ABSTRACT

Nurul Azizah, 2026. ***Exploring the Effect of Using Wordwall as Digital Gamification on Students' Speaking Skills at MTs PP Mujahidin Pangkep*** Guided by Syamsiarna Nappu and Saiful

This study aimed to examine the effect of using Wordwall as digital gamification on students' speaking skills at MTs PP Mujahidin Pangkep. Speaking is a crucial skill in English learning, especially for EFL students who often encounter difficulties in fluency and accuracy. In many classrooms, teaching methods are still less interactive, resulting in limited student participation. Therefore, integrating digital gamification, such as Wordwall, is expected to enhance students' speaking skills through engaging and interactive learning activities.

This research method employed a quasi-experimental design involving 32 eighth-grade students, consisting of 16 students in the experimental class and 16 students in the control class. Data were collected through speaking tests (pre-test and post-test) and a questionnaire, then analyzed using SPSS.

The findings showed that the experimental class improved significantly, with the mean score increasing from 55.31 in the pre-test to 77.19 in the post-test (40%). In contrast, the control class improved from 55.31 to 68.62 (24%). The experimental class also demonstrated greater improvement in fluency and accuracy. Additionally, questionnaire results revealed positive student perceptions, with mean scores ranging from 3.56 to 4.50, categorized as Agree to Strongly Agree. In conclusion, the use of Wordwall as digital gamification had a positive and significant effect on students' speaking skills. It effectively improved students' fluency, accuracy, and classroom engagement compared to Non gamified youtube based instruction. Therefore, Wordwall is recommended as an innovative instructional tool for enhancing English speaking instruction.

Keywords: *Wordwall, Digital Gamification, Speaking Skill, Fluency, Accuracy*