Implementation of Wordwall as a Learning Media to Improve Students' Writing Skill

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Abstract

This study examines the effectiveness of Wordwall as a learning media in enhancing the writing skill of students. The Wordwall is an innovative and interactive tool that utilizes technology to engage students in writing activities. A review of related literature suggests that Wordwall as a learning media has been successfully implemented in various contexts to enhance students' writing skill. This study utilized a pre-experimental design known as a one-group pretest-posttest design. This design involved a single group of participants who underwent two measurements: a pretest was conducted prior to the intervention and then followed by a posttest. By comparing the participants' performance on the pretest and posttest, the study aimed to evaluate the impact of the intervention on the measured variable. The results showed that the group taught using Wordwall had a significant improvement in their writing skill. The results of this study have practical implications for language teachers to consider using Wordwall as a learning media to enhance their students' writing skill.

Keywords: Wordwall, learning media, writing skill, interactive learning, technology-based learning

Introduction

Writing is a fundamental aspect of learning, especially in the context of senior and junior school education. The ability to write proficiently is an essential skill that holds great significance in both academic and professional settings. Enhancing students' learning outcomes greatly hinges on their proficiency in written expression. Teachers, as facilitators of knowledge, bear the responsibility of nurturing and developing students' writing abilities (Graham & Alves, 2021).

Writing skill is paramount importance in today's society as they enable effective communication and knowledge construction. In academic contexts, strong writing abilities are essential for students to succeed in their studies (Shrestha, 2020). Writing facilitates critical thinking, analysis, and synthesis of information, allowing students to exhibit their

comprehension of the subject matter (Scott et al., 2020). It also enables them to present complex ideas and arguments in a coherent and organized manner, fostering academic growth and achievement. In professional contexts, effective writing skill is highly valued by employers and contribute to career success. Proficient written communication enables professionals to convey ideas, information, and proposals clearly and persuasively. It plays a crucial role in various aspects of work, such as drafting reports, composing emails, and creating compelling marketing materials. Strong writing abilities also facilitate collaboration, as professionals can articulate their thoughts and contribute to team discussions with clarity and precision (Faulkner & Squillante, 2016) .

In the teaching writing context, educational institutions and teachers must pay attention to writing instruction in order to develop students' writing skill. This involves providing explicit instruction, offering ample opportunities for practice and feedback, and integrating digital technologies to enhance the writing process and promote digital literacy (Borg, 2019). Various learning media can be applied to enhance the writing skill of students. One of these media is Wordwall. This article aimed to examine the effectiveness of Wordwall as a learning media in improving students' writing skill.

Wordwall offers a range of interactive activities and templates designed to foster creativity, critical thinking, and effective communication. These activities can be tailored to suit different grade levels and writing objectives, providing a diverse and engaging learning experience. The interactive nature of the platform, with its visually appealing games and quizzes, captures students' attention and encourages their active involvement in the learning process. For instance, Wordwall's "Fill in the Blanks" activity allows students to practice grammar and sentence construction, while "Word Search" puzzles promote vocabulary expansion and word recognition. By integrating the activities of wordwall into the process of learning, teachers can stimulate an interactive and dynamic learning environment that nurtures students' writing skill. (Nenohai et al., 2022)**.**

In addition, the collaborative features offered by Wordwall empower students to engage in writing projects together, fostering a climate of peer-to-peer learning and collaboration. Through collaborative efforts, students can join forces in tasks like co-authoring stories, providing feedback on each other's work, and engaging in constructive editing. This not only enhances their writing proficiency but also cultivates their teamwork skills, effective communication abilities, and a strong sense of ownership over their writing endeavors. Extensive research has demonstrated that collaborative writing activities result in improved writing fluency, enhanced creativity, and overall elevated writing quality (Zaharani, 2022)**.**

In addition to its interactive and collaborative features, Wordwall provides immediate feedback to students, allowing them to identify and rectify writing errors in real-time. This instant feedback mechanism promotes self-reflection and continuous improvement. By receiving immediate corrections and suggestions, students can learn from their mistakes and refine their writing skill more effectively. This timely feedback also saves teachers' time and enables them to focus on individualized instruction and targeted interventions for students who require additional support (Ulya et al., 2020)**.** The implementation of Wordwall as a learning media holds immense potential for improving students' writing skill. Its interactive activities,

collaborative features, and instant feedback mechanism contribute to a more engaging and effective learning experience. By incorporating Wordwall into the learning process, teachers can empower students to develop stronger writing abilities, enhancing their communication skills and preparing them for success in the digital age (Kurniasih & Arifin, 2015)**.**

A study conducted by Safitri et al., (2022) demonstrated that the use of Wordwall can increase students' motivation to learn. The Wordwall provides exciting games and interactive activities that make learning enjoyable, thus increasing students' motivation to learn. The study found that the use of Wordwall was effective in improving students' motivation to learn, and the students enjoyed the various games and activities provided by the platform. Another study from Mazelin et al., (2022) stated that using the wordwall increased students' engagement in the classroom. In the process of learning activities, students were interested and excited to participate in the activities of the class because wordwall provided varied activities and games that made students get positive engagement and participation. On the other study made by Rahmawati & Wijayanti, (2022) found that using wordwall as a joyful learning strategy was capable to improve students' reading comprehension skill. It was said that the features in wordwall brought the learning process more enjoyable to follow and easy to understand. Putting words into games and joyful activities made the students were more enjoyed and excited to catch up the reading material.

