

## Developing Interactive Worksheet Using the Wordwall for Teaching Reading of Descriptive Text

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### Abstract

This study aimed to develop an interactive worksheet using the Wordwall application to teach descriptive text reading to seventh-grade students. It was motivated by students' low engagement and limited comprehension of descriptive texts, caused by conventional, static worksheets offering little interaction or visual support. This research employed a Research and Development (R&D) approach using the ADDIE model (Analysis, Design, Development, Implementation, Evaluation). Participants were 25 seventh-grade students at MTs Cisasawi, West Bandung Regency, selected through total sampling. Data was collected through expert validation sheets, classroom observation, and student response questionnaires, then analyzed descriptively using percentages. The product was a nine-part Wordwall-integrated worksheet comprising a cover page, learning outcomes, objectives, material summary, usage instructions, three QR-code-linked exercises, and a reflection section. Expert validation showed an overall feasibility score of 77.08%, categorized as "Feasible." The student response questionnaire, given after both limited and field trials, yielded average scores of 70.75% and 72.10% respectively, both classified as "Good." These findings indicate the Wordwall-based interactive worksheet is feasible and well-received by students as a tool supporting reading comprehension of descriptive texts. This study contributes a validated, classroom-ready learning material and offers practical implications for EFL teachers seeking interactive alternatives to conventional reading worksheets.

**Keywords:** Descriptive Text; Interactive Worksheet; Reading Skills; Wordwall

### INTRODUCTION

Reading is one of the four basic language skills required to achieve communicative competence in English. Beyond decoding words on a page, reading enables students to access information, build vocabulary, and exercise critical and cognitive thinking as they construct meaning from text (Nussy & Pekpekay, 2024). In English as a Foreign Language (EFL) context such as Indonesia, reading occupies an especially central role because exposure to authentic spoken or written English outside the classroom remains limited, leaving the reading text as one of the few consistent sources of language input available to learners (Wiranda, 2024). For this reason, one of the central objectives of English instruction at the junior high school level is to develop students' reading comprehension, since this skill underlies and supports progress in writing, speaking, and listening as well.

Although reading comprehension is recognized as foundational, many junior high school students continue to struggle with it in practice. Several recent studies report that limited vocabulary mastery, low reading confidence, and difficulty identifying main ideas or specific information remain persistent obstacles to reading achievement among EFL learners (Amrullah et al., 2024; Nussy & Pekpekay, 2024). A study involving seventh-grade students at a madrasah in Gresik similarly found that while students were able to apply basic cognitive reading

strategies such as guessing word meaning from context, they still experienced considerable difficulty with unfamiliar vocabulary and with organizing the information they read into a coherent understanding of the text (Ni'mah & Rahayu, 2026). In descriptive texts specifically, these comprehension problems tend to be compounded by the genre's own textual demands: descriptive texts rely heavily on detailed, attribute-based language, including adjectives and descriptive phrases that describe the physical or qualitative features of a person, place, or object, which requires more precise lexical knowledge than narrative or recount texts typically do (Siregar & Harida, 2021). A reclassification study of junior high school learners in Cimahi reinforces this point, reporting that students' difficulties with descriptive text were closely tied to limited vocabulary, weak sentence structure, and low motivation, which were in turn worsened by the lack of engaging instructional media used to teach the genre (Muman & Rahayu, 2025).

Reading instruction that relies primarily on static, paper-based worksheets is poorly equipped to address these compounded difficulties. Conventional teaching in many Indonesian classrooms still depends on printed textbooks and a teacher-centered approach, which tends to position students as passive recipients of information rather than active participants in constructing meaning from text (Amrullah et al., 2024). When a worksheet consists only of a printed passage followed by comprehension questions, it offers little support for the very vocabulary and visualization difficulties that make descriptive texts hard to read in the first place, and it provides no immediate feedback that could help students recognize and correct their own misunderstandings. Addressing this gap calls for interactive learning media that combine visual support, guided activity, and immediate feedback within a single instructional tool, allowing students to engage with the text rather than simply receive it (Wang, 2022). The integration of technology into reading instruction also aligns with broader twenty-first-century educational priorities, which emphasize digital literacy, creativity, and active student participation as core components of meaningful learning (Wiranda, 2024).

