arrange procedure steps logically and coherently while writing procedure texts. The writing results also showed that most students successfully organized their texts in chronological order using appropriate sequence markers.

In addition, 80% of students also showed positive response with 47% agreed and 33% strongly agreed that Wordwall improved their vocabulary mastery related to procedure text. The students explained that interactive digital activities helped them remember new vocabulary more easily because the words were repeatedly used during classroom games and discussions. Vocabulary repetition through gamified activities supported students in understanding instructional expressions and writing-related terminology more effectively. This finding demonstrates that interactive learning media can positively contribute to vocabulary retention and language acquisition during EFL learning activities.

Meanwhile, 67% with detail 37% of students agreed 30% and strongly agreed that Wordwall helped them write clearer instructions during procedure text writing activities. Although the percentage was slightly lower compared to the other indicators, the majority of students still showed positive responses toward the implementation of Wordwall in improving writing clarity. The students stated that the use of interactive exercises helped them understand how to construct instructional sentences more clearly and systematically. However, several students still experienced difficulties related to grammar accuracy, sentence construction, and punctuation during the writing process.

The interview findings also revealed that 80% of students believed Wordwall helped them understand procedure text more clearly. Students reported that the games assisted them in identifying the generic structure and organizing procedural steps effectively.

Challenges During the Implementation of Wordwall

Although students generally showed positive perceptions toward the implementation of Wordwall-based gamified learning, several challenges were identified during the learning process.

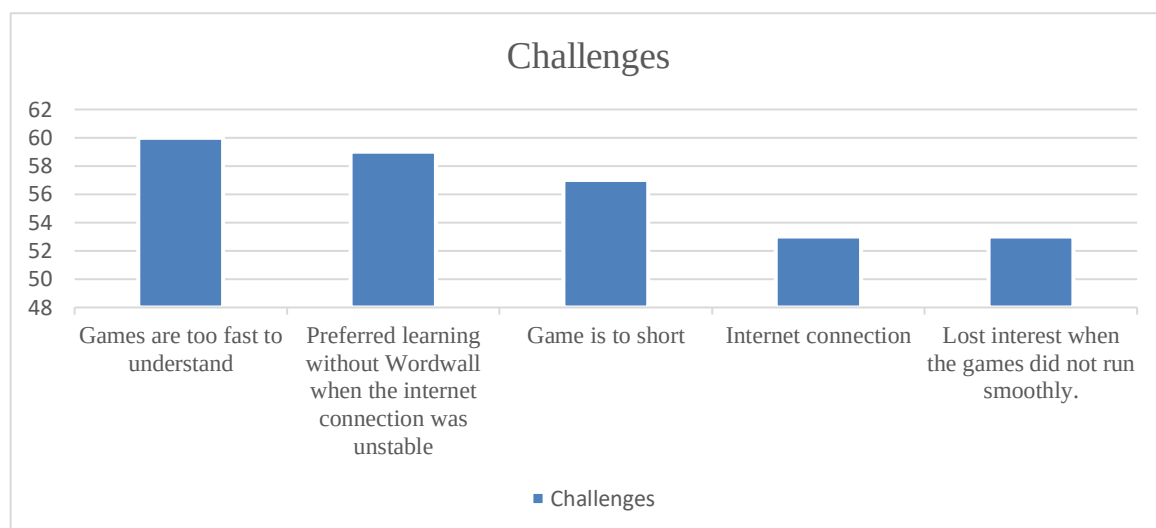


Figure 3. Challenges During the Implementation of Wordwall

Based on Figure 3, several challenges were identified during the implementation of Wordwall-based gamified learning. The highest percentage was found in the statement “Some Wordwall games are too fast for me to understand,” with 30% of students agreed and 30% strongly agreed with the statement. This finding indicates that some students experienced difficulty following the pace of certain game activities, particularly when they needed additional time to read questions and think about their answers.

Another prominent challenge was related to internet stability. A total of 30% of students agreed and 29% strongly agreed that they preferred learning without Wordwall when the internet connection was unstable. Similarly, 53% of students reported that internet connection problems frequently interrupted the learning process. These findings suggest that the successful implementation of Wordwall is strongly influenced by technological readiness and reliable internet access in the classroom.

In addition, 27% of students agreed and 30% strongly agreed that the game duration was too short to think carefully about their answers. Since writing activities require students to organize ideas, select appropriate vocabulary, and construct sentences accurately, limited response time sometimes created pressure during the learning process. Furthermore, 53% of students stated that they lost interest when the games did not run smoothly, indicating that technical disruptions could affect students’ engagement and concentration during classroom activities.

Discussion

The findings of this study indicate that the implementation of Wordwall-based gamified learning provided various benefits in teaching procedure text writing among tenth-grade students at SMA Negeri 1 Wiradesa. The questionnaire and interview results revealed that most students showed positive perceptions toward the use of Wordwall during classroom activities. Students reported increased motivation, better understanding of procedure text,

improved vocabulary mastery, greater classroom participation, and higher confidence in expressing ideas during learning activities. These findings suggest that the integration of gamification into English language learning can create a more engaging and student-centered learning environment.

