Wordwall Training for Intermediate English Vocabulary Mastery

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Abstract— *Wordwall Usage Training for Intermediate English Vocabulary Mastery is specifically designed for junior high school students in Paiton. This program aims to improve English vocabulary mastery through the use of Wordwall interactive platform. Wordwall is a digital learning tool that allows teachers to create different types of educational games that can help students understand and memorize new vocabulary in a fun and effective way. The training involves hands-on sessions where students will participate in interactive activities, such as quizzes, crosswords and word matching games. In addition, the training will also provide guidance to teachers on how to effectively integrate Wordwall into their curriculum. The training is expected to not only improve students' English proficiency but also enrich teaching methods for teachers, so as to create a more dynamic and interactive learning environment.*

Keywords— *Training; Wordwall; Vocabulary; Intermediate Level*

1   Introduction

Vocabulary mastery is one of the crucial aspects of English language learning, especially for secondary students. The challenge often faced by students is the limitation of interesting and effective teaching methods. (Fathurrahman et al., 2023).Conventional methods that tend to be monotonous make students less motivated and tend to memorize vocabulary without understanding the context of its use. (Ilahi et al., 2022).. This is where the importance of innovation in teaching methods, one of which is through the use of digital media such as Wordwall. (Pimpuang & Yuttapongtada, 2023)..

Wordwall is an interactive platform that allows the creation of a wide variety of educational games to aid the teaching and learning process. Research shows that the use of Wordwall can significantly improve English vocabulary acquisition without having to always rely on the use of traditional dictionaries (Paksi et al., 2023; Syamsidar et al., 2023). (Paksi et al., 2023; Syamsidar et al., 2023).. This media can increase students' engagement in learning as it provides a more interesting and interactive way of learning new vocabulary.

MA. Miftahhul Khoir, as one of the educational institutions in remote areas, faces considerable challenges in providing quality education, especially in terms of English language teaching. One of the main problems faced by this school is the low motivation of students in learning English vocabulary. The lack of innovation in teaching methods often makes students feel bored and find it difficult to understand the material being taught. The teaching methods used at MA. Miftahhul Khoir tends to be monotonous, with conventional approaches such as memorization and assignments that lack student interest. As a result, the level of mastery of English vocabulary among students is low.

In addition, supporting facilities for English learning at MA. Miftahhul Khoir are also limited. Limited access to technology and interactive learning media is one of the factors that worsen the situation. Students are not used to using technology in the learning process, so they tend to be

passive and less motivated. This has an impact on unsatisfactory learning outcomes, especially in mastering vocabulary which should be the basis of language skills.

In this context, the use of technology in learning becomes an urgent need. One of the proposed solutions to overcome this problem is through training on the use of Wordwall application. Wordwall is an interactive learning platform that allows teachers to create various kinds of educational games, such as quizzes, crosswords, and matching games, which can be used to enrich students' vocabulary. This application not only makes it easier for students to memorize new vocabulary, but also makes the learning process more fun and interesting.

Training on the use of Wordwall at MA. Miftahhul Khoir is designed to improve teachers' competence in utilizing technology as learning media. Teachers are expected to be more creative in developing interactive learning materials, so as to increase students' interest and motivation in learning English. With this training, teachers are expected to create a more dynamic and interactive learning atmosphere, where students are not only passively memorizing vocabulary, but also actively involved in learning activities.

The training plan includes several key stages, beginning with an introduction to Wordwall for teachers, followed by technical training on how to use the application. Teachers will be taught how to create different types of games that are relevant to the learning materials, as well as how to integrate the games into the existing English curriculum. In addition, the training will also equip teachers with strategies to motivate students to use Wordwall independently outside of class hours, so that the learning process is not limited to the classroom.

To ensure the effectiveness of the training, there will also be a periodic evaluation of the implementation of Wordwall in the learning process at MA. Miftahhul Khoir. This evaluation involves direct observation in the classroom, as well as measuring the improvement of students' vocabulary mastery before and after the training. Thus, it is expected that this training will not only provide technical knowledge to teachers, but also be able to have a positive impact on improving the quality of English learning in the school.