Preliminary observation conducted by the researcher at MTs Cisasawi in West Bandung Regency indicated that these problems were clearly present among its seventh-grade students. Students demonstrated low engagement during reading activities and showed limited comprehension when working with descriptive texts, frequently depending on the teacher's explanation rather than attempting to construct meaning from the text independently. The instructional materials available in the classroom consisted largely of printed textbooks and static worksheets, which gave students few opportunities to interact with the material or to receive feedback on their own. This pattern is consistent with the broader observation that conventional, one-way instructional materials tend to reduce student engagement and weaken intrinsic motivation to read (Amrullah et al., 2024). At the same time, adolescent learners in the current digital era tend to respond more readily to instruction that is visual, technology-based, and interactive, a tendency that has motivated growing calls to integrate Information and Communication Technology (ICT) into everyday classroom practice to strengthen motivation and engagement (Wiranda, 2024). This aligns with Swari (2023), who found that Wordwall-based media significantly increased students' interest in reading English texts compared to printed materials. Nevertheless, many EFL teachers in Indonesian junior high schools have yet to adopt digital tools for reading instruction in any structured way, partly due to limited familiarity with the platforms available and partly due to the assumption that such tools are better suited to entertainment than to systematic, curriculum-aligned learning.

Among the digital platforms explored for EFL instruction, Wordwall has received increasing attention as a web-based application that allows teachers to design a range of interactive activities, including quizzes, matching tasks, word searches, and open-ended exercises, which

can be linked directly to a printed or digital worksheet through a QR code. Wordwall is widely noted for its user-friendly interface and its capacity to provide immediate, automatic feedback, which supports real-time formative assessment during a lesson (Ilahiyati et al., 2023). Similar findings were reported by Cil (2021), whose experimental study with fifth-grade EFL learners found that Wordwall-based activities produced significant gains in vocabulary achievement compared to conventional instruction. Its game-like format and instant scoring also make it well suited to student-centered learning, since students can attempt an activity, see their results immediately, and reattempt it without depending entirely on the teacher for confirmation (Jannah & Syafryadin, 2022). These features position Wordwall as a promising medium for supporting reading comprehension activities, including descriptive text, where opportunities for repeated, low-stakes practice with immediate feedback may help students consolidate both vocabulary and comprehension simultaneously.

Although a substantial body of research has examined Wordwall in EFL classrooms, most of these studies have concentrated on its effect on student engagement, motivation, or vocabulary mastery through gamified quizzes rather than on the systematic development of an integrated instructional product. Mazelin et al., (2022), for example, found that Wordwall significantly improved students' engagement and participation in an ESL classroom, but the study evaluated the platform's games as a supplementary activity rather than as part of a validated worksheet developed through a structured design process. Similarly, Sakkir et al., (2023) demonstrated that Wordwall-based digital games enhanced EFL students' vocabulary mastery, yet their research was limited to measuring vocabulary gain following game-based practice and did not address how such activities could be embedded into a complete, expert-validated reading worksheet aligned with a specific genre and grade level. Pradini and Adnyayanti (2022) likewise reported positive outcomes from using Wordwall to teach vocabulary to young learners, but their study, too, treated Wordwall as a standalone game-based intervention rather than as one component within a larger instructional material subjected to feasibility testing. In a closely related context, Mutiarani and Putri (2024) developed Wordwall-based activities to support seventh-grade students' reading comprehension, but their study did not involve a formal, expert-validated design procedure such as ADDIE, nor did it target descriptive text specifically. Taken together, these studies confirm that Wordwall can support motivation and vocabulary learning, but they leave open a more specific question: whether Wordwall interactive features can be systematically developed into a validated worksheet specifically designed to teach reading comprehension of descriptive text at the junior high school level. To date, this combination, a Wordwall-integrated interactive worksheet developed and validated through a formal R&D procedure for descriptive text reading at the seventh-grade level, has received little direct attention in the literature. Therefore, this study addresses the gap by adopting a Research and Development (R&D) approach to develop validated interactive worksheets aligned with the curriculum and students' learning needs.

