

THE EFFECTIVENESS OF USING WORDWALL PLATFORM FOR STUDENTS' ENGLISH WRITING SKILL

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Received: 8 May 2026, **Revised:** 16 May 2026, **Accepted:** 25 May 2026

Abstract

This study aimed to examine the effectiveness of the Wordwall platform in improving descriptive writing skills among eleventh-grade students at SMK Plus Umar Zahid Semelo, Jombang, East Java. A pre-experimental design with a one-group pre-test and post-test was applied, involving 30 students as the sample. The research instruments included essay writing, fill-in-the-blank, and matching tests administered before and after the treatment. Data were analyzed using the Paired Sample t-test to determine significant differences in students' performance. The results indicated a notable improvement in students' writing skills. The mean score increased from 29.47 in the pre-test to 63.66 in the post-test. The significance value of 0.000 (< 0.05) confirmed that the null hypothesis was rejected. These findings suggest that Wordwall is effective in enhancing students' understanding of descriptive text, while also increasing motivation and engagement.

Keywords: Descriptive Text; Wordwall Platform; Writing Skill

Abstrak

Penelitian ini bertujuan untuk mengkaji efektivitas platform Wordwall dalam meningkatkan keterampilan menulis deskriptif di kalangan siswa kelas XI SMK Plus Umar Zahid Semelo, Jombang, Jawa Timur. Desain pra-eksperimental dengan pre-test dan post-test pada satu kelompok diterapkan, dengan melibatkan 30 siswa sebagai sampel. Instrumen penelitian meliputi tes menulis esai, mengisi celah, dan mencocokkan yang dilaksanakan sebelum dan sesudah perlakuan. Data dianalisis menggunakan Uji-t Sampel Berpasangan untuk menentukan perbedaan yang signifikan dalam kinerja siswa. Hasil penelitian menunjukkan peningkatan yang signifikan dalam keterampilan menulis siswa. Nilai rata-rata meningkat dari 29,47 pada pra-tes menjadi 63,66 pada pasca-tes. Nilai signifikansi sebesar 0,000 ($< 0,05$) menegaskan bahwa hipotesis nol ditolak. Temuan ini menunjukkan bahwa Wordwall efektif dalam meningkatkan pemahaman siswa terhadap teks deskriptif sekaligus meningkatkan motivasi dan keterlibatan.

Kata kunci: Teks Deskriptif; Platform Wordwall; Keterampilan Menulis

INTRODUCTION

In the era of globalization, English has become an essential language used worldwide. However, learning English still presents significant challenges due to limited learning support and frequent curriculum changes, which often lead to confusion among teachers and students (see Zein et al., 2020; Ro'is et al., 2024; Purwaningtyas et al., 2025). One of the most difficult skills for students to master is writing (see Arifin, 2018; Saputra et al., 2022; Arifin & Harida, 2022), as it requires the ability to organize ideas, apply appropriate vocabulary, and use correct grammar structures.

Writing is a complex process that involves several stages, including planning, drafting, and revising. Baharudin et al. (2023) state that many students struggle to express their ideas effectively in written form, which results in low writing performance and lack of confidence. This condition is further influenced by limited practice opportunities and lack of constructive feedback in the learning process. However, Nisa et al. (2025) state that traditional teaching strategies frequently fail to inspire students and make learning to write tedious, which prevents them from acquiring writing proficiency and developing their writing abilities

In response to these challenges, the use of technology in education, particularly online assessment, has increased in recent years. According to Kurniati et al. (2023) online platforms can provide faster feedback and more flexible learning environments. However, their implementation also faces several challenges such as poor internet access, lack of student discipline, and issues related to academic integrity. Amalia (2020) state that as technology evolves, there are more varied ways to deliver online and distance

learning courses, which also introduce new difficulties like ensuring accessibility, legal issues, identity protection, and the potential for academic dishonesty

One of the interactive platforms that can be used in learning is Wordwall. According to Amri & Sukmaningrum (2023) this platform allows teachers to create various game-based learning activities that can increase student engagement and participation. Previous studies have shown that technology-based learning media can improve students' motivation and learning outcomes, especially in writing skills. However, studies focusing specifically on the effectiveness of Wordwall in improving writing skills in the Indonesian context are still limited.

Therefore, this study aims to examine the effectiveness of the Wordwall platform in improving students' writing skills, particularly in descriptive text. This research is expected to contribute to the development of more effective and engaging English teaching strategies by integrating technology-based learning media.

METHOD

This study employed a quantitative approach using a pre-experimental design with a one-group pre-test and post-test model. According to Sugiyono (2020) the experimental research method is a research method conducted by experiment, which is a quantitative method, used to find the effect of independent variables (treatment/control) on the dependent variable (outcome) under controlled conditions. Conditions are controlled so that no other variables affect the dependent variable. For conditions to be regulated, experimental research uses control groups, and often experimental research is conducted in laboratories. This design was

used to determine the effectiveness of the Wordwall platform in improving students' writing skills by comparing their performance before and after the treatment.

The research was conducted at SMK Plus Umar Zahid Semelo, Jombang, involving 30 students of grade XI as the sample. The participants were selected using purposive sampling, as they had already acquired basic knowledge of English writing, making it possible to measure their improvement after the treatment.

The research procedure consisted of three main stages: pre-test, treatment, and post-test. The pre-test was administered to measure students' initial writing ability in descriptive text. After that, the students received three sessions of treatment using the Wordwall platform, which provided interactive and gamified learning activities such as "Find the Match" and "Complete the Sentence." Finally, a post-test was conducted to evaluate students' writing improvement after treatment.

The research instrument used in this study was a writing test consisting of essay and objective items. The tests were designed based on descriptive text material and assessed several aspects of writing, including content, organization, vocabulary, and grammar. The instrument had been validated by experts to ensure its appropriateness and reliability.