In the long run, it is hoped that the use of Wordwall can become an integral part of the learning process at MA. Miftahhul Khoir, so as to create a generation that is better equipped to master the English language. This training is also expected to be a model that can be adopted by other schools, especially those in remote areas with limited access to technology. Thus, this service is expected to make a real contribution in improving the quality of education, especially in mastering English at the madrasah level.

At the secondary level, students are at a critical phase where a good command of vocabulary is essential to understand more complex subject matter. The application of Wordwall as a teaching aid has been proven to increase students' absorption and creativity in learning vocabulary. In addition, Wordwall can also help teachers in developing more varied and interesting teaching materials, thus encouraging students' overall learning motivation.

Training on the use of Wordwall for students is very important to ensure that this media can be utilized to its full potential. This training will not only focus on the technical use of Wordwall but also on strategies to integrate it into the learning curriculum. Thus, Wordwall can be an effective innovative solution in improving English vocabulary acquisition among secondary students, making the teaching and learning process more dynamic and interactive

2   Method

The community service method in training the use of Wordwall for English vocabulary acquisition at MA. Miftahhul Khoir was designed with a comprehensive and sustainable approach, including the stages of planning, implementation, and monitoring and evaluation. Each stage is designed to ensure that this training can have a significant and sustainable impact on improving the quality of English learning at the school.

a. Planning Stages

The planning stage is a crucial first step to ensure the success of the training. The planning process begins with the identification of school needs and analysis of the problems faced by MA. Miftahhul Khoir in English language learning, especially in vocabulary acquisition. Based on the initial analysis, it was found that one of the main obstacles is the

low motivation of students in learning English vocabulary, as well as the limitations of teachers in using interactive and innovative learning methods.

After identifying the problems, the next step is to design a training program that suits the needs and conditions of the school. The program included the preparation of the training curriculum, the materials to be delivered, as well as the necessary tools, such as computer devices, projectors, and access to the internet. The training curriculum was developed by taking into account the level of technological ability of the teachers, so that the materials could be delivered in stages from the basic introduction to the optimal use of the Wordwall application in teaching.

In addition, planning also involved coordination with the school to determine a training schedule that did not interfere with teaching and learning activities. Through discussions with the principal and teachers, a flexible training schedule was determined that could be followed by all English teachers at MA. Miftahhul Khoir. Not only that, in this stage administrative preparations were also made, including budget preparation, equipment procurement, and coordination with related parties that support the implementation of the training.

b. Stages of Implementation

The implementation phase began with an introduction session on the importance of using technology in English language learning, especially in vocabulary acquisition. At this stage, the teachers were given insights into the benefits of technology and how technology integration such as Wordwall application can improve learning effectiveness. This session aims to raise awareness and motivation among teachers on the importance of innovation in teaching methods.

After the introduction, the training continued with a technical session focusing on the use of the Wordwall application. Teachers were introduced to the application interface, how to create an account, and how to utilize the features to create educational games that are appropriate to the subject matter. The training was hands-on using the tools provided, where teachers were invited to create various types of games, such as quizzes, crosswords, and matching games, that can be used to teach vocabulary to students.

Once the teachers were familiar with the use of Wordwall, they were encouraged to create learning materials relevant to the English curriculum at MA. Miftahhul Khoir. In this stage, the teachers worked collaboratively to design educational games that were not only interesting but also effective in improving students' vocabulary acquisition. They are also trained to integrate Wordwall into daily lesson plans, so that the use of this application is not only limited to one session, but becomes an integral part of the learning process.

In addition to technical training, the implementation stage also includes direct classroom assistance. The teachers were given the opportunity to apply Wordwall in their teaching with guidance from the service team. This mentoring aims to provide direct support to the teachers and ensure that they are able to implement what has been learned in the training well. During the mentoring, the service team also observed students' responses to the use of Wordwall and provided constructive feedback to teachers to improve the quality of learning.

c. Monitoring and Evaluation Stages

Monitoring and evaluation are important stages to assess the effectiveness of the training and its impact on students' vocabulary acquisition. Monitoring is conducted regularly to monitor the progress of Wordwall implementation in learning at MA. Miftahhul Khoir. The service team made a visit to the school to directly observe the learning process and conducted interviews with teachers and students to get feedback on the use of the application.