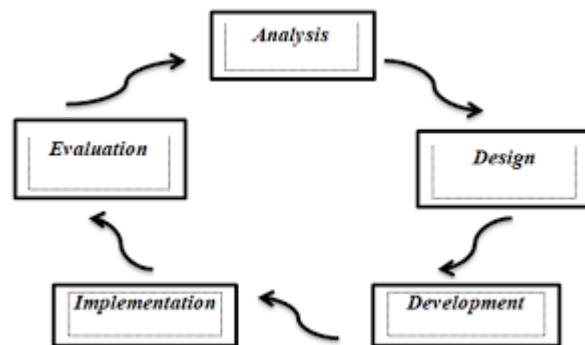
Based on the identified research gaps and contextual needs, this study is guided by three research questions:

1. What is the process of developing interactive worksheets using Wordwall to teach descriptive text reading comprehension to seventh-grade students at MTs Cisasawi?
2. What is the feasibility of the interactive worksheets developed based on expert validation?
3. How do students respond to the use of Wordwall-based interactive worksheets in learning descriptive text for reading comprehension?

The answers to these questions are expected to provide a comprehensive overview of the development process, product quality, and student acceptance of the developed media.

## METHOD

This study employed the Research and Development (R&D) method, which aims to develop interactive learning media using the Wordwall application for teaching descriptive text reading. The development process followed the ADDIE model, which consists of five systematic phases: Analysis, Design, Development, Implementation, and Evaluation (LaMarca & LaMarca, 2024; Zamsiswaya et al., 2024). This model was selected because its iterative structure allows for continuous evaluation and revision throughout the development process, ensuring that the resulting product is grounded in actual classroom needs rather than designed in isolation from them. The five stages of this model are illustrated in Figure 1.



**Figure 1.** ADDIE Development Procedures

From the figure above, the analysis phase will be performed to determine the learning needs, learning problems, and contextual requirements that need to be addressed in designing effective instructional materials. It involves the identification of student problems related to their understanding of descriptive texts specifically about vocabulary mastery and finding information from the text as well as the suitability of the selected instructional media for use in relation to student characteristics and the learning setting. The design phase will involve planning the learning goals, activities, evaluations, and the design of Wordwall-based interactive media. During the design phase, learning materials and activities will be designed to serve as the initial plan for the product. The development phase is when the plan becomes a product. The Wordwall-based interactive media will be developed according to the design plans, which will then be subjected to expert validation to guarantee that it is suitable for its intended use. The Implementation occurred in two phases, this first phase involved conducting an initial pilot study on 10 students in the seventh grade to evaluate the usability problems to make changes that would be needed in the products. After these adjustments had been done, a field test followed in which there was evaluation of the effectiveness and usefulness of the product among 25 students in the seventh grade. This is because total sampling was conducted as all the students in the class took part in the research. The evaluation phase was conducted continuously throughout the development process to assess the quality and effectiveness of the product. It was based on expert validation results, student responses, and observation results, which were used as the basis for product improvements.

Furthermore, the experiment was held at MTs Cisasawi in West Bandung Regency, West Java, Indonesia in 2025/2026. As research subjects, seventh-grade students were chosen since descriptive text is among the competencies taught in English subject matter and since there have been identified problems with comprehending the text among students. The data collection methods used include observation, expert validation, and questionnaires on students' responses. Observation was performed during the limited trial and field trial phases to observe students'

activities in using the Wordwall medium. Expert validation sheets were made for validating the product based on its content and medium aspects. Student response questionnaires were given to the subjects after the implementation of the experiment.

In line with this, the expert validation sheet, a five-point Likert scale was used (1-5) to evaluate the content and quality of the learning material. On the other hand, four-point Likert scale (1-4) was used in the student response questionnaire to analyze the students' responses towards the learning material. Furthermore, quantitative data obtained from expert validation and student response questionnaires were analyzed descriptively using percentage calculations.

