

The Effectiveness of Using Wayground Application in Enhancing Students' Grammar Mastery at Vocational High School

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Article Info	Abstract
Received: 30 March 2026 Reviewed: 10 April 2026 – 20 June 2026 Accepted: 28 June 2026 Published: 30 June 2026	Purpose To explore the use of the Wayground application as a digital medium for English daily tests in enhancing students' grammar learning experience at SMK Kesehatan Bahagia Primanegara Maros. Methodology This study employed a descriptive qualitative design involving ten tenth-grade students who had used Wayground in an English daily test. Data were collected through classroom observation and semi-structured interviews. Results/Findings The findings showed that Wayground created a more enjoyable and interactive testing atmosphere. Students felt motivated and actively participated because of the score display feature. However, students still faced difficulties in understanding grammar and interpreting English questions, which affected their performance in answering some test items. Implications Wayground can be used as a supportive digital tool for English daily tests to increase students' motivation and engagement. Nevertheless, teacher guidance is still important to help students improve grammar understanding and vocabulary comprehension.
Keywords: Wayground application; grammar mastery; qualitative case study; daily test; students' motivation; vocational high school students	

1. Introduction

The development of digital technology drives significant changes in how individuals learn English as a foreign language globally. The integration of digital learning tools is no longer merely an option; it represents a fundamental component of student-centered learning. According to social constructivism, learning English is an active process where learners interact, gain experiences, and reflect on their thoughts to construct meanings explained by Erbil (2020). Although numerous digital tools are accessible and user-friendly, their efficacy in enhancing specific language skills, such as grammar, remains a subject of ongoing debate in contemporary research (Shadiev et al., 2020).

In the country, learning grammar at the secondary school level, especially in Senior high schools, still has many difficulties. Grammar is usually taught by following rules and doing written exercises that are repetitive, which doesn't help students really understand the ideas behind the rules. Initial observations from several high schools suggest that students have difficulty using sentence structures correctly in real-life communication

situations. This finding matches the research done by Ulviani in 2025, which showed that most students still make mistakes with tense and agreement even after getting grammar lessons many times.

Furthermore, interviews with English teachers show that poor grammar skills come from more than just bad teaching methods; they also result from students not being very involved in their learning. Students often feel bored and lose interest when they have to deal with grammar topics that seem hard and unclear. According to student engagement theory, both emotional and cognitive factors are important in how well someone learns (Nkomo et al., 2021). Therefore, new ways of learning are needed that can make the educational experience more engaging, fun, and meaningful for students.

One innovation that is becoming more common is the use of digital learning apps like Wayground. This app is made to help with interactive learning by using quizzes, gamification, and instant feedback, allowing students to learn on their own and work together with others. A study done by Zhang & Crawford in 2024 found that the implementation of gamified formative assessments such as Quizizz significantly increased students' intrinsic motivation as well as their engagement in learning activities, especially through the mechanism of direct feedback and healthy competition. However, most existing research still focuses on quantitative aspects such as improved test scores or results, thus lacking in-depth insights into how this learning process occurs from the perspective of student experience. Numbers can't fully show how students who are focused on practical skills interact with grammar when it's made into a game (Abdelouahd & Idrissi, 2025).

This study is motivated by the persistent challenges Senior high school students face with poor grammar skills, which often stem from traditional teaching methods that lack real-life context. Students require an engaging learning environment that connects directly to practical situations. While applications such as Wayground offer potential in making learning more interactive and accessible, further research remains necessary to evaluate their actual effectiveness in enhancing grammar proficiency. So far, most research about using the Wayground app has looked at how well people learn things like grammar or vocabulary, but not much has been studied about the actual process of learning. Previous research has shown that the application can help increase engagement and motivation, but it hasn't looked deeply into how students actually experience it, the ways they learn with it, or how they interact with the app. (Azizah et al., 2025).

It's important to do a more detailed study on how the Wayground app can help students improve their grammar skills, considering both the results they achieve and the way they learn and feel about the process. A qualitative approach helps researchers see things in a complete way, including how students understand and make sense of what they learn. So, this study looks at more than just what changes happen; it also examines how and why those changes take place in real-life learning situations.

This study looks into how the Wayground app helps students get better at grammar, especially for Senior high school students who still have trouble with correct grammar even though they use many digital learning tools. The study looks at how the app is put into use, what students experience while learning with it, and the things that affect how well the app works. This research is meant to add more knowledge to the study of language learning that uses technology, looking at it in a detailed and in-depth way. In reality, the findings of this study are likely to help teachers and education professionals create better, more relevant, and more successful ways to teach grammar.