In addition to direct observation, monitoring was also conducted through data collection on the improvement of students' vocabulary acquisition. The students were given a pre-test before the training started to measure their vocabulary mastery level. After the training and the application of Wordwall in learning, students were again tested through a post-test to see

if there was any improvement in their vocabulary acquisition. The results of the pre-test and post-test were analyzed to assess the extent to which the training was successful in improving students' vocabulary skills.

Evaluation was also conducted on the implementation of the training itself. The teachers were asked to provide feedback on the training they had attended, including the materials presented, the teaching methods used, and the support provided by the service team. This feedback was used to identify strengths and weaknesses in the training, and to design future improvements.

In addition to the internal evaluation, the training was also evaluated externally through assessments from the school and the local education office. This external evaluation aims to ensure that the training is in accordance with applicable educational standards and has a real positive impact on improving the quality of education in MA. Miftahhul Khoir.

As part of the long-term monitoring and evaluation, the team also planned to conduct a follow-up visit a few months after the training was completed. This visit aims to monitor the continued use of Wordwall in learning, as well as to provide additional support if needed. Thus, it is hoped that this training will not only have a momentary impact, but also be sustainable and contribute to improving the quality of education at MA. Miftahhul Khoir as a whole.

In the whole process of this service, cooperation between the service team, teachers, students, and the school is the main key in achieving the expected goals. Each stage is designed to ensure that this training can be implemented effectively and provide tangible benefits for the development of teacher competencies and the improvement of students' mastery of English vocabulary. With this systematic and comprehensive approach, it is expected that the use of Wordwall can be one of the effective solutions to overcome problems in English learning at MA. Miftahhul Khoir, and can be a model adopted by other schools in remote areas with similar conditions.

d. Partner Participation

Partner participation in the community service program (PKM) which focuses on training on the use of Wordwall for English vocabulary acquisition at MA. Miftahhul Khoir is a crucial element that determines the success and sustainability of the program. The main partner in this PKM is MA. Miftahhul Khoir itself, which involves various parties in it, including the principal, English teachers, support staff, and students.

1. Principal

The school principal acts as a strategic director and decision-maker in the implementation of the program. Support from the principal includes providing the necessary facilities for the training, such as classrooms, technology equipment and internet access. In addition, the principal is also responsible for coordinating the training schedule so that it does not interfere with the regular teaching and learning process and ensuring that the program is in line with the school's vision and mission in improving the quality of education.

2. English Teacher

English teachers are the main participants in this training. They are not only the direct beneficiaries of the program, but also the agents of change who will implement the new learning method using Wordwall in the classroom. The active involvement of teachers in all stages, from planning to evaluation, is very important. During the training, teachers are expected to proactively participate, share experiences and support each other in mastering the use of the application. After the training, they will apply this new knowledge and skills in their daily teaching process and play a role in evaluating the effectiveness of the method on student learning.

3. Education Personnel

School support staff, such as IT technicians and librarians, also have an important role to play. They can assist in technical aspects, such as software installation, equipment

maintenance and ensuring the technology infrastructure is running well during and after training. Their support ensures that teachers can access and use Wordwall without any significant technical barriers.

4. Students

The students, although not direct participants in the training, are the main beneficiaries of this program. Their involvement is seen in their response and active participation when teachers implement the new learning method using Wordwall. Feedback from students regarding the learning experience with this method will be valuable data in evaluating the effectiveness of the program. In addition, students' motivation and enthusiasm in using this application can be an indicator of the program's success in increasing their interest in learning English.

Overall, the partners' participation in this PKM is collaborative and mutually supportive. Each party has complementary roles and responsibilities, ensuring that the program is not only well implemented but also sustainable and provides a long-term positive impact on improving the quality of English learning at MA. Miftahhul Khoir.

e. Member Roles and Duties

In the Community Service (PKM) activities at MA. Miftahhul Khoir, the role of lecturers and three students is very important in ensuring the success of the training program on the use of Wordwall for English vocabulary acquisition. The following division of tasks is listed in table 1.