Quantitative data from expert validation sheets and student response questionnaires were analysed using descriptive percentage calculations, following the formula proposed by Arikunto (2010) as cited in Yogi Dayana Buana Maharani et al. (2023):

$$P = \frac{\sum X}{\sum Xi} \times 100\%$$

**Description:**

P = feasibility percentage

$\sum X$  = total score obtained from validators/respondents

$\sum Xi$  = maximum possible score

**Table 1.** Percentage of Feasibility Criteria

| No | Percentage | Criteria    | Information     |
|----|------------|-------------|-----------------|
| 1  | 0%–20%     | Not Good    | Not Feasible    |
| 2  | 21%–40%    | Less Good   | Not Feasible    |
| 3  | 41%–60%    | Fairly Good | Fairly Feasible |
| 4  | 61%–80%    | Good        | Feasible        |
| 5  | 81%–100%   | Very Good   | Feasible        |

Source: adapted from (Wismanto et al. (2022)

Based on these criteria, the product developed is considered feasible to be tested on research subjects if the validation results from experts reach 61%–100%. However, if the score obtained is below 61%, the product is categorized as not feasible and must be revised based on comments and suggestions from the validators.

## RESULTS AND DISCUSSION

### Results

The results of this study are organized according to the three research questions. These questions address the process of developing interactive worksheets, the feasibility of the product, and students' responses to the worksheets that were developed.

The first research question examines the process of developing interactive worksheets using the Wordwall application for teaching descriptive texts. Based on the ADDIE model, this development process consists of five stages: Analysis, Design, Development, Implementation, and Evaluation. The findings from each stage are described below.

#### 1. The Process of Developing the Interactive Worksheet Using Wordwall

The development of the interactive worksheet followed the five phases of the ADDIE model as described below.

**a. Analysis Phase**

During this phase, the researcher conducted a needs analysis by interviewing the English teacher and observing the learning context at MTs Cisasawi. Findings from the interviews indicated that students experienced significant difficulties in reading descriptive texts, particularly in identifying specific information and understanding vocabulary. The teacher also noted that existing instructional materials limited to printed textbooks and static worksheets were insufficient to sustain student motivation. An analysis of the 7th-grade English curriculum confirmed that descriptive texts are a key component expected to be mastered by students, and that interactive, technology-based instructional materials would be better suited to the developmental characteristics of adolescent learners.



**Figure 2.** Interview with the Teacher during the Analysis Phase

**b. Design Phase**

Based on the findings of the analysis, the researcher designed the framework and content of the interactive worksheets. These worksheets were organized around three types of activities aligned with the reading comprehension skills targeted texts descriptive text curriculum: (1) descriptive text practice activities that require students to determine the truth of statements by answering multiple-choice questions based on their knowledge of descriptive texts; (2) matching picture activities, in which students match pictures with the corresponding descriptive texts and (3) a short profession categorization activity in which students group various professions according to the appropriate descriptive categories. The design also specifies the visual layout, color scheme, and navigation flow of the Wordwall activities to ensure clarity and accessibility for seventh-grade students.

**c. Development Phase**

This worksheet was created using the Wordwall platform by designing three interconnected activity modules that align with the design blueprint. The content was developed based on descriptive text, which integrates vocabulary and language structures appropriate for seventh-grade students as specified in the Merdeka Curriculum guidelines. Each Wordwall activity is designed to provide automatic feedback immediately after an answer is submitted, allowing students to engage in formative self-assessment. This worksheet consists of nine sections: a cover page, learning outcomes, learning objectives, a summary of the material, instructions for use, three exercises, and a reflection section. Several sections of the developed worksheet are presented in Figures 2-4 below.