The findings of this study provide valuable insights for language teachers to consider using Wordwall as a learning media to enhance students' writing skill. By integrating technology and interactive exercises into the teaching of writing, teachers can establish a more captivating and stimulating learning atmosphere, consequently boosting students' motivation to learn and enhance their writing abilities. In general, this study holds substantial implications for the field of language instruction, specifically within the domain of writing education. This study discusses the effectiveness of Wordwall as a learning media to improve students' writing skill.

Research Method

The study utilized a pre-experimental one-group pre-test post-test design which involved a single group as a subject study who underwent two measurements and a treatment. The writer used purposive sampling because the sample was not chosen randomly. Therefore, the writer decided the subject study was eleventh grade students of social class 2 (XI IPS 2).

The study followed a specific procedure to ensure consistency and accuracy in data collection. The procedure involved three main steps: pretest, intervention, and posttest. Firstly, the participants completed the pretest, which assessed their writing skill before the intervention. Next, the intervention is implemented, utilizing the Wordwall as a learning media to enhance the students' writing skill. Finally, the participants underwent the posttest, which measured their writing skill after the intervention.

The collected data from the pretest and posttest were analyzed using appropriate statistical techniques. Descriptive Statistics, such as minimum score, maximum score and means, was calculated to summarize the students' writing scores. Additionally, inferential statistics, such as Paired Sample T-tests, was administered to establish the significance of any

improvements in the students' writing skill after the implementation of the Wordwall. In order to use T-test, the data distribution must be normal, then the analysis of data distribution normality was assessed using the Tests of Normality.

Findings and Discussion

Tests of Normality is used to see whether the data distribution is normal or not. The data distribution used Shapiro-Wilk Test because the respondents or the number of students as the subject study is less than 50 respondents (N<50). The calculation rule defines that data distribution normal is the Sig. more than 0.05 (> 0.05), if the Sig. less than 0.05 (< 0.05) means the data distribution is not normal (Mat Roni & Djajadikerta, 2021).

Table 1: Tests of Normality

Tests of Normality						
	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest	.136	36	.092	.962	36	.248
Posttest	.144	36	.057	.958	36	.189
a. Lilliefors Significance Correction						

The Shapiro-Wilk Test result of Normality Test indicates that the Sig. value for the pretest was 0.248, while the Sig. value for the post-test was 0.189. The findings indicate that the data distributions for both the pre-test and post-test follow a normal distribution. This is supported by the fact that the Significance values for both tests are above 0.05. In a normal distribution, the data is randomly dispersed around the mean, meaning that data scores close to the mean are more likely to occur compared to those further away from the mean value. Then, the collected data is able to be calculated using T-test since the data distribution is normal.

Descriptive statistics is a field of statistics that focuses on giving summarization, arrangement and prensentation of data in a meaningful manner. It provides a way to describe and understand about the number of respondents, minimum score, maximum score and mean (Hannabuss, 2021).

Table 2: Descriptive Statistics

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	36	60.00	75.00	69.2222	3.52226
Posttest	36	75.00	89.00	82.5278	3.58159
Valid N (listwise)	36				

As the table above shows, the pretest was administered to 36 students with the minimum score 60, maximum score 75 and mean 69.2. While the posttest was adiministered to 36

students with the minimum score 75, maximum score 89 and mean 82.5. Therefore, the writer used the score of pretest as an initial and the score of posttest used as a final score.

The writer employed the Paired Sample T-test to examine the data sampling. This test compares the means of paired samples to see the difference of the samples, assuming that the data follows a normal distribution. The paired samples are the same subject that is each variable measured in different time and situation. (Hannabuss, 2021).

Table 3: Paired Samples Test

		Paired Differences							
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	Pretest-Posttest	-13.30556	5.34960	.89160	-15.11560	-11.49551	-14.923	35	.000

If the Significance value (Sig. 2-tailed) is lesser than 0.05, it means that between the initial score and final score are significantly difference. Conversely, if the Significance value (Sig. 2 tailed) is bigger than 0.05, it means that between the initial score and final score are not significantly difference (Mat Roni & Djajadikerta, 2021). According to the table 3, the Sig. value (2-tailed) is 0.000, indicating that it is smaller than 0.05. This suggests a significant impact of the treatments provided to students in enhancing their writing skill. In other words, the utilization of Wordwall has been found to positively contribute to the improvement of students' writing skill.