Table 1 Roles and Tasks of Implementers

Executive	Roles and Tasks
Lecturer	The main leader and guide in all activities. He is responsible for designing the training strategy, setting the objectives of the program, and ensuring that all stages are implemented properly. The lecturer also serves as a liaison between the PKM team and the school, facilitating communication and ensuring that the school's needs are accommodated in the program. In addition, lecturers provide direction and supervision to students, guide them in developing training materials, and help them overcome challenges that may arise during the implementation of activities. Lecturers are also responsible for evaluating the overall success of the program and ensuring that the results are in line with the set objectives.
Student	develop training materials that suit the needs of teachers in MA. Miftahhul Khoir, conduct training sessions, and provide direct assistance to teachers in using the Wordwall application. Students also conducted classroom observations, collected data on the effectiveness of the training, and interacted directly with students to measure the impact of the program on their vocabulary acquisition. With the guidance of lecturers, students are also responsible for making adjustments in the implementation of the program based on the feedback received, ensuring that the program can run smoothly and provide maximum benefits to the school.

3 Findings And Discussion

3.1 Finding

    a. Planning Stages

Figure 1 Preparation for Training Implementation

The implementation of the planning stages that have been carried out at MA. Miftahhul Khoir is a highly structured and detailed process, starting from needs identification to administrative and technical preparation. This process is designed to ensure that every aspect of the Wordwall training can be run smoothly, effectively, and provide optimal results for the participants.

The planning stage began with an initial visit to MA. Miftahhul Khoir to conduct observations and discussions with the school. During this visit, the service team, consisting of the supervisor and three students, met with the principal and several English teachers. The purpose of this meeting was to get a clear picture of the condition of English learning at the school, especially in terms of vocabulary acquisition. The discussion covered various aspects, ranging from the teaching

methods currently used, the challenges faced by teachers and students, to technical constraints such as the availability of facilities and infrastructure that support the use of technology in learning.

From the results of discussions and observations, it was found that one of the main problems faced was the low motivation of students in learning English vocabulary. Students tend to feel bored with monotonous and less interactive teaching methods, making it difficult for them to remember and understand new vocabulary. In addition, teachers also admit that they have limitations in adopting more innovative learning methods, especially those involving the use of technology. This is due to the lack of adequate training in the use of technological tools as well as the limited facilities available at school.

Based on these findings, the service team concluded that a training program was needed that not only focused on mastery of technology by teachers, but was also able to increase student learning motivation through more interactive learning methods. After identifying the existing problems, the service team began to design a specific training program to overcome these problems. The program was designed with a comprehensive approach, covering three main aspects: training curriculum, learning materials, and technical needs.

The training curriculum was developed with the teachers' level of technology skills in mind. The curriculum is designed to be delivered in stages, starting with a basic introduction to technology and the importance of its use in language learning, particularly for vocabulary acquisition. The next stages in the curriculum include an introduction to the Wordwall app, how to operate it, as well as how to integrate it into the daily learning process. The curriculum also includes hands-on sessions, where teachers are invited to create and apply educational games using Wordwall according to the material they teach in class.

The training materials to be delivered were also carefully crafted. They are designed to be easily understood by teachers who may not be familiar with technology. Each material is accompanied by a step-by-step guide, as well as real-life examples of Wordwall applications in teaching English vocabulary. In addition, additional teaching materials such as video tutorials and guidebooks are also provided for teachers to help them learn and practice Wordwall.

Next, the service team made technical preparations involving the procurement of tools needed for the training. In this process, an inventory of facilities already available at the school, such as computers, projectors, and internet access, was conducted. From this inventory, it was found that some tools needed to be updated or added to maximally support the training. The service team then worked with the school to procure the additional equipment needed, including ensuring that all devices that would be used in the training were functioning properly and ready to use.

Once the preparation of the curriculum, materials and equipment is complete, the next step is to determine the training schedule. This stage was conducted through intensive discussions with the principal and teachers to ensure that the training could be implemented without disrupting regular teaching and learning activities. Given the tight schedule, it was decided that the training would be held outside of school hours, but still at a time that allowed all English teachers at MA. Miftahhul Khoir to attend. The training schedule was designed to be flexible, allowing teachers who could not attend one session to attend another.