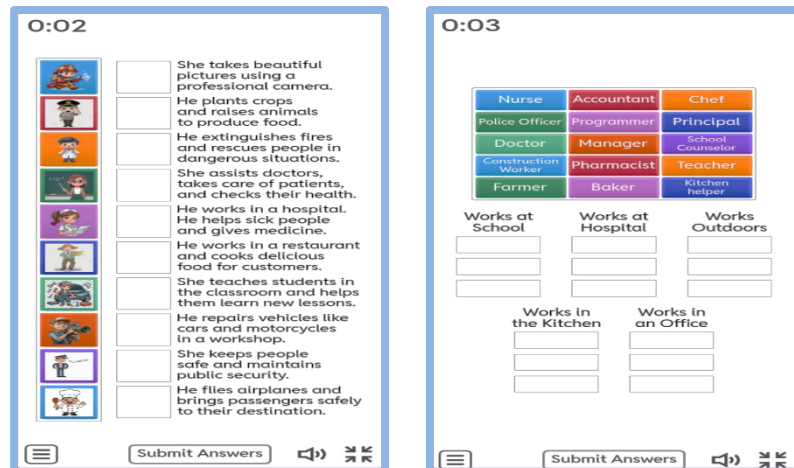
**Figure 3.** Cover Page and Material Summary

Figure 3 shows the cover page and summary of the material from the worksheet that was developed and used in teaching descriptive texts.



**Figure 4.** Exercise Page and Multiple-Choice Activity

Figure 4 shows the multiple-choice practice and activity page integrated with the Wordwall application. Students can access these activities by scanning the QR code provided in the worksheet.



**Figure 5.** Matching and Group Short Activities

Figure 5 shows exercises 2 and 3, which are matching and grouping activities available on the Wordwall platform. These activities are designed to support students' vocabulary development and reading comprehension.

Before proceeding to the implementation phase, the developed worksheet underwent expert validation conducted by the first and second research supervisors as expert validators. This validation aimed to evaluate the feasibility of the product by assessing both its visual design and content, including the appropriateness of the learning materials, language use, instructional design, layout, and overall presentation. Based on the validation results, the worksheet was considered feasible for classroom use. The feedback and suggestions provided by the expert validators were then used to revise and refine the worksheet prior to its implementation with seventh-grade students.

#### **d. Implementation Phase.**

After the validation process and the integration of revisions from the experts, the product was implemented with 25 seventh-grade students at MTs Cisasawi. The implementation took place over two learning sessions. In the first session, the teacher introduced the Wordwall platform, guided students in accessing the activities, and facilitated the vocabulary-matching task. In the second session, students independently completed the activities and text comprehension exercises. The researcher observed student interactions throughout the implementation and documented the level of engagement, technical challenges, and overall classroom dynamics.



**Figure 6.** Classroom Atmosphere during the Implementation Phase

### e. Evaluation Phase.

The evaluation was conducted concurrently with the implementation phase. Formative evaluation took place throughout the ADDIE process, with expert feedback incorporated during the development phase to revise the product prior to implementation. Summative evaluation involved administering a student feedback questionnaire at the end of the implementation phase, the results obtained provide an answer to the research question regarding the process of developing interactive worksheet using the Wordwall for teaching reading of descriptive text.

## 2. Feasibility of the Interactive Worksheet Based on Expert Validation

The interactive worksheets developed were validated by two expert validators: two lecturers specializing in English language education and learning technology (Validator 1 and Validator 2). The validation was conducted based on two dimensions: Content Validity, which assesses the alignment of the worksheet content with the curriculum, the appropriateness of the descriptive text, and the clarity of the instructions and Media Quality, which evaluates the visual design, interactive features, ease of navigation, and suitability for the target learners.

To determine the suitability of the developed product, validation was conducted by experts in the fields of materials and media. The results of this validation are presented in Table 2