2. Literature review

2.1. Digital technology in English language teaching (ELT)

Technology has become a staple in the way we teach English today. Learning apps are far more interactive than traditional textbooks, so students don't feel isolated while learning. Even more impressively, these digital tools serve as a bridge so that students can practice the material they learn in school on their own, anywhere.

Research conducted by Lei et al. (2022) shows that the use of mobile phone applications, or Mobile-Assisted Language Learning (MALL), significantly assists students in learning English vocabulary. Through a year of observation, the researchers found that learning using mobile phones led to students having a more positive attitude and increased enthusiasm for deepening their vocabulary. Furthermore, this technology also trains students to become more independent or have good self-regulation skills, where they can set their own learning goals and strategies without always having to rely on teachers. The results of this study explain that when students begin to enjoy learning via mobile phones, their ability to manage their time and study methods automatically improves. In short, mobile phones are no longer considered a distraction in the classroom, but rather a highly effective tool for transforming students into active, independent, and confident learners in mastering a foreign language (Fathi, 2022).

A study conducted by Fang et al. (2026) explored the dynamics between digital nativity characteristics and students' intentions to engage in Informal Digital English Learning (IDLE). Through a structural equation model analysis of 1,458 English learners in China, the study revealed that being a "digital native" does not automatically guarantee active engagement in self-directed learning but is significantly influenced by intermediary psychological factors. The findings suggest that learning passion, emotional engagement, and self-efficacy in online learning act

as crucial mediators linking technological proficiency with actual behavioral intentions. Specifically, self-efficacy helps students overcome technical challenges and emotional barriers, while deep engagement ensures that their digital interactions transform into meaningful learning experiences. Thus, this study emphasizes the importance for educators to not only rely on students' digital literacy but also strengthen self-regulation and affective support to optimize the potential of informal English learning in the digital era (Fang et al., 2026).

2.2. Enhancing grammar mastery through gamified applications

Despite the abundance of digital tools, high school students still often struggle to master English grammar. However, using the Wayground app has been shown to help students become more aware of language rules because the exercises are structured around real-life situations. Through this app, students can grasp language formulas more naturally, although they still need teacher guidance when facing more challenging material.

Research conducted by Kukulska-Hulme and Viberg (2018) provides an in-depth review of the development of Mobile Collaborative Language Learning (MCLL) by analyzing various studies published between 2012 and 2016. The results of this review indicate that mobile technology is very effective in supporting collaborative language learning because it allows students to interact and share knowledge anywhere and anytime, both inside and outside the classroom. This study highlights that the use of mobile devices not only facilitates communication between students but also creates a more flexible and interactive learning environment that helps improve speaking and writing skills in a foreign language. In addition, the researchers emphasize the importance of appropriate task design so that the use of this technology truly encourages meaningful teamwork. Overall, this article confirms that mobile-based collaboration has become a key element in modern language education, helping students learn more socially, practically, and independently (Kukulska-hulme & Viberg, 2018).

2.3. Student motivation and autonomous learning

Technology significantly enhances students' willingness to learn independently. With learning apps, students have greater initiative to practice at any time. This is a true form of experiential learning, where technology gives students the freedom to manage their own language development and digital skills.

Research conducted by Park (2024) explored the effectiveness of Problem-Based Learning (PBL) methods combined with mobile applications in improving students' independent learning abilities at the university level. Through observations over a semester, this study demonstrated that the integration of mobile applications significantly improved student interaction, communication, and active participation in problem-solving. The results revealed that the use of this technology significantly encouraged independent learning, although students still faced challenges in managing and integrating the data they found individually. Therefore, this study concluded that in addition to requiring easily accessible technological tools, it is also crucial for institutions to provide AI and technology literacy training so that students can optimize the use of digital devices in problem-based learning processes (Park, 2024).