In addition to determining the schedule, administrative preparation is also an important part of this planning stage. The service team compiled a budget that covered all training needs, from procurement of tools, teaching materials, to consumption for training participants. This budget is then adjusted to the resources available, both from the school and from the funds obtained by the service team. In addition, coordination is also carried out with related parties, such as the local education office, to obtain further support if needed.

After all preparations were completed, the service team held a final meeting with the school to finalize the training plan. In this meeting, all aspects that had been planned were discussed again, starting from the objectives of the training, the materials to be delivered, the training schedule, to the technical implementation in the field. The school principal and teachers

provided final input to ensure that all parties were ready and understood their respective roles in the implementation of the training.

The implementation of this planning stage shows that each step has been carried out carefully, involving collaboration between the service team, the school, and other related parties. This structured and detailed planning process is expected to ensure that the training on the use of Wordwall at MA. Miftahhul Khoir can run smoothly, provide maximum benefits for teachers and students, and achieve the main goal of improving English vocabulary acquisition through interactive and innovative learning methods. With all this careful preparation, the training is expected not only to be a short-term solution, but also to have a sustainable positive impact on the quality of learning at MA. Miftahhul Khoir.

b.   Stages of Implementation

Figure 2 Implementation of Wordwall Training to Students

Implementation of the stages of training on the use of Wordwall in MA. Miftahhul Khoir has been carried out in a structured and systematic manner, starting with introductory sessions to direct classroom assistance. Each stage of implementation is designed to ensure that teachers not only understand the importance of technology in learning, but also have the practical skills to integrate it effectively in English teaching.

The first stage of implementation began with an introductory session on the importance of using technology in English language learning, particularly in vocabulary acquisition. This session was held in the school hall and attended by all English teachers at MA. Miftahhul Khoir. The service team, consisting of the supervisor and three students, opened the session with a presentation on the challenges in English learning faced by students, especially in terms of vocabulary acquisition. The supervisor explained how students' learning motivation can be affected by the teaching methods used, and why innovations in those methods, especially through technology, are very important.

After discussing these challenges, the presentation continued by introducing the various benefits that can be derived from the integration of technology in learning. The team highlighted how apps such as Wordwall can be used to create a more interactive and fun learning experience,

which in turn can increase student interest and motivation. The teachers were invited to see concrete examples from other schools that have successfully adopted technology in their teaching, as well as the positive impact felt by the students there. This introductory session aims to raise awareness and motivation among teachers on the importance of innovation in teaching methods, and open their minds to the great potential of technology to improve the quality of learning.

Once the teachers understood the importance of technology, the training continued with a technical session focusing on the use of the Wordwall application. This session was conducted in the school's computer lab, where each teacher was given access to a computer device and the internet. The service team started by introducing the Wordwall app interface, explaining how to create an account, and showing the basic steps in navigating the app. The teachers were invited to try creating their own accounts, under the guidance of students who were ready to help if there were any technical difficulties encountered.

After the teachers successfully logged into the app, the training moved on to using the features in Wordwall to create educational games. The service team provided examples of how to create several types of games, such as quizzes, crosswords, and matching games, that can be used to teach vocabulary to students. Each step in game creation was explained in detail, from choosing the game format, entering questions and answers, to customizing the game display according to the teacher's preferences. The teachers were then given time to create their own games, based on the subject matter they teach. Students were by their side, ready to provide assistance and answer any questions that arose during this process.

After the technical session was over and the teachers felt more familiar with the use of Wordwall, they were encouraged to create learning materials relevant to the English curriculum at MA. Miftahhul Khoir. In this stage, the teachers worked collaboratively in small groups, focusing on one specific vocabulary topic that fit into their learning schedule. They start designing educational games that are not only interesting but also effective in improving students' vocabulary acquisition. The service team facilitates discussions between teachers, helping them to share ideas and strategies in designing games that suit the needs of their students.

In addition to designing the games, the teachers were also trained to integrate Wordwall into their daily lesson plans. The service team helped these teachers to see how the games they had created could be used routinely in the teaching and learning process, not just as an interlude but as an integral part of their teaching methods. The supervisors provide guidance on how to assess the effectiveness of using Wordwall in learning, as well as how to adjust teaching strategies based on feedback received from students.