**Table 2.** Expert Validation Results

| No. | Validation Aspect                                                                      | Validator 1 | Validator 2 | Average | Classification |
|-----|----------------------------------------------------------------------------------------|-------------|-------------|---------|----------------|
| 1   | Material Suitability                                                                   | 70.00%      | 80.00%      | 75.00%  | Good           |
| a.  | Worksheet aligned with descriptive text material                                       | 4           | 4           |         |                |
| b.  | Worksheet aligned with learning objectives                                             | 4           | 4           |         |                |
| c.  | Worksheet aligned with Grade VII core competencies                                     | 3           | 4           |         |                |
| d.  | Worksheet helps improve students' reading comprehension                                | 3           | 4           |         |                |
| 2   | Illustration Quality                                                                   | 80.00%      | 80.00%      | 80.00%  | Good           |
| a.  | Worksheet provides appropriate illustrations supporting descriptive text understanding | 4           | 4           |         |                |
| b.  | Worksheet helps students visualize described objects/people/places                     | 4           | 4           |         |                |
| 3   | Media Quality & Display                                                                | 80.00%      | 80.00%      | 80.00%  | Good           |
| a.  | Wordwall display attracts students' attention                                          | 4           | 4           |         |                |
| b.  | Layout, color, and font are clear and readable                                         | 4           | 4           |         |                |
| c.  | Wordwall media is easy to use in the learning process                                  | 4           | 4           |         |                |
| 4   | Utility & Usefulness                                                                   | 66.67%      | 80.00%      | 73.33%  | Good           |

|               |                                                               |        |          |
|---------------|---------------------------------------------------------------|--------|----------|
| a.            | Worksheet encourages independent student learning             | 3      | 4        |
| b.            | Wordwall-based worksheet increases students' reading interest | 4      | 4        |
| c.            | Worksheet minimizes misunderstanding of text content          | 3      | 4        |
| Total Average |                                                               | 77.08% | Feasible |

The table shows that the developed product received an overall average score of 77.08%, which falls into the “Feasible” category. Therefore, based on the table above, the results of the expert validation at this stage can be concluded as “Feasible.”

### 3. Students’ Responses to the Interactive Worksheet

After the results of the product feasibility test were known, the product was revised based on input and suggestions from experts. The goal was to ensure the product was suitable for use by students. However, to determine the level of user satisfaction with the product, a questionnaire was distributed again after the product trial was completed. Detailed results from the large-scale trial are presented in Table 3.

**Table 3.** Student Response Questionnaire Results

| No            | Assessment Point                                                                                                | Average Percentage | Classification |
|---------------|-----------------------------------------------------------------------------------------------------------------|--------------------|----------------|
| 1.            | The appearance of the Wordwall worksheet is very attractive.                                                    | 86.00%             | Very Good      |
| 2.            | I experienced difficulties in understanding descriptive texts using the Wordwall worksheet.                     | 63.00%             | Good           |
| 3.            | The worksheet presented was able to attract my interest in learning.                                            | 84.00%             | Very Good      |
| 4.            | The font type and size used in the worksheet were unclear and difficult to read.                                | 45.00%             | Fairly Good    |
| 5.            | I enjoyed using this descriptive text worksheet because it was easy to access.                                  | 86.00%             | Very Good      |
| 6.            | I felt uncomfortable learning because the presentation of the descriptive text material was not well organized. | 50.00%             | Fairly Good    |
| 7.            | The descriptive texts in the worksheet were easy to understand.                                                 | 87.00%             | Very Good      |
| 8.            | The Wordwall worksheet was not suitable for the learning material.                                              | 54.00%             | Fairly Good    |
| 9.            | I felt more motivated to read English texts.                                                                    | 81.00%             | Very Good      |
| 10.           | The presentation of the descriptive text material was well-structured and easy to understand.                   | 85.00%             | Very Good      |
| Total Average |                                                                                                                 | 72.10%             | Good           |

Based on the table above, the student response questionnaire showed that the developed Wordwall-based interactive worksheet was classified as “Good.” In addition, the implementation stage was conducted through two trials. The small-scale trial involving 10

students obtained an average percentage of 70.75%, while the large-scale trial involving 25 students resulted in an average percentage of 72.10%. Both results were classified as “Good.”