2.4. Previous study

Students' status as a "digital generation" doesn't always lead to active, independent English learning through digital media. Confidence in learning, enthusiasm for learning, and emotional engagement are crucial factors that motivate students to use technology for more meaningful learning. Therefore, the success of apps like Wayground depends not only on the availability of technology but also on psychological support and students' ability to manage their own learning process (Fang et al., 2026)

On the other hand, the use of formative assessments made more engaging through game elements, such as in the Quizizz app, can increase students' intrinsic motivation to learn. Healthy competition and immediate feedback make the learning process feel more active, enjoyable, and less boring for language learners. This also aligns with the use of the Wayground app, which has similar features to help reduce student boredom with grammar lessons, which can often feel monotonous and repetitive (Zhang and Crawford, 2024)

The use of the Wayground app has been shown to help students improve their grammar mastery through structured and interactive exercises (Azizah et al., 2025). However, learning outcomes, as evidenced by grades or scores, do not fully reflect students' experiences during the learning process. In practice, errors in sentence structure often occur during real-life communication, even when using digital media for learning. Therefore, this study focuses on students' direct experiences using the app, specifically examining how the game features and instant feedback can influence students' emotional engagement and thinking during learning. Furthermore, this study aims to identify factors that support and hinder the app's use in the classroom to help teachers design more engaging, meaningful, and tailored grammar lessons to the needs of high school students.

2.5. Theoretical framework

The theoretical framework in this study combines the theories of social constructivism, student engagement, and Mobile-Assisted Language Learning to explain the influence of the Wayground application on students'

grammar skills. From a social constructivist perspective, learning is understood as an active process in which students construct their understanding through meaningful digital interactions and learning experiences. Student engagement theory also emphasizes the importance of the thinking and feeling aspects in the learning process. Therefore, the game feature in the application is used to increase learning motivation and reduce boredom that often arises in traditional grammar learning. Furthermore, the concept of Mobile-Assisted Language Learning suggests that mobile technology can help students learn more independently and flexibly, so they can understand language structures more easily through direct feedback and a more engaging learning experience.



Figure 1: Theoretical framework (design by authors)

3. Research method

3.1. Research design

This study employed a descriptive qualitative research design. This design was used because the study aimed to describe students' experiences, responses, and challenges in using the Wayground application as a digital tool for English daily tests. The focus of this research was not only to examine students' grammar mastery, but also to understand how students perceived the use of Wayground in English learning activities.

A qualitative design was considered appropriate because this study explored students' feelings, motivation, engagement, and difficulties during the use of Wayground. The previous draft also explains that the study focuses on how students experience the application, how they learn with it, and how the application influences their engagement in grammar learning.

In this study, Wayground was used as a medium for conducting English daily tests. Through this application, students answered questions digitally and received scores directly. The score display created a competitive learning atmosphere and encouraged students to participate more actively in the test.

3.2 Research setting and participants

This research was conducted at SMKS Kesehatan Bahagia Pramanegara Maros. The participants of this study were 10 tenth-grade students who had used the Wayground application in an English daily test. The participants were selected using purposive sampling. This technique was used because the researcher needed participants who had direct experience using Wayground in English learning activities. The selected participants were students who joined the English daily test using Wayground and were willing to share their experiences during the learning process.

The participants were considered suitable for this study because they could provide relevant information about their motivation, interest, difficulties, and perceptions toward the use of Wayground in learning English grammar.

3.3 Research instruments

The main instrument of this study was the researcher. In qualitative research, the researcher plays an important role in collecting, organizing, analyzing, and interpreting the data. The researcher observed the implementation of Wayground, conducted interviews with students, and interpreted students' responses based on the research focus. The supporting instruments used in this study were an observation checklist and students' interviews.

The instruments were adapted from previous theories and studies related to digital learning, student engagement, gamification, and grammar mastery. The observation checklist was adapted from the concept of Mobile-Assisted Language Learning by Fathi (2022) and Kukulska-Hulme and Viberg (2018). These studies emphasize that mobile technology can support flexible, interactive, collaborative, and independent language learning. Therefore, the observation checklist focused on students' participation, interaction, attention, enthusiasm, and response when using Wayground in the English daily test. The literature review in the draft also states that mobile learning tools help students become more active, independent, and confident in learning English.

The semi-structured interview guide was adapted from student engagement theory by Nkomo et al. (2021), which emphasizes emotional and cognitive engagement in digital learning. The interview guide was also adapted from Fang et al. (2026), especially related to students' learning passion, emotional engagement, and online learning

self-efficacy. These aspects were relevant because the study investigated students' enjoyment, motivation, confidence, and difficulties when using Wayground.

The draft literature review also explains that students' emotional engagement and self-efficacy influence their participation in digital English learning.