The last stage of the implementation is direct classroom assistance. In this stage, the teachers were given the opportunity to apply Wordwall in their teaching with guidance from the service team. This mentoring was conducted over several class sessions, where each teacher tried to use the game they had created in an actual lesson session. The service team was present in the classroom, observing the lesson, and providing direct support and feedback to the teachers. This mentoring aims to provide practical support to the teachers and ensure that they are able to implement what has been learned in the training well.

During the mentoring, the service team also observed students' responses to the use of Wordwall. In general, students showed great enthusiasm in playing the educational games created by their teachers. They seemed more motivated and engaged in the lessons, and showed improvement in their understanding and mastery of the vocabulary taught. The service team collected feedback from students and teachers and used this information to provide constructive feedback to teachers. For example, some teachers were given suggestions to hold more frequent review sessions using different games to strengthen students' memory of the vocabulary learned.

This mentoring was also an opportunity for the service team to identify challenges that the teachers might face in applying Wordwall in the classroom. For example, some teachers initially found it difficult to manage class time when using the Wordwall game, or faced technical constraints such as unstable internet connections. The service team worked with the teachers to

find solutions to these problems, such as providing more effective time management tips or preparing backup materials in case of technical disruptions.

c.   Monitoring and Evaluation Stages

implementers conducted interviews with two respondents for monitoring and evaluation of activities. There were nine interview items. The interview results are in table 2.

Table 2. Interview Results

Respondents	Interview results
1	**1. How was your overall before and after experience in using the Wordwall app** Before using Wordwall, English lessons were really boring. The teacher would just lecture in front of us, and we'd take notes. Sometimes we were sleepy, and often unfocused. But when I started using Wordwall, it was totally different. It's more fun, because there are games. We're not just sitting there, we're actively playing. What used to be lazy becomes enthusiastic about the lesson. Especially when there's an exciting game, like a quiz with a timer or matching that makes you nervous. Anyway, I can't wait for English lessons. **2. How easy or difficult was the app to use? Can you explain further?** When I was first introduced to Wordwall, I was honestly a bit confused. It was my first time using a learning application like this. But my KKN brothers and sisters were very patient in teaching me how to use it. It became easy after a while. Just click, then follow the instructions. The most fun thing is that there are so many types of games. Some are matching words with their meanings, some are quizzes like 'Who Wants to Be a Millionaire', and some are like 'Wheel of Fortune'. Anyway, it's varied, so it's not easy to get bored. The interface is also colorful and easy to understand, so it's fun to use. **3. How does this app help you understand the subject matter?** This app is really helpful for memorizing new vocabulary. The problem is that Wordwall doesn't only have text, but also pictures. So it's easier to memorize. For example, when learning about 'fruits', there are pictures of apples, bananas, grapes. Then we play games too, like matching pictures with their English words. Repeated over and over again until we really memorize. The most exciting thing is when we play the 'Spin Well' game, so it goes around and around and stops at one word, we have to quickly answer the meaning. Anyway, it made it easier to remember the new words, because while having fun too. **4. Do you feel more motivated to learn by using this app? Why?** So it's much more enthusiastic to learn using Wordwall, because in every game there are points. So we are challenged to get the highest score possible. Moreover, you make a leaderboard in class, it makes us even more excited to be the best. Then we can compete with our friends too, it's really fun. So learning doesn't feel like a burden, but instead becomes a fun activity. What used to be lazy to open a book, now I'm excited to play Wordwall while learning. **5. Compared to conventional learning methods, what are the advantages and disadvantages of using the Wordwall app in your opinion?** There are so many advantages of using Wordwall compared to studying

normally. It's definitely more fun and less boring. There's a variety of games, so it's not monotonous. It can also be accessed anytime, anywhere, so you can study at home too. But sometimes I lose track of time because I'm so busy playing the game. So I don't focus on the material, I just focus on winning the game. Sometimes it's noisy in class because of the excitement of playing the game, but it's still better to use Wordwall. It makes learning English less daunting than it used to be.

6. How effective is this app in improving your understanding of the material studied?
I think Wordwall is really effective for increasing understanding. The problem is that the material is repeated through different games. So it's easier to stick in the brain. Especially if there are pictures or animations, it's easier to remember. For example, when learning about 'quiz', there are animated pictures such as pictures of animals, pictures of objects, sometimes there are also pictures of people. So we can directly connect the words with the visuals. Then also because it is often repeated, it becomes memorized by itself. Those who didn't understand before will understand, those who used to forget will remember.