The improvement in students' motivation can be attributed to the gamified features provided by Wordwall, including interactive games, instant feedback, challenges, and competitive elements. These features encouraged students to participate actively and made writing activities more enjoyable compared to conventional learning methods. This finding is consistent with Hikmah et al (2025), who reported that Wordwall-based activities successfully increased students' engagement and participation in English learning. Zhang & Crawford (2024) also stated gamified learning environments promote learner motivation through interactive formative assessment and immediate feedback. The findings also support Al-Khresheh (2025), who emphasizes that gamification contributes to both cognitive and motivational development by encouraging active learner involvement. Furthermore, Fitria (2023) explain that gamification positively influences students' motivation, engagement, and learning outcomes by transforming learning activities into more enjoyable experiences. The interview findings further confirmed these results, as most students stated that they felt more enthusiastic and interested in learning through Wordwall activities. This result also supports Derakhshan & Noughabi (2024), who highlight the importance of positive learning experiences in fostering students' academic engagement.

Besides improving motivation, Wordwall also helped students understand procedure text more effectively. Students reported improvements in identifying text structures, understanding imperative verbs, arranging procedural steps, and using vocabulary related to procedure texts. The interactive activities allowed students to practice learning materials repeatedly while maintaining their engagement throughout the lesson. This finding is in line with Tsai (2024), who states that gamified learning environments support active participation and deeper understanding of learning materials. Likewise, Coryunitha et al (2025) found that Wordwall-based learning activities improve learning outcomes through interactive and engaging educational games. The findings can also be explained through genre-based writing instruction. According to Yassin et al (2024), students require clear guidance and continuous practice to understand the communicative purpose and organization of a text. Listiyawati et al (2025) also stated that genre-based approaches provide effective scaffolding that helps students develop writing skills and understand text structures more systematically.

Furthermore, the findings revealed that Wordwall contributed to vocabulary development, classroom participation, and students' confidence. Through repeated exposure to vocabulary items in quizzes, matching games, and interactive activities, students became more familiar with words commonly used in procedure texts. The implementation of Wordwall also encouraged students to interact more actively with classmates and participate in classroom discussions. In addition, students appeared more confident when expressing opinions and completing writing tasks. These findings support Izza et al (2021), stated that Wordwall gamification enhances vocabulary learning and student engagement. Wordwall-based activities encourage active participation through interactive learning experiences. Metwally (2025) explains that digital learning technologies can positively influence students' cognitive and emotional engagement, leading to more meaningful learning experiences.

Despite the positive findings, several challenges were identified during the implementation process. Some students reported difficulties understanding games that were completed too quickly, while others felt that the available time was insufficient to think carefully about their answers. Technical issues, particularly unstable internet connections and loading delays, also affected the learning process. These findings indicate that the effectiveness of gamified learning depends not only on instructional design but also on technological readiness and infrastructure support. According to Sari (2021) identified internet connectivity and technical limitations as common barriers in technology-assisted learning. Nevertheless, the overall findings demonstrate that the benefits of Wordwall outweighed its limitations, as students continued to show positive attitudes toward its implementation and reported meaningful improvements in their learning experiences.

The challenges identified in this study further indicate that the success of digital learning implementation depends on adequate technological infrastructure and instructional readiness. Similar concerns were reported by Kholila et al (2024) who emphasize that technical preparedness and access to technology remain important factors influencing the effectiveness of digital learning environments.

5. Conclusions

This study aimed to describe the implementation of Wordwall-based gamified learning in teaching procedure text writing and to identify its strengths and weaknesses among tenth-grade students at SMA Negeri 1 Wiradesa. The findings revealed that Wordwall was successfully implemented as an interactive learning platform that supported students' writing activities. The questionnaire, observation, and interview results showed that Wordwall increased students' motivation, participation, vocabulary development, confidence, and understanding of procedure text. The gamified features provided by Wordwall, such as interactive games, challenges, and immediate feedback, created a more engaging and enjoyable learning environment that encouraged students to participate actively during classroom activities.

However, several challenges were also identified during the implementation process. Some students experienced difficulties related to the speed of game activities, limited response time, unstable internet connections, and other technical issues that occasionally interrupted the learning process. Despite these challenges, the overall findings indicated that the benefits of Wordwall outweighed its limitations in supporting writing instruction. The novelty of this study lies in its exploration of Wordwall-based gamified learning specifically in teaching procedure text writing through a descriptive qualitative perspective, highlighting students' learning experiences, perceptions, strengths, and challenges within an Indonesian EFL classroom context. Therefore, Wordwall can be considered an effective alternative digital learning platform for promoting more interactive, motivating, and student-centered writing instruction in EFL classrooms. Future researchers are encouraged to investigate the long-term effects of Wordwall on students' writing achievement and explore its implementation in different educational settings and language skills.

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