

**PELATIHAN TEKNOLOGI UNTUK SISWA SEKOLAH MENENGAH KEJURUAN:  
MENGINTEGRASIKAN WORDWALL, WAYGROUND, DAN BRAVE AI DALAM  
PEMBELAJARAN BAHASA INGGRIS**

***TECHNOLOGY WORKSHOP FOR VOCATIONAL HIGH SCHOOL STUDENTS:  
INTEGRATING WORDWALL, WAYGROUND, AND BRAVE AI IN ENGLISH LEARNING***

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**Abstract:** *The digital gap and teachers' low level of digital competence remain key challenges to the integration of technology into English language learning. To overcome this problem, the community service (PkM) program established Wordwall, Wayground, and Brave AI to support the vocabulary, grammar, and speaking skills of vocational high school students. An offline session was held at SMKN 2 Salatiga with grade 10 students using interactive games, online quizzes, and AI-assisted pronunciation practice. At the end of the session, students filled out a Google Form to assess the curriculum. Sixteen respondents (62.5%) rated the workshop as very useful; the rest rated it as useful. All participants said they would recommend the session to a friend. Students said that learning English through websites and games was more fun and easier to understand than lectures. The results indicate that technology-based learning can enhance students' motivation even in the face of challenges like unreliable internet access.*

**Abstrak**

Kesenjangan digital dan rendahnya kompetensi digital guru tetap menjadi tantangan utama dalam integrasi teknologi ke dalam pembelajaran bahasa Inggris. Untuk mengatasi masalah ini, program Pengabdian kepada Masyarakat (PkM) mengembangkan Wordwall, Wayground, dan Brave AI guna mendukung pengembangan kosakata, tata bahasa, dan keterampilan berbicara siswa sekolah menengah kejuruan. Sesi tatap muka diadakan di SMKN 2 Salatiga bersama siswa kelas 10 dengan menggunakan permainan interaktif, kuis daring, dan latihan pengucapan yang dibantu AI. Di akhir sesi, para siswa mengisi Google Form untuk mengevaluasi kurikulum. Enam belas responden (62,5%) menilai lokakarya ini sangat bermanfaat; sisanya menilai lokakarya ini bermanfaat. Semua peserta menyatakan akan merekomendasikan sesi ini kepada teman mereka. Para siswa

mengatakan bahwa belajar bahasa Inggris melalui situs web dan permainan lebih menyenangkan dan lebih mudah dipahami daripada melalui ceramah. Hasil ini menunjukkan bahwa pembelajaran berbasis teknologi dapat meningkatkan motivasi siswa meskipun menghadapi tantangan seperti akses internet yang tidak stabil.

**Kata Kunci:** kecerdasan buatan, pengabdian kepada masyarakat, pembelajaran bahasa Inggris, gamifikasi, sekolah menengah kejuruan

## INTRODUCTION

English is included in the vocational high school curriculum as a compulsory subject, yet many students still struggle to see how the language is relevant outside a graded speaking or grammar exercise. At SMKN 2 Salatiga, tenth-grade students in the Computer and Network Engineering track already work with technology every day through their coding assignments, but their exposure to English mostly stopped at textbook drills. This gap was the starting point for our community service program, which aimed to bring digital, AI-supported tools into an English learning setting that felt closer to a game than a lesson.

The use of technology in language acquisition is not just a matter of convenience, but studies show tangible benefits. AI-based platforms offer personalized content and real-time feedback, which support motivation and self-regulated learning (Wei, 2023). Furthermore, Khodabandelou et al. (2024) suggested that this kind of personalized, immediate feedback could boost learner autonomy and confidence in managing their learning process. Gamified tools offer a similar benefit: Tsai (2024) found that tools like Kahoot and Quizizz are good at providing immediate feedback and reinforcing correct answers, and that their game-like structure tends to promote student engagement. In short, these results suggest that the use of AI tools and online quizzes can help students stay motivated and practice more consistently, which was the goal we set for our own workshop.

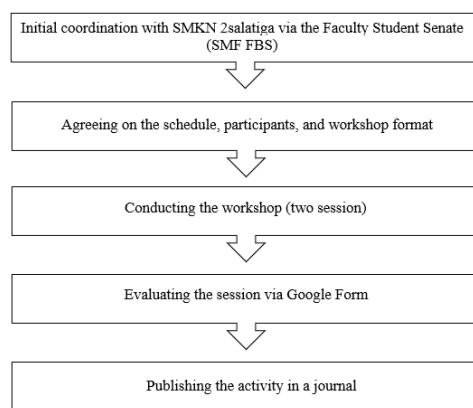
At the same time, technology integration in a classroom is rarely without friction. Yaman (2015) also pointed out that “the digital divide between regions, schools, and even individual families makes it difficult to provide equal opportunities for language learning” (p. 163). Teachers are also not always prepared for this change; Cabero-Almenara et al. (2022) observed that many teachers have problems with digital competency, which adds to their workload and can cause unfavorable attitudes about technology-based teaching. Irawati (2023) added more challenges to the list. The researcher named factors such as class size, price, time limitations, and the speed of new tools’ appearance. These challenges are not to say that the benefits of technology in language learning are not valid, but rather that any program that introduces new digital tools needs to have a plan for access, training, and realistic classroom conditions.

