

A Study Wordwall Media for Students' Descriptive Text Writing Skill

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Abstract

Writing is one of the important skills in English. However, students often feel bored and struggle with writing learning both in generating ideas and in structuring. Particularly in descriptive text lessons, students often perceive that writing descriptive texts is very difficult. As a teacher, one should provide enjoyable learning experiences by utilizing appropriate learning media. This can help motivate students to engage more actively in their studies, one of which is through the use of Wordwall media. This research aims to determine students' responses to game-based learning media, specifically Wordwall, to assess the descriptive writing abilities. In this study, the researcher employed a descriptive qualitative method, focusing on events occurring in the field. The research was conducted at SMP Al-Ilyasy, with the subjects being XI B students. The data collection techniques used by the researcher included observation, interviews, questionnaires, and documentation. The results of this study have shown that the use of Wordwall media has a significant positive impact on students, particularly in enhancing their skills in writing descriptive texts. The responses provided by the students clearly indicate that Wordwall media not only makes the learning process more effective but also successfully increases their motivation to learn.

Keywords: writing, descriptive text, wordwall media



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Introduction

Writing is one of the skills that are important in educational environments, including by students in this modern era. Writing is a language skill that interprets concepts, feelings, and ideas into a piece of writing that is followed by the writing process (Febriyanti, 2022). In addition, writing is also supported by several factors, namely spelling, punctuation, and use of capital letters, cohesion, unity and organization. Actually, there are also other factors such as paragraph arrangement and inability to parse ideas into writing. Many students assume that writing is the most complex skill compared to speaking, listening, and reading skills, especially in English subjects.

In writing descriptive texts, strong ideas are needed to express language in the written form. Previous researchers Zaharani (2022), that Descriptive text is a paragraph that is defined as a group of sentences that are closely related in thought and that serve a single commentary process that is often used to describe what a person looks and acts, what a place looks like, and what an object looks like. The purpose of descriptive text writing is to depict and explain a specific matter, which has already been discussed in the article (Sipayung et al., 2021). However, there are several common difficulties that students often encounter when composing descriptive texts include lack of motivation, insufficient writing practice, disinterest in learning English, lack of confidence, and the perception that writing in English is difficult and boring. These challenges were previously identified by Daulay, (2023) who researched the difficulties experienced by students in learning descriptive texts.

Therefore, as a teacher, you should use appropriate methods to teach writing skills to students. One of these methods is using media. The use of media in teaching is crucial as it can minimize student boredom, especially since most teachers rely on lecture-based methods during classroom instruction. By utilizing media, students can enhance the quality of their learning and ignite their enthusiasm for studying. According to Pradani (2022), learning media is a tool used in educational activities. Wordwall Learning Media is one of the user-friendly interactive learning resources that can boost students' enthusiasm and interest in learning. Wordwall is a web media that is very practical for teachers to use in the classroom and also of course free. In addition to being easy and inexpensive to use, this medium also offers a wide range of options for presenting material and questions, such as quizzes on television programs. In addition, Wordwall can be accessed from any device that has an internet connection, so it can be used in a variety of situations, including distance learning (Erick, 2020). Where teachers can monitor student progress in real-time during the game. This allows teachers to provide immediate feedback and understand what level of understanding learners' are. Therefore, educators can use alternative options to diversify their teaching materials. Fun and diverse media will make students more communicative and motivated to participate in the learning process. For example, using media in learning activities or mini-games in the classroom can make students enjoy learning and enhance their writing skills.

The existence of instructional media will be simpler to attain optimal student capacities through optimal learning if instructional resources are available to encourage students to participate actively and creatively in the teaching and learning process. Students' learning maturity rises and mastery of the subject matter gets simpler. This is what causes educators to have additional burdens, so they can present interesting lessons that do not make students feel bored in class. With the use of this media, it can be predicted that students in English will be more active because they receive something new in class with a different method than usual.

One of them is the use of Wordwall media in the classroom, which is very helpful for educators in teaching and learning activities. As experienced by the researcher when using Wordwall media to teach in class IX B at Al-ilyasy junior high school, it was used to give quizzes to students to assess their understanding of the material provided. The students were very enthusiastic in answering questions on the projector screen without needing to be directed one by one by the teacher. Students became more active and responsive in answering quizzes because with this media, they felt like they were participating in a television quiz show. Therefore, the use of Wordwall media has proven to be enjoyable and engaging when used in learning, especially in English language subjects for young students.

This research reflects on previous research, namely based on the results of research data conducted by Fitria (2023), it is explained that the use of Wordwall in learning can enhance students' motivation to learn English. Wordwall also provides examples of teacher creativity, allowing new users to have an idea of what kind of creations they will make. Based on the explanation provided above, the researcher chooses a study on descriptive text writing using Wordwall, titled "A Study Wordwall Media for Students' Descriptive Text Writing Skill".