In addition, the instrument was adapted from Zhang and Crawford (2024), especially regarding gamified formative assessment, direct feedback, competition, and motivation. This was relevant because Wayground provides scores directly and creates a competitive atmosphere among students. The draft explains that healthy competition and immediate feedback can make language learning more active, enjoyable, and less boring.

The grammar mastery indicators were adapted from Azizah et al. (2025), which focused on the effectiveness of Wayground in enhancing students' grammar mastery through structured and interactive exercises. The previous draft also states that Wayground can help students improve grammar mastery through structured and interactive grammar practice.

3.4. Data collection technique

The data were collected through observation and interviews. First, observation was conducted during the implementation of Wayground as an daily English test. The researcher observed how students used the application, how they responded to the test, and how the score display influenced their participation. The observation also focused on students' enthusiasm, attention, competition, and difficulties during the test.

Second, interviews were conducted with the students after they used Wayground. The interviews aimed to explore students' feelings, opinions, and challenges in using Wayground. The students were asked whether they enjoyed using the application, whether the score display motivated them, and what difficulties they faced during the test.

The data from observation and interviews were used to understand students' experiences more deeply. Observation showed the actual classroom situation, while interviews provided direct information from students about their perceptions and difficulties.

3.5. Data analysis technique

The data were analyzed using thematic analysis. Thematic analysis was used because this study aimed to identify important themes from students' experiences in using Wayground. First, the researcher collected the observation notes and interview results. Second, the researcher read the data repeatedly to understand the overall meaning. Third, the researcher identified important statements related to students' motivation, enjoyment, grammar difficulties, and understanding of the questions. Fourth, the researcher grouped similar data into themes. Finally, the researcher interpreted the themes based on the research questions and related theories.

- a. The themes that appeared in this study were:
- b. Students' enjoyment in using Wayground
- c. Students' motivation through score display
- d. Wayground as an interesting daily test medium
- e. Students' difficulties in grammar
- f. Students' difficulties in understanding the meaning of the questions

3.6. Trustworthiness of the data

To ensure the trustworthiness of the data, this study used triangulation and repeated checking. Triangulation was conducted by comparing the data from observation and interviews. The observation data were used to see students' actual behavior during the use of Wayground, while the interview data were used to understand students' perceptions and feelings.

Repeated checking was also conducted by reading the observation notes and interview results several times. This was done to avoid misinterpretation and to make sure that the findings were relevant to the data.

3.7. Research procedure

- The researcher prepared the observation checklist and interview guide based on the research focus and related theories.
- The students used Wayground as a medium for the English daily test. During this activity, the researcher observed students' participation, enthusiasm, and difficulties.
- The researcher collected data through observation and interviews with the students.
- The researcher analyzed the data using thematic analysis and presented the findings descriptively.

3.8. Ethical Consideration

This study followed ethical principles in conducting research. The researcher asked permission before collecting the data. The participants were informed about the purpose of the study and their involvement in the research. The researcher also maintained the confidentiality of the participants' identities. The students' names were not mentioned in the research report. The data were used only for academic purposes.

4. Results

Based on the observation and interview data, several findings were identified regarding the use of Wayground as an English daily test medium for tenth-grade students at SMKS Kesehatan Bahagia Primanegara Maros.

4.1. Students felt happy when using Wayground

The first finding showed that students felt happy when using Wayground in the English daily test. The use of a digital application made the test feel different from the usual paper-based test. Students did not feel that the activity was too formal or boring. Instead, they felt that the test became more enjoyable. During the observation, students showed positive responses when the test was conducted through Wayground. They paid attention to the screen, answered the questions actively, and showed interest in the activity. This indicates that Wayground created a more enjoyable learning atmosphere.

Most students felt that the app made the testing process more enjoyable because it was visually appealing and different from conventional paper-based tests. Student 1 stated:

"Menurut saya, tes menggunakan Wayground lebih menyenangkan dibanding tes biasa karena tampilannya menarik dan tidak membosankan." (I think taking tests using Wayground is more enjoyable than regular tests because it's visually appealing and not boring).

Furthermore, Student 2 also felt more motivated when working on questions using the app. She stated:

"Saya merasa lebih semangat saat mengerjakan soal di Wayground karena seperti bermain kuis." (I feel more enthusiastic when working on questions in Wayground because it's like playing a quiz).

Additionally, student 3 stated:

"Ketika menggunakan Wayground, saya merasa lebih santai saat tes Bahasa Inggris dibandingkan menggunakan kertas." (When I use Wayground, I feel more relaxed during the English test compared to using paper.)