7. Do you feel more engaged in the learning process when using this app? Can you explain further?
Yes, using Wordwall makes us more active and involved in the learning process. We're the ones playing the game, not just sitting and listening to the teacher lecture. So inevitably we have to think and participate. For example, when playing the 'Random Wheel' game, we have to quickly think of the answer. Or when playing 'CrossWord', we have to focus on finding the answers to put the words into the box correctly. Anyway, the brain is constantly being used. There are also often discussions after playing games, so we can share our understanding with each other. Those who were quiet before became more willing to talk, because they were used to actively playing games.

8. How do you feel when using this app? (For example: challenged, happy, bored, etc.)
It's really fun to use Wordwall, it's like playing a normal game but while studying. Sometimes I forget that I'm studying because I'm too engrossed in the game. I also often feel challenged, especially if there is a difficult level. So I want to keep trying until I can do it. Sometimes it also makes me annoyed if I can't do it, but that's what makes me want to keep learning. It doesn't feel like learning anymore, but you still get the knowledge. Who was afraid of English lessons, now I like them.

9. Overall, do you find this app useful for your learning? Why?
I think Wordwall is really useful for the learning process. It makes it easier to understand lessons, not just memorize them. We know how to use words in the right context. I'm also more excited to learn, and I don't get bored easily. It doesn't feel like the learning time goes by so fast. What used to be 1 hour felt like 3 hours, now 3 hours feels like only 1 hour. Anyway, Wordwall really helps to make learning English more fun and effective.

| 2 | **1. How was your overall before and after experience in using the Wordwall app?**
Before Wordwall, learning English was mundane and monotonous. We'd just |

listen to the teacher talk and take notes. But, after the KKN brothers and sisters introduced Wordwall, learning became more lively. The class became more interactive and exciting because there were many interesting games. We become more enthusiastic about learning and don't get bored.

2. How easy or difficult was the app to use? Can you explain further?
I think it's easy to do. It's easy to just click around. But sometimes there are games with unclear instructions, so I'm confused about what to do. And sometimes it gets slow if the internet is bad. But overall it's still okay, you can use it and it's still fun.

3. How does this app help you understand the subject matter?
This app is very helpful in understanding the subject matter, especially in memorizing new vocabulary. There is a picture feature that makes the words easier to remember. In addition, the games provided repeat the material so that the longer it is memorized. For example, when learning about 'animals', there are pictures of animals that make us remember faster.

4. Do you feel more motivated to learn by using this app? Why?
Yes, I'm more motivated because there's a leaderboard that shows who has the highest score in the class. This makes us compete to get a high score. Moreover, there is a small reward from KKN for those who score high. This is an additional motivation to study harder. This competition makes learning more fun and challenging.

5. Compared to conventional learning methods, what are the advantages and disadvantages of using the Wordwall app in your opinion?
It's definitely more interactive and engaging. We become more active in learning because we have to be directly involved in the game. This is very different from conventional methods that sometimes make us sleepy. But, sometimes we get too focused on the game and forget the material. That's the downside, sometimes the class also becomes noisier because everyone is playing the game.

6. How effective is this app in improving your understanding of the material studied?
I think it's quite effective, but not all materials can be learned using Wordwall. Like grammar, it's still better explained directly by the teacher. But for adding or learning new vocabulary, it's quite helpful.

7. Do you feel more engaged in the learning process when using this app? Can you explain further?
Yes, I feel more involved. Because we're not just passively listening to the teacher, but actively participating in the game. For example, in the 'Random Wheel' game, we have to answer questions quickly. So, like it or not, we have to think fast. This makes the learning process more dynamic and fun. After playing the game, we also often discuss the answers, so we can learn from each other.

8. How do you feel when using this app? (For example: challenged, happy, bored, etc.)
It's fun and challenging. There's a sense of satisfaction when you finish a game or get a high score. Sometimes I get nervous if I can't answer the question. But that's what makes it fun. Learning becomes more fun and less boring.