## Discussion

In the terms of the process of developing interactive worksheets using Wordwall to teach seventh-grade students at MTs Cisasawi how to comprehend descriptive texts, the application of the ADDIE model proved effective in producing structured worksheets that had been tested in the classroom rather than merely a collection of digital games created on the fly without a clear structure. Each phase of the model directly shaped the final product: the Analysis phase identified students' specific difficulties regarding vocabulary and information retrieval in descriptive texts, which then formed the basis for content emphasis in the Design and Development phases, while the two-step Implementation phase consisting of a limited trial followed by a field trial allowed usability issues to be identified and corrected before the product was implemented with the full sample. This systematic process distinguishes this study from previous Wordwall research that examined the platform's games as standalone interventions without embedding them in validated, specially designed worksheets (Jannah & Syafradin, 2022; Mazelin et al., 2022; Sakkir et al., 2023). By contrast, this study treated Wordwall not merely as a game-delivery platform but as one integrated component of a complete instructional material, supported by a printed cover, learning objectives, a material summary, and a reflection section, all of which were themselves subjected to expert validation. The classroom observation results, which showed sustained student engagement from the opening to the closing activities, further support the view that embedding Wordwall activities within a structured worksheet, rather than presenting them in isolation, can help maintain student focus throughout the reading lesson, not just during the segments most like games. This is consistent with Priscillia and Mufidah (2023), who found that embedding Wordwall activities within a structured sequence, rather than using them as isolated games, more effectively supported students' comprehension of text structure. In addition, the improvement from 70.75% in the limited trial to 72.10% in the field trial, although not particularly large, supports the value of a two-phase implementation integrated into the ADDIE-based design. Because the limited trial was explicitly intended to surface usability problems before the product reached the full class, the slightly higher score obtained in the field trial is consistent with the expectation that the intervening revisions, however small, had a measurable effect on subsequent student reception. This pattern reinforces the broader argument made throughout this study: that the value of integrating Wordwall into reading instruction lies not simply in the novelty of the platform itself, but in the rigor of the design process surrounding it. Where previous studies have largely demonstrated that Wordwall games can enhance motivation or vocabulary mastery in relatively short, often single-session interventions (Pradini & Adnyayanti, 2022; Sakkir et al., 2023), the present study extends this line of research by showing that the same platform can be embedded within a fully validated, classroom-tested worksheet specifically designed around the demands of one reading genre, descriptive text, for one clearly defined grade level. As such, this study offers a concrete and implementable model that can be adapted by teachers of English as a Foreign Language (EFL) and future researchers for other reading genres or grade levels where conventional, static worksheets remain the standard.

Regarding the feasibility of the developed product, the interactive worksheet obtained an overall expert validation score of 77.08%, which falls within the "Feasible" category and is broadly consistent with prior studies on Wordwall-based or interactive learning media, which have similarly reported expert validation scores within the "good" to "very good" range when the product was developed through a systematic design and validation process (Ilahiyati et al.,

2023). However, these figures should be interpreted alongside findings from Herianto et al. (2025), who reported that teachers implementing Wordwall in real classroom settings often face practical challenges, such as internet access and device availability, that can affect a product's real-world feasibility even after it is judged content-valid by experts. The comparatively lower score for material suitability (75.00%) relative to illustration quality and media display (80.00% each) suggests that, even within a generally feasible product, content-related aspects, such as the precise alignment between exercise items and the targeted basic competencies, may require more careful attention than visual design elements, which seem to be comparatively easier to execute well using a template-based platform such as Wordwall. This pattern points to a practical implication for future development efforts: visual polish alone does not guarantee instructional adequacy, and developers should continue to prioritize the alignment of digital exercises with explicit curriculum objectives rather than relying on Wordwall built-in templates to carry the instructional weight of the material.