This finding is related to the concept of gamified learning, where digital features can make learning more active and less monotonous. The previous draft also explains that gamified assessment and immediate feedback can increase students' motivation and make learning more enjoyable.

4.2. Students were motivated by the score display

The second finding showed that the score display in Wayground motivated students to participate more actively. Students felt challenged because they could see their scores after answering the questions. The score display created a sense of competition among students.

Students wanted to get better scores, so they became more serious in answering the questions. This shows that Wayground encouraged students to be more engaged in the daily test. The competitive element did not make students feel pressured; instead, it made the activity more interesting.

Students feel more enthusiastic because they can immediately see the results or scores after answering the questions. Student 1 stated:

"Saya jadi semangat karena bisa langsung lihat nilai saya setelah jawab soal." (I feel enthusiastic because I can immediately see my score after answering the questions).

This statement shows that direct feedback from the application helps students know the results of their work quickly, thus making the test process feel more interesting and interactive.

Additionally, student 2 said:

"Kalau skornya tinggi saya senang, jadi saya mau jawab lebih benar lagi." (If the score is high, I'm happy, so I want to answer

more correctly).

This shows that the scoring system on Wayground can increase students' intrinsic motivation to continue improving their skills

The scoring feature also motivates students to answer questions more quickly and accurately. Student 4 stated:

"Saya jadi ingin menjawab lebih cepat dan benar." (It makes me want to answer faster and more correctly.)

This statement indicates that Wayground not only increases student motivation but also trains their focus and speed in solving problems.

Another finding also supports this result, as Student 5 stated:

"Kalau skornya bagus saya senang." (If I get a good score, I'm happy).

Overall, the results of this study indicate that the scoring feature in Wayground can create a more engaging testing experience, increase learning motivation, and encourage students to be more active and confident in solving English problems.

This finding supports the idea that direct feedback and healthy competition can increase students' engagement. In the literature review, Zhang and Crawford (2024) are used to explain that gamified formative assessment can increase students' motivation through direct feedback and competition.

4.3. Wayground made the English daily test more interesting

The third finding showed that Wayground made the English daily test more interesting. Students felt that the use of the application made the test more attractive because it was different from conventional tests. The digital format, score display, and interactive features helped students become more involved in the activity.

Students also felt challenged to answer the questions correctly because the application showed their performance. This made the daily test feel like a learning game rather than only an assessment activity.

Student 7 stated:

"Tesnya tidak membosankan karena ada fitur-fitur menarik." (The test wasn't boring because it had interesting features).

This statement demonstrates that Wayground's features create a more interactive testing environment than conventional methods. The app's layout and features help students stay focused and enjoy the process of working on the questions.

Wayground not only positively impacts the testing process, but also the overall English learning environment. Student 6 stated:

"Wayground bikin pelajaran bahasa Inggris terasa lebih menyenangkan." (Wayground makes English lessons more enjoyable).

This demonstrates that the use of technology in learning can increase student interest in English. Additionally, student 10 said:

"Saya jadi penasaran mau lihat hasil jawaban saya." (I'm curious to see the results of my answers).

This statement shows that Wayground is able to increase students' curiosity about their learning outcomes.

This finding indicates that Wayground can be used not only as an assessment tool but also as a learning medium that increases students' interest in English learning.

4.4. Students still had difficulties in grammar

Although students enjoyed using Wayground, the finding also showed that some students still had difficulties in grammar. They were interested in the activity, but they sometimes had problems choosing the correct grammatical form.

This means that Wayground helped create motivation and engagement, but students still needed teacher guidance to understand grammar rules more deeply. The application could support grammar practice, but it could not fully replace direct explanation from the teacher.

Student 4 stated:

"Saya sering ragu saat memilih jawaban karena aturan grammarnya belum terlalu paham." (I often hesitate when choosing an answer because I don't really understand the grammar rules).

This statement shows that students' understanding of grammar rules is still limited, so they feel less confident when determining the correct answer.

However, student 9 stated:

"Saya senang pakai Wayground, walaupun grammar agak sulit." (I enjoy using Wayground, even though the grammar is a bit difficult).

This statement shows that the Wayground application is able to create a pleasant learning atmosphere even though the grammar material is still considered difficult by some students.

In addition to having difficulty understanding grammar rules, student 2 said:

"Kadang saya bingung pilih bentuk kata yang benar." (Sometimes I get confused about choosing the correct word form)

This indicates that students still experience difficulties in using word forms, such as verb forms or tenses, when working on grammar problems.