Information from pretest and posttest findings was used to support this hypothesis, which was determined using a t-test equation with the following assumption

Null Hypothesis (H_0):

There is no significant difference in the writing skills of Grade XI students at SMK Plus Umar Zahid Semelo Jombang before and after using the Wordwall platform for English writing.

Alternative Hypothesis (H_1):

There is a significant difference in the writing skills of Grade XI students at SMK Plus Umar Zahid Semelo Jombang before and after using the Wordwall platform for English writing.

FINDINGS AND DISCUSSION

In this section, the researcher presents the study findings, focusing on students' writing skills before and after the implementation of the Wordwall platform. The discussion includes a comparison of pre-test and post-test results to identify the improvements achieved through the intervention. To provide a clear overview of the data collection process, the following section summarizes the research procedures carried out during the study.

The study was conducted in five meetings, starting with a pre-test to measure students' initial ability in writing descriptive texts. The treatment was implemented through three stages using the Wordwall platform. **First**, students were introduced to Wordwall and the basic concepts of descriptive text, including its definition, purpose, structure, and examples. **Second**, students participated in guided group activities using Wordwall to strengthen their understanding through interactive exercises. **Third**, students practiced individually using Wordwall to assess their comprehension and engagement. Finally, a post-test was administered to evaluate students' improvement after the treatment. The results of the pre-test and post-test were then compared to determine the effectiveness of Wordwall in students' writing skills.

The descriptive statistics data can be described as follows:

Table 1: Paired sample statistic

Statistic	Pre-test	Post-test
Mean	55.93	83.20
Std. Deviation	11.21	9.41
Minimum	16.00	58.00
Maximum	78.00	98.00

The data show a significant improvement in students' writing skills after the treatment. The mean score increased from 55.93 to 83.20, while the standard deviation decreased, indicating more consistent performance. Additionally, the increase in minimum and maximum scores shows that both lower and higher achievers improved. The result of normality test can be described as follows:

Table 2: Normality test

Variable	Test	Sig. value
Pre-test	K-S	0.033
Post-test	S-W	0.004
Pre-test	K-S	0.200
Post-test	S-W	0.081

The Shapiro–Wilk test indicates that the pre-test data are not normally distributed (Sig. < 0.05), while the post-test data are normally distributed (Sig. > 0.05). Therefore, a non-parametric test, namely the Wilcoxon Signed Ranks Test, was used to analyze the difference between the scores.

The result of Wilcoxon Signed Ranks Test can be described as follows:

Table 3: Wilcoxon signed ranks test

Category	N	Mean Rank	Sum of Ranks
Negative Ranks	0	0.00	0.00
Positive Ranks	30	15.50	465.00
Ties	0	-	-
Test Statistics		Value	
Z		-4.784	
Sig. (2-tailed)		0.000	

The results show that all students experienced improvement (positive ranks = 30, no negative ranks). The significance value (0.000 < 0.05) indicates a significant difference between pre-test and post-test scores. Therefore, it can be concluded that the treatment using Wordwall significantly improved students' writing skills. As supported by Malisa (2025) Wordwall helps the writing learning process and makes students more motivated, more understanding, and more comfortable. The significant increase in students' scores from pre-test to post-test indicates that gamification-based learning can enhance students' ability to organize ideas, use appropriate vocabulary, and apply correct grammar.

The statistical analysis using the Wilcoxon Signed Ranks Test showed a significance value of 0.000, which confirms that there is a significant difference between students' writing performance before and after the implementation of Wordwall. This finding supports previous studies Amri & Sukmaningrum (2023) that state Wordwall has been effectively used in different situations to boost students' writing skills. Maharani et al. (2025) state that this is targeted at improving writing skills and motivation among eighth-grade learners at Sekolah Indonesia Johor Bahru. Furthermore, the use of Wordwall creates a more interactive and engaging learning environment, which increases students' motivation and participation during the learning process. Osabutey et al. (2024) state that students often face difficulties in writing due to lack of practice and low confidence and that technology-based platforms can provide more effective and immediate feedback.

In conclusion, Wordwall can be recommended as an alternative learning

medium for teaching writing, especially in improving students' descriptive writing skills. Its interactive and gamified features not only enhance learning outcomes but also create a more enjoyable and effective learning experience for students.

CONCLUSION

Students' initial writing ability was categorized as low, as reflected in the pre-test mean score of 29.47. This result indicates that many students still struggled to develop descriptive paragraphs, particularly in organizing text structure, choosing appropriate vocabulary, and applying correct grammar. After the implementation of Wordwall across three sessions, there was a notable improvement, with the post-test mean rising to 63.66. The use of gamified activities encouraged students to participate more actively, maintain focus, and stay engaged throughout the learning process.

The statistical analysis using the Paired Sample t-test yielded a significance value of 0.000, confirming a meaningful difference between pre-test and post-test results. This finding demonstrates that Wordwall is effective in enhancing the writing skills of eleventh-grade students at SMK Plus Umar Zahid Semelo Jombang.

Furthermore, Wordwall contributed to a more dynamic and engaging classroom atmosphere. Interactive features such as *Find the Match* and *Complete the Sentence* supported students in improving their understanding of descriptive vocabulary, sentence construction, and paragraph coherence. As a result, the learning process became less monotonous and more stimulating.

Classroom observations also revealed positive behavioral changes. Students appeared more enthusiastic, confident, and

actively involved in completing writing tasks. The variety of interactive exercises helped reduce boredom and made the material easier to comprehend. These improvements in engagement and participation ultimately played a significant role in enhancing students' overall writing performance, reinforcing the effectiveness of Wordwall as a learning medium.

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