9. Overall, do you find this app useful for your learning? Why?
Yes, it's really useful. Because this app makes learning more fun and effective. We don't just memorize but also understand the context in which words or concepts are used. Learning becomes more fun and less boring, so

| the material is more quickly understood and remembered. |

Overall, the implementation of the Wordwall training stages in MA. Miftahhul Khoir went well and gave positive results. The students not only successfully mastered the use of Wordwall application, but were also able to integrate it effectively into their English learning process. The enthusiasm and active participation of the teachers as well as the positive response from the students indicate that the training has successfully achieved its goal of improving the quality of English vocabulary learning in the school. With continued guidance and support, it is hoped that the use of Wordwall can become part of the ongoing teaching practices at MA. Miftahul Khoir, bringing a greater positive impact to students' mastery of English in the future.

3.2 Discussion

A critical analysis of the implementation of the Student Creativity Program (PKM) at MA. Miftahhul Khoir reveals various aspects that need to be appreciated, as well as identifying some weaknesses that can be improved for future program development.

a. Strengths in Planning and Implementation

One of the main strengths in the implementation of PKM at MA. Miftahhul Khoir is the structured and systematic approach. The planning stage began with a clear identification of needs, which involved direct observation and discussion with the school. This indicates an effort to understand the specific conditions and challenges faced by teachers and students in the school. This approach is in line with curriculum development theory that suggests the importance of needs analysis in designing educational programs (Ornstein & Hunkins, 2013). By understanding specific needs, training programs can be more tailored and relevant, increasing their chances of success.

The implementation of the program was also highlighted by training designed to facilitate teachers' gradual transition from a basic understanding of technology to the ability to use the Wordwall application effectively. This gradual approach is based on the principle of scaffolding, where participants are provided with adequate support to help them progressively master new skills (Wood, Bruner, & Ross, 1976). The training, which ends with classroom mentoring, also demonstrates a commitment to ensuring that teachers are able to apply what has been learned in a real context, which is critical in ensuring the transfer of knowledge into daily practice.

b. Challenges and Weaknesses

However, although the implementation of this PKM has many advantages, there are some weaknesses that need to be considered. One of the challenges that arose was related to technological infrastructure. Although this program emphasizes the use of technology, limitations in internet access and adequate devices in schools are a significant obstacle. This suggests that despite the technology training, the suboptimal supporting infrastructure may hinder the effectiveness of the application of technology in teaching. This is in line with the findings from previous studies which show that technology integration in education is often hampered by infrastructure limitations (Pelgrum, 2001).

In addition, despite efforts to involve teachers in the process of developing curriculum-relevant training materials, this approach still feels top-down, with the service team as the more dominant party in designing and directing the program. Ideally, teachers should be more empowered in this process, allowing them to have greater autonomy in determining the content and teaching methods that are most appropriate for their students. This participatory approach has been shown to be more effective in encouraging technology adoption by teachers, as they feel more ownership of the program (Ertmer & Ottenbreit-Leftwich, 2010).

c. Opportunities for Further Development

To improve the effectiveness of the program in the future, several steps can be considered. First, there needs to be increased investment in technology infrastructure in partner schools, both through the procurement of more adequate equipment and through improved stable internet access. This is important to ensure that the technology training is not only theoretical, but can also be practically implemented.

Secondly, a more participatory program development, where teachers are involved from the planning to the evaluation stage, can increase the success of the program. This approach will not only increase the relevance of the program but also strengthen teachers' commitment to adopting technology in their learning.

Third, a more comprehensive program evaluation needs to be conducted, which includes an assessment of the long-term impact of using Wordwall on students' vocabulary acquisition. This evaluation can use the Classroom Action Research methUse the "Insert Citation" button to add citations to this document.

d. Conclusion

The conclusion of the implementation of the Student Creativity Program (PKM) at MA. Miftahhul Khoir shows that this program has successfully achieved its main objective, which is to improve students' mastery of English vocabulary through the use of technology, particularly the Wordwall application. The training provided to the teachers was able to improve their ability to integrate technology into the learning process, which directly contributed to increasing students' motivation and engagement in learning. In addition, direct classroom mentoring also ensures that the teachers can apply what they have learned well, resulting in effective knowledge transfer from training to daily practice.

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