This finding is in line with the previous draft, which states that students may show improved grammar awareness but still face challenges in applying more complex grammar rules accurately.

4.5. Students had difficulties understanding the meaning of the questions

The fifth finding showed that students sometimes had difficulty understanding the meaning of the English questions. Some students did not only struggle with grammar forms, but also with vocabulary and sentence meaning.

This affected their ability to answer the questions correctly. Even when students were motivated to get high scores, they still needed enough vocabulary knowledge to understand the questions.

Student 1 stated:

"Kadang saya bingung arti pertanyaannya karena ada kata yang belum saya ketahui." (Sometimes I am confused about the meaning of the questions because there are words I don't yet know).

This statement shows that a lack of vocabulary mastery makes it difficult for students to understand the content of the questions properly.

Additionally, student 3 stated:

"Saya sering tidak paham maksud kalimat dalam soal bahasa Inggris." (I often don't understand the meaning of sentences in English questions).

This finding suggests that students struggle not only with vocabulary but also with understanding the overall structure and meaning of sentences. This can impact their ability to determine the correct answer.

Difficulty understanding vocabulary was also conveyed by student 6 stated:

"Ada beberapa kosakata yang sulit, jadi saya bingung." (There are some difficult words, so I'm confused.)

This statement shows that the presence of unfamiliar words is one of the main obstacles for students when working on English questions.

Furthermore, student 8 also stated:

"Kadang saya tidak tahu arti pertanyaannya." (Sometimes I don't know what the questions mean.)

This finding shows that some students still have limitations in directly understanding the instructions or content of English questions.

This finding suggests that grammar mastery is closely related to vocabulary understanding. Therefore, teachers need to provide explanations or discussions after the Wayground test so that students can understand both the grammar structure and the meaning of the questions.

The findings showed that the use of Wayground as an English daily test medium gave positive effects on students' learning experience. Students felt happy, interested, and challenged because of the score display. The application made the daily test more interactive and motivating.

However, the findings also showed that students still had difficulties in grammar and in understanding the meaning of the questions. Therefore, Wayground is useful as a supporting medium for English assessment, but teacher guidance is still needed to help students understand grammar rules and vocabulary more clearly.

5. Discussions

The results of this study show that using the Wayground app made the learning environment more fun, engaging, and encouraging for students during their daily English tests. Students had positive feelings about the digital assessment process, especially because the app showed their scores right away and had interactive features that made practicing grammar more enjoyable and less boring. These results back up the idea of student engagement put forward by Lungile M. Nkomo and his team highlight that how students feel and think plays a big role in how much they get involved and succeed in online learning settings. In this study, the excitement of students, their active involvement, and their readiness to respond to questions showed how important emotional engagement is in helping them learn grammar.

The results also match the idea of social constructivism, which says that people learn by actively engaging and having meaningful experiences. Using Wayground helped students learn grammar in a more engaging and real-life way instead of just memorizing rules through standard written exercises. Students got more engaged because the app turned grammar exercises into a fun activity that motivated them to join in and respond right away. This backs up Halil Ibrahim Erbil's idea that important learning experiences allow students to build knowledge more actively by engaging with others and thinking about what they learn.

Also, the results match what earlier research has shown about learning through games and using mobile devices to help learn languages. The fact that students felt encouraged by seeing their scores and being in a competitive environment backs up what Zhen Zhang and Joseph Crawford discovered. They found that using game-like elements in assessments boosts students' inner motivation by providing immediate feedback and fostering friendly competition. In this study, showing scores made students more serious and active in their participation because they wanted to do better than their classmates. The competition that the app brought was seen in a good way instead of making people feel anxious. This shows that adding game-like features can help make grammar learning activities more interesting and keep students more engaged.

Furthermore, the results back up the idea of Mobile-Assisted Language Learning suggested by Ali Kukulska-Hulme and Olof Viberg. They claimed that mobile technology encourages a flexible, interactive, and cooperative way of learning languages. With Wayground, students worked on grammar exercises online and got quick feedback. This support helped them stay engaged while learning. The app also supported self-directed learning since students felt more inspired to raise their scores and grasp the material on their own. This result matches the research done by Jamal Fathi, which discovered that digital learning apps help students manage their own learning better and have a more positive attitude towards learning.