Methods

In this study, the researcher used a qualitative description method which focuses on discoveries within the descriptive text writing class. This type of qualitative description research is to describe and know existing phenomena or facts, both naturally and man-made (Fitria, 2023). While Turale, (2020) Beginning researchers need to be aware that there may be traces of other research approaches in qualitative description, such as phenomenology or ethnography, which may be confusing when considering research theory. So often there is a gray area between philosophical and theoretical attitudes in qualitative approaches. Qualitative description is very suitable for studies involving questionnaire design, or where there is a need to develop direct and immediate descriptions of phenomena facts. So this research is descriptive in nature, focusing on what happens in the field.

The subject of this study is a student of class IX B of SMP al-ilyasy Tambelangan. Research instruments are measurement tools to facilitate a study. In qualitative research, humans are the main instrument. This means that every new finding is highly dependent on the researcher themselves. The research data will continue to evolve according to the facts in the field. Therefore, every collected data is temporary. Data continues to develop alongside the facts discovered by the researcher Waruwu, (2023). Research instruments such as observation, interviews, questionnaire and documentation serve to support the researcher's main role.

Technique of Data collection is the most important step Strategic in research because getting data is the main purpose of the study. Without knowing the Technique Data collection, then researchers will not get data that meets established data standards (Pahleviannur et al., 2022). There are several data collection techniques used by researchers, namely observation, which is conducted to identify the problems experienced by students during English language learning, particularly in writing descriptive texts. The researcher conducts observations by monitoring what happens to students in the classroom and the complaints mentioned by students after the use of the wordwall media. This is followed by interviews conducted with one of the students from class IX B. Researcher use questionnaires after conducting interviews with IX B grade students. This is one of the techniques used by researchers for data collection, allowing the researcher to draw conclusions related to the conducted research. The questions in the questionnaire inquire about how students' respond after learning using Wordwall media. sThe researcher also documents each of these activities as data reinforcement.

Data analysis is the process of systematically searching for and organizing data from observations, interviews, and documentation in the field (Waruwu, 2023). The implementation of data analysis in qualitative research begins with data collection, during which the researcher gathers information necessary for the study. Subsequently, the researcher records the data obtained based on the research location. Data reduction is the process of simplification, grouping, and discarding unnecessary data. This process is carried out by the researcher to make the data obtained in the field more straightforward. The final step is to draw conclusions based on the data collected by the researcher. This can be done by explaining the meaning of the data found and summarizing the research findings into one conclusion.

Results and Discussions

1. Results

The type of research conducted by the researcher is qualitative description research aimed to know responses of students towards the Wordwall media in learning to write descriptive texts. In this study, the researcher examines the existing issues to obtain information about the conditions occurring in the field. The researcher here is also an English teacher in class IX B who will implement learning using Wordwall as a learning medium. This research is conducted under normal conditions, similar to regular teaching and learning activities.

The first step taken by the researcher was to observe the teaching and learning process before using the Wordwall media. This activity was conducted in a class consisting of the researcher as a teacher and several students, utilizing Word Wall media for teaching descriptive text writing to the students of class IX B at SMP Al-ilyasy. During the observation, the researcher found that students often faced difficulties in writing descriptive texts due to limited ideas to express in their writing. Before conducting the learning process and delivering the learning material, the researcher establishes all plans that must be completed. This includes research instruments and teaching administration. This activity is carried out to ensure that the research is successfully achieved. The researcher provides material on descriptive text such as the definition, purpose of the text, text structure, and language features used. After the students understand the material on descriptive text, the researcher conducts a quiz game using the Wordwall media, which contains questions related to the material on descriptive text. After the game is completed,

the researcher assesses the students' skills in writing descriptive texts using Wordwall media, where students will select a number from the "open the box" game, which contains images that will indicate what object the students need to describe.

In the second step, the researcher conducted interviews with 3 students as representatives of class IX B. During this interview, the researcher posed unstructured questions to the students throughout the interview session. The following are the results obtained from the interviews:

Student 1: *"sangat seru dan juga gampang mempelajari bahasa inggris menggunakan media Wordwall", "ya sangat efektif karena dengan menggunakan media wordwall kita bisa lebih memahami apa itu deskriptif teks".* (It's very exciting and also easy to learn English using Wordwall media. Yes, it is very effective because by using wordwall media we can better understand what descriptive text is).

Student 2: *"sangat seru, mudah di fahami dan dihafalkan", and "harusnya iya karena lebih gampang memahami pelajaran".* (Very exciting, easy to understand and memorize. And it should be because it is easier to understand the lesson).

Student 3: *"belajar menjadi makin seru, tidak bosan dan juga bisa main sambil belajar".* (Learning becomes more exciting, not boring and can also play while learning).

After being assigned tasks through the Wordwall media, for data collection, the researcher prepared instruments to measure students' responses in learning using Wordwall media, which consisted of a questionnaire for the students. The questionnaire provided is based on previous research Jannah & Syafryadin, (2022) which explains in their study that student responses in the questionnaire can be divided into five categories: 'Strongly disagree', 'Disagree', 'Neutral', 'Agree', and 'Strongly agree'. This questionnaire consists of 10 points related to student responses.