With regard to students' responses to the use of the Wordwall-based interactive worksheet, the results showed that students rated the worksheet highly on dimensions related to visual attractiveness, ease of access, clarity of the descriptive texts presented, and motivation to read English texts, with all positively worded items scoring above 80% and falling into the "Very Good" category. This finding is consistent with previous research reporting that Wordwall's interactive and visually engaging format tends to increase student interest and active participation in EFL learning (Ilahiyati et al., 2023; Jannah & Syafryadin, 2022; Mazelin et al., 2022). This is further supported by Do and Huynh (2024), who found that students generally perceived Wordwall-based activities positively for supporting vocabulary retention, particularly due to the platform's visual and game-like format. The favorable reading-motivation item (81.00%) is particularly noteworthy given that low motivation has been repeatedly identified as a contributing factor to weak reading comprehension among junior high school EFL learners (Amrullah et al., 2024; Muman & Rahayu, 2025); to the extent that the worksheet contributed to students' reported motivation to read, this suggests that an interactive, feedback-rich format may help address one of the underlying causes of reading difficulty rather than simply making the existing material more visually appealing. This is in line with Julita (2024), who found that gamified learning activities were associated with measurable improvements in EFL students' reading comprehension, partly attributed to increased reading motivation. At the same time, the four negatively worded items, although classified from "Fairly Good" to "Good," received noticeably lower agreement scores than their positively worded counterparts, and they warrant closer attention rather than being read simply as a uniformly positive result. The item concerning font legibility (45.00%) and the item concerning the organization of the material (50.00%) both fell into the "Fairly Good" category, indicating that a meaningful minority of students still experienced some difficulty with typography or with following the structure of the material as presented. This finding is broadly consistent with reports that visual and typographic choices in digital worksheets can meaningfully affect how accessible a material feels to younger learners, even when the underlying content and activities are well designed (Ilahiyati et al., 2023). This concern echoes Azwar et al. (2024), who noted that even well-designed multimedia reading materials can fail to fully support comprehension if visual organization and typography are not carefully considered for younger learners. Rather than undermining the overall positive evaluation of the worksheet, these results function as a useful diagnostic: they point to specific, addressable revisions, namely adjustments to font size or contrast and clearer signposting of the material's structure, that could further strengthen the product in a subsequent revision cycle.

Several limitations of this study should also be acknowledged. First, the research was conducted with a single class of 25 students at one school, which limits the extent to which the findings can be generalized to other schools or larger student populations; replication across multiple classes or institutions would help establish whether the feasibility and reception results observed here hold more broadly. This limitation is also reflected in Arsyad (2024), whose study similarly involved a single instructional setting, underscoring the need for cross-context replication in Wordwall-based intervention research. Second, the study relied on a single field-trial cycle following the limited trial, rather than on multiple iterative revision-and-retest cycles; while the ADDIE model is inherently iterative, practical and time constraints meant that only one round of field testing was carried out following the initial revisions. Third, the evaluation focused on feasibility and student perception rather than on a controlled measurement of reading comprehension gains before and after the intervention; consequently, while the worksheet was well received and judged feasible by experts, this study cannot make a direct causal claim about its effect on students' descriptive text reading scores. Future research could address this limitation by incorporating a pre-test and post-test design, or by comparing a Wordwall-based worksheet group with a conventional worksheet group, to measure the product's effectiveness in improving reading comprehension achievement rather than feasibility and reception alone.

## CONCLUSION

This study developed and validated interactive worksheets using the Wordwall application to teach reading comprehension of descriptive texts to seventh-grade students at MTs Cisasawi through the ADDIE model. The research findings indicate that the systematic development process produced a viable learning product, as evidenced by an overall expert validation score of 77.08%, which falls within the “Feasible” category. In addition, student response questionnaires showed positive perceptions during both the limited pilot test (70.75%) and the field test (72.10%), indicating that the worksheets were well-received and supported student engagement and motivation in reading activities. These findings suggest that integrating Wordwall into interactive worksheets offers a practical and engaging alternative to conventional print-based learning materials for teaching descriptive texts in English as a Foreign Language (EFL) classroom. This study also contributes a validated instructional product that can be adapted to similar educational contexts. Future researchers are encouraged to apply these worksheets in a wider range of educational contexts to test the generalizability of their feasibility and student responses. Further studies are also recommended to conduct iterative revisions and retesting in accordance with the ADDIE model, as well as to use experimental or quasi-experimental designs such as pre-test and post-test designs or comparison group designs to evaluate the effectiveness of the worksheets in improving students' reading comprehension.

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