In the Indonesian context, previous community service programs have also emphasized the importance of providing practical technology training for English educators. For example, Sumakul (2025) demonstrated that low-tech training can help English teachers integrate accessible digital resources into their teaching despite limited technological infrastructure, while Mali (2026) showed that artificial intelligence training equips English teachers with practical skills to incorporate AI tools into classroom instruction. These studies suggest that technology-focused professional development can become an important foundation for wider technology integration in English language learning.

With this in mind, our community service program was to introduce three platforms, Wordwall, Wayground, and Brave AI, to vocational high school students so they could practice vocabulary, grammar, and speaking in a format that didn't feel like an English class. This activity was designed to be low-cost and easy to replicate, as all three tools are free to access and only require a basic internet connection, which directly addresses the access barrier raised by Yaman (2015) while still giving students the personalized, feedback-rich experience that Khodabandelou et al. (2024) and Wei (2023) associate with better learning outcomes.

## METHODOLOGY

The strategy in this community service program is adopted from the phases implemented in similar English language teaching community service (PkM) activities (Mali, 2026; Sumakul, 2025).



First, the team collaborated with the Faculty Student Senate of the Faculty of Language and Arts (Senat Mahasiswa Fakultas Bahasa dan Seni), which had previously established a relationship with SMKN 2 Salatiga. “Through this coordination, both agreed that the community service program will be held for the tenth-grade students of the Computer and Network Engineering (TKJ) class. The participants were chosen because of their knowledge in using computers as part of their everyday learning activities, therefore being eligible to participate in a technology-based English workshop.

Second, the team and the school agreed on the workshop schedule and learning format. The workshop was conducted in offline mode on 12 June 2026. The learning activities were planned in an informal setting with both Bahasa Indonesia and English because of the small number of participants. The program employed three digital platforms, Wordwall, Wayground, and Brave AI, for vocabulary study, grammar practice, and speaking activities.

Third, the workshop was carried out in two learning sessions of opening, main, and closing activities. The introductory session consisted of self-introduction, ice-breaking exercises, and explanation of the learning objectives. In the main session, students practiced personality and emotion vocabulary using Wordwall games, learnt the Simple Present Tense with Wayground quizzes, and practiced speaking and pronunciation with Brave AI. At the end of the workshop, students shared their opinions about the activities and what they learnt during a moment of

reflection.

Fourth, at the end of the workshop, participants filled out an evaluation Google Form. Participants were asked to provide their names, class, and major. Participants were asked to provide their thoughts on the usefulness of the workshop, desire to promote the activity to others, and suggestions for future programs. The responses were analyzed descriptively in order to assess the satisfaction of the participants and to identify the aspects that could be improved in future community service activities.

Finally, the results of the community service program were documented and prepared for publication in this paper. The program's publication will help spread the workshop experience and will be a realistic reference for future community service initiatives that involve digital technology in English language acquisition.

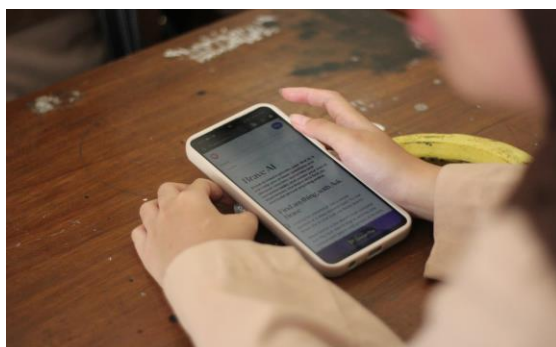
## RESULT

The workshop was presented in two sessions with various focus points. In the first session, the team began by asking a few students to come to the front of the class while their classmates described that student's personality, which served as a natural entry point into personality and emotion vocabulary. The vocab was then exercised with two Wordwall games, a matching activity and an Open Box game, before the class moved to Wayground for a Simple Present Tense quiz where the students applied the grammar point directly to describing personality traits.



**Picture 2. Learning Session with Wordwall**

During the second session, the team started with a short warm-up whisper game that separated students into two groups, then introduced Brave AI as a tool for speaking practice. The students were divided into four groups, and each group was given a different sentence to read in English. Brave AI gave instant feedback on pronunciation and highlighted particular words that needed improvement, and students repeated the sentence until their pronunciation was in line. Facilitators circulated among the groups, helping students experiencing difficulties and keeping the activity moving along. Several students were really pleased to have their pronunciation assessed and corrected in real time, a behavior that aligns with what Tsai (2024) states about gamified tools sustaining engagement through fast feedback.



The program ended with a short reflection activity when one student from each group expressed what they had learned, what they loved most, and how they felt about the session. Most answers were about Brave AI, which several students said made studying English exciting and interesting. The team also reminded students that Wordwall and Wayground are free outside of class so they can keep practicing on their own.