Table 1.
Student Research Questionnaire IX B SMP Al-Ilyasy

No.	Students responses indicator	Description				
		1	2	3	4	5
1	I am pleased to learn English using Wordwall media.	-	-	3	4	5
2	I easily understand the questions provided by the teacher using Wordwall media.	-	2	-	3	7
3	Learning with Wordwall media creates an energetic and interactive classroom atmosphere.	-	-	1	8	3
4	I was motivated to learn descriptive texts using Wordwall media	-	-	7	3	2
5	I like to write descriptive text according to the images I get in the Wordwall box	-	-	6	3	3
6	I like to collaborate and compete with friends in wordwall question sessions	-	-	4	4	4
7	Playing questions using Wordwall media is very fun and challenging	-	-	1	4	7
8	Learning with Wordwall media makes it easier to get ideas in writing descriptive texts	-	1	2	5	4
9	I really want to learn again using Wordwall media	-	-	5	3	4
10	Wordwall media must still be used to learn English	-	-	1	6	5

Note:

- 1) strongly disagree
- 2) disagree
- 3) neutral
- 4) agree
- 5) strongly agree

Overall, the students' response to the use of Wordwall media in English learning in class IX B SMP AL-ILYASY is very positive. The majority of students demonstrate high enthusiasm and motivation in learning using this media. Most students feel pleased to learn English using Wordwall **(point 1)**. They find playing questions using Wordwall to be very enjoyable and challenging **(point 7)**. Students are very eager to return to learning using Wordwall media **(point 9)**. Most students find it easy to understand the questions given by the teacher using Wordwall **(point 2)**. Wordwall helps create an energetic and interactive classroom atmosphere **(point 3)**. The Wordwall media facilitates students in generating ideas for writing descriptive texts **(point 8)**. Students are motivated to learn descriptive texts using Wordwall **(point 4)**. They enjoy the activity of writing descriptive texts based on images in Wordwall **(point 5)**. Students like to collaborate and compete with their peers during the Wordwall question sessions **(point 6)**. And the student highly recommends that the Wordwall media continue to be used in English language learning **(point 10)**.

2. Discussions

The results of this research indicate that the use of Wordwall media has a positive impact on students' English learning experiences, particularly in their descriptive text writing skills. Students' responses reveal that Wordwall media assists them in learning more effectively, enhances their motivation, and contributes to better descriptive text writing. These findings are consistent with existing research; Fitria, (2023) in her study states that the use of Wordwall media can identify students' independence and motivation in learning English.

One of the most significant outcomes of this research is the students' response when using the Wordwall media. Based on the results from the questionnaire conducted by the researcher, it shows that Wordwall media is effective in enhancing student engagement and motivation in learning English. Teachers can also continue to utilize Wordwall as an interactive and enjoyable learning aid, and the school can support the use of Wordwall media in the learning process. This is consistent with other studies, such as Fatmawati and Wahyudi, (2023) which found that students who use learning media are more engaged and enthusiastic about participating in language learning. This research echoes these findings, as the majority of students feel more motivated to learn to write descriptive texts in English through wordwall media, particularly because this media offers a variety of enjoyable and diverse templates that differ from traditional lecture methods.

The results also highlight that more than 90% of students reported that the wordwall media helped them better understand descriptive texts. These findings are in line with a study by Riswanto, (2023) which showed that learning using wordwall media allows students to enhance their writing skills more easily than in lecture method classes.

The findings of this research provide important insights for education policymakers and curriculum developers in Indonesia. Considering the increasingly dominant role of mobile technology in the education sector, the integration of learning media such as Wordwall into the curriculum can be an effective strategy for enhancing students' writing skills sustainably. This aligns with the work of Erick (2020), which states that Wordwall serves as a learning resource for students and an assessment tool. This media offers examples of teacher creations as well as templates for games and quizzes that can be utilized by educators. To engage students, this media includes a combination of images, audio, animations, and interactive activities.

Conclusion

Based on the results and discussions of the research presented above, it can be concluded that the use of Wordwall media has a significant positive impact on students' English learning experiences, particularly in enhancing their skills in writing descriptive texts. The responses provided by the students clearly indicate that Wordwall media not only makes the learning process more effective but also successfully increases their motivation to learn. Furthermore, the use of Wordwall has proven to

contribute to students' ability to write descriptive texts more effectively. These results are in line with previous research results that emphasize that the utilization of Wordwall media can encourage students' independence and motivation in the context of English language learning. The implications of this research are highly relevant for educators, where teachers can adopt Wordwall as an interactive and enjoyable learning aid in the classroom. Furthermore, it is expected that the school administration will also provide support for the use of Wordwall media as an integral part of the learning process. This research also offers valuable insights for education policymakers and curriculum developers in Indonesia. With the increasing dominance of mobile technology in the education sector, the integration of learning media such as Wordwall into the formal curriculum can be an effective strategy to enhance students' writing skills sustainably. This will not only enrich students' learning experiences but also prepare them to face educational challenges in the digital era.

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