Even though students were interested and motivated, the results also showed that many of students still had trouble with grammar and understanding what the English questions meant. This shows that just having motivation doesn't mean you will automatically become great in grammar. Some students found it hard to use grammar rules correctly, especially when they faced more complicated sentences or words they didn't know. So, even though Wayground has done a great job of get students more involved and interested, it still needs to help from teachers to ensure that students truly understand grammar concepts and the meanings of words.

Another key discovery is that understand the vocabulary affected how well students could answer grammar questions. Many students did not understand what the questions meant, which influenced how well they did, even though they understand of some grammar rules. This discovery indicates that learning grammar is closely linked to building vocabulary since students require to understand the meaning of sentences correctly. So, teaching grammar using digital apps should also include help with vocabulary and explanations in context to make learning more effective.

This research gives a new view compared to earlier studies because it looks at more than just learning results or test scores. It also considers how students feel about their learning experiences and what they think about them. Earlier research on Wayground and similar apps mainly used numbers and statistics to measure how effective they are. In contrast, this study took a qualitative approach to look into how students felt and thought about learning grammar through digital assessment. The results show that how much students enjoy, are motivated, and get involved in their learning plays a key role in how well technology helps them learn a language. This study offers new understanding of how digital learning apps affect students in ways that go beyond just their grades.

The results also offer many useful insights for teaching the English language. First, English teachers can use Wayground as a different way to assess students, making the classroom more lively and helping to lessen

students' boredom during grammar exercises. Next, teachers need to mix digital tools with direct teaching and conversations. This is important because students still need help to understand grammar rules and the meanings of words. Third, teachers should create grammar activities that fit the context and match the language skills of their students. This way, technology can help support learning in a better way. Also, schools need to offer enough technology resources and help with digital skills to make the most of using digital learning apps in the classroom.

In theory, this study supports the connection between social constructivism, student engagement theory, and Mobile-Assisted Language Learning to help explain how students learn grammar digitally. The results indicate that students learn grammar better when they are emotionally connected, actively participating, and helped by engaging digital experiences. Technology serves not just as a way to evaluate but also as a way that encourages hands-on and independent learning.

Even with these contributions, this study still has a few limitations. The study included just a few participants from one vocational high school, so the results cannot be applied to all types of educational settings. This study mainly looked at how students feel and what they experience instead of checking how much their grammar skills improve over a long time. So, it is suggested that future research should include more people from various educational backgrounds and use mixed methods that combine both qualitative and quantitative data. Future studies might look into how Wayground affects students' understanding of grammar, their growth in vocabulary, and their ability to learn independently over a longer period in various English learning situations.

6. Conclusions

This study finds that using the Wayground app helped improve students' experiences with learning grammar in their daily English tests at vocational high schools. The results showed that Wayground made learning more fun, engaging, and motivating by using gamified features. One key aspect was the direct score display, which encouraged students to take part and stay involved. The app made grammar activities less boring for students and helped them become more interested in learning English through a lively digital experience.

The research showed that even though students were Excited and more motivated, they still had trouble using grammar rules and understanding the meanings of English questions. This shows that digital learning apps like Wayground can really help with grammar practice and keep students interested, but they can not completely take the place of teachers who explain things, clarify doubts, and give guidance in context. So, learning grammar works better when we use digital tools along with the right teaching support.

This study highlights the importance of social constructivism, student engagement theory, and Mobile-Assisted Language Learning (MALL) in understanding how interactive digital environments help with language learning. The results show that students understand grammar better when they feel emotionally connected, participate actively, and receive quick feedback through learning experiences that use technology.

This study shows that English teachers can use Wayground as a different way to assess students and help them study in class, which can boost their motivation, involvement, and ability to learn on their own. Schools are encouraged to help include digital learning platforms by enhancing their technology resources and encouraging teachers and students to become more skilled in using digital tools. The results show that when it comes to educational policy, it is crucial to include technology-based learning methods in English language. This approach helps to create learning environments that are more focused on students and more engaging.

Even though this study added valuable information, it was restricted to a small group of participants from just one vocational high school setting. So, it's suggested that future studies include a wider range of participants and various types of educational environments to get more complete results. Future research could use a combination of methods to look at students' experiences and the actual improvements in their grammar skills over a longer time. Furthermore, upcoming researchers might look into how well people understand grammar, how they build their vocabulary, and how they learn on their own when using technology to help them learn English.

Declaration of conflicting interest

The authors declare that there is no conflict of interest in this work

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