The main purpose of this study was to find out the effectiveness of wordwall as a learning media to improve students' writing skill. The cycle of the study was pre-test, treatment, post-test. Therefore, the score of pre-test used as the initial score, the score of post-test used as the final score, and wordwall as the treatment for the students of XI IPS 2 as the subject study.

Descriptive Statistics, performed using SPSS for Windows Release Version 25.0, were utilized to measure the pre-test and post-test to give general description such as minimum score, maximum score and mean. The analysis outcomes indicated that in the pre-test, the lowest score achieved was 60, the highest score was 75, and the average score was 69.2. Conversely, in the post-test, the minimum score recorded was 75, the maximum score was 89, and the mean score was 82.5. The mean of the pre-test was identified as the initial mean, while the mean of the post-test was regarded as the final mean.

In order to see the significant improvement of the students in their writing skill, the writer compared the mean of pre-test and post-test by using T-test to see the significant improvement of their score. T-test is used to compare the means if both the score of pre-test and post-test are normal distribution. Therefore, the writer used Test of Normality of Shapiro-Wilk to find out whether the scores of pre-test and post-test are normal distribution. The Shapiro-Wilk Test was performed to examine the normality of the pre-test and post-test scores. The obtained

significance values (Sig.) were 0.248 for the pre-test and 0.189 for the post-test. Given that both significance values exceeded the value of 0.05, it indicates that the scores from both tests or data distributions are normal distribution.

After knowing that the data distribution of the score pre-test and post-test were normal, then the writer compared the mean of pre-test and mean of post-test by using T-test. The T-Test results indicated that Sig. (2-tailed) is 0.000, which was lesser than the significant level of 0.05. This showed that there was a significant influence on the treatments given to the students in improving writing skill. It can be inferred that the implementation of wordwall as a learning media was effective to improve students of XI. IPS 2 in their writing skill.

Many studies (Ulya et al., 2020; Kurniasih & Arifin, 2015; Zaharani, 2022; Elyana, 2019; Yanti et al., 2022) stated that Wordwall was effective in improving students' writing skill. The wordwall provided students with various interactive activities, such as word games, sentence completion, and matching activities, which helped them to learn new words and improve their sentence structures. Additionally, Wordwall should be used strategically to ensure its effectiveness in improving writing skill. Teachers needed to align the platform's activities with specific learning objectives and tailor them to suit students' needs and proficiency levels. It was crucial to provide clear instructions, modeling, and guidance to students to maximize the benefits of the platform and ensured that students were developing their writing skill effectively. It can be concluded that wordwall can be a valuable learning media to enhance students' writing skill. Its interactive nature, immediate feedback, collaborative features, and customization options offer opportunities for engaging and effective writing practice. By incorporating wordwall activities alongside writing instruction, teachers can create a comprehensive and supportive environment that nurtures students' writing skill.

Conclusion

In conclusion, the implementation of the Wordwall as a learning media has shown promise in improving students' writing skill. Through its interactive and engaging activities, Wordwall provides various games and activities that promote vocabulary development, spelling practice, and collaborative writing tasks. The literature review has brought attention to the significance of writing competence in academic and professional contexts, underscoring the necessity for implementing effective approaches to improve students' writing abilities. The Wordwall offers valuable activities for teachers to incorporate technology and gamification into the classroom, making the learning process more enjoyable and motivating for students. By actively participating in writing activities through Wordwall, students have the opportunity to practice and refine their writing skill in a supportive and interactive environment.

Studies have consistently shown positive outcomes in terms of improved writing skill when using the Wordwall. The implementation of wordwall has resulted in increased motivation, engagement, and active participation among students. By integrating technology into the writing process, Wordwall enables students to develop essential writing skill such as organization, coherence, grammar, and vocabulary usage. The gamified elements of Wordwall,

including word race games and word matching activities, provide an enjoyable and interactive learning experience, which has been found to enhance students' motivation to write.

It is important to note that the effectiveness of the Wordwall as a learning media is influenced by various factors, including teacher guidance, instructional design, and individual student characteristics. Teachers play a crucial role in facilitating the implementation of the Wordwall and providing guidance and support to students as they engage in writing activities. Additionally, the design of the activities and the alignment with specific learning objectives contribute to the effectiveness of the wordwall.

In conclusion, the implementation of Wordwall as a learning media has demonstrated its potential to improve students' writing skill. By leveraging technology and gamification, Wordwall offers an engaging and interactive platform that fosters motivation and active participation in writing activities. Teachers can consider incorporating the Wordwall as a learning media into their teaching practices to enhance students' writing skill and create a dynamic learning environment.

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