Sixteen participants completed the post-workshop Google Form. As shown in Figure 3, 62.5% rated the session as “Very Useful,” and the remaining 37.5% rated it “Useful,” with no participant selecting either negative option. All sixteen respondents (100%) also said they would recommend the workshop to their friends.



**Picture 4. Students' evaluation of the community service workshop (Google Form survey, n = 16)**

Open-ended comments reinforced these figures. One student said that the activities were fun since it was simpler to understand learning vocabulary, the Simple Present Tense, and other English topics through the interactive teaching style. Another said that the website-based approach saved the class from becoming dull, and that the information was well explained. One more participant commented that the team has brought in Brave AI, Wayground, and Wordwall and that it was a fun and beneficial session that helped them grow their knowledge. A separate exercise with recycled materials also had a positive reaction. One student commented that crafting paper flowers

taught them how to make good use of old objects.

Not all comments were positive. The most prevalent suggestion was for scheduling, with one participant requesting that future activities be better organized so they don't conflict with other school agendas. Another proposal was actions to keep people moving throughout to make it more engaging. Other comments included making the presentation of material more interactive, improving the clarity of communication when technical issues arose, and ensuring more equal participation from students.

Overall, these findings suggest that the workshop was well received and was successful in making English practice appear accessible rather than intimidating, while also eliciting useful feedback, especially in terms of time management and participant engagement, that can inform the planning of similar activities in the future.

## DISCUSSION

The results of this program are very consistent with what the literature suggests about using AI tools and gamification in language learning. This is consistent with Wei (2023), who argued that AI platforms are successful because of their personalized content and real-time feedback. This trend was seen in the way students reacted to Brave AI's pronunciation correction: rather than just being told that an answer was wrong, students could hear the exact sounds that needed correction and retry immediately. The immediacy seems to have been more important for student motivation than the novelty of using an AI tool alone.

The high satisfaction scores and the unanimous willingness to recommend the workshop further support Tsai's (2024) observation that gamified platforms, like Kahoot and Quizizz, and by extension Wayground, are effective in sustaining engagement through instant feedback and reinforcement. What was interesting about this activity was that not only were students completing the exams, but they also seemed invested in getting the grammar right, verifying their answers against the group, and asking follow-up questions regarding the Simple Present Tense that went beyond what the quiz itself addressed.

The results of the program must be read against the challenges outlined earlier in this paper. Khodabandelou et al. (2024) imply that AI tools can assist learners to be more autonomous and self-regulated, but a two-session workshop is too brief to ascertain whether such independence emerges. What we can say is that we left the session knowing that Wordwall and Wayground are still available for free outside class, and at least that opens the door to the sort of self-directed practice these writers talk about. While this program did not track whether students went on to actually use these platforms, this would be a good thing to follow up on in future PkM activities.

It is also worth considering the workshop's internet connectivity problem in relation to the broader literature on the digital divide. Yaman (2015) described the unequal access to technology as a persistent barrier for language learning. While SMKN 2 Salatiga is not lacking in internet access, the instability that occurred during the session serves as a reminder that even schools with basic infrastructure can experience gaps that impact a technology-based lesson in real-time. This is in line with Irawati's (2023) argument that the type and reliability of accessible technology is still a practical obstacle to implementation, no matter how well a workshop is organized on paper.

In sum, the discussion suggests that AI-supported and gamified activities can meaningfully improve vocational students' sense of engagement and motivation with English, but that their success still depends on factors beyond the content itself, especially stable infrastructure and sufficient session time for personalization and autonomy to actually take hold.

## **CONCLUSION**

The community service program demonstrated that by including Wordwall, Wayground, and Brave AI in an English workshop, the process of learning a language can be more accessible for vocational high school students, particularly if the format is game-based and provides rapid feedback as opposed to formal instruction. All planned activities were delivered as planned, students were engaged during both sessions, and the post-workshop evaluation indicated high levels of satisfaction, with all participants rating the session as useful or very useful and all indicating they would recommend it to their friends.

The program had certain limitations. The inconsistent internet connection interrupted certain online game activities. Many students proposed that future sessions should be more carefully arranged so that they will not conflict with other school agendas. These points, together with the reminder from the literature that digital access and infrastructure remain uneven across schools (Irawati, 2023; Yaman, 2015), suggest that future PkM activities using similar tools should build in contingency plans for connectivity issues and coordinate scheduling more closely with the host school in advance.

In the case of a similar workshop with the same or similar participants, three modifications seem to be worthwhile. Firstly, communication and coordination with the school should be reinforced before the activity. Secondly, participation and engagement among all participating students should be more consistent. Thirdly, backup plans should be prepared for technical disruptions so that activities can continue smoothly even when the internet connection is unreliable. Such modifications could lead to even more effective and enjoyable technology-integrated community service programs like this one, contributing to the support of English learning at the vocational school level.

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