



The Effectiveness of Using Wordwall as Medium to Improve Students' Writing Skill of Grade VIII

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Abstract

This study investigates the effectiveness of using Wordwall as a learning medium to improve the writing skills of eighth-grade students. Writing is one of the most essential yet challenging skills in English learning, as many students struggle to develop ideas, organize their thoughts, and apply correct grammar and vocabulary. To address this problem, the research employed a pre-experimental design with one group pretest and posttest. The participants were eighth-grade students of MTS Walisongo Pecangaan, selected through purposive sampling. Data were collected using writing tests administered before and after the treatment. The findings show a significant improvement in students' writing achievement, with the mean score increasing from 53.17 in the pretest to 82.67 in the posttest. The paired sample t-test result indicated a significance value of $0.000 < 0.05$, while the N-gain score was 0.71 (71.13%), categorized as high. These results confirm that Wordwall is an effective medium to enhance students' writing ability and foster better learning outcomes.

1. INTRODUCTION

English has become significant all across the world as a result of the globalization process; until recently, it was considered the worldwide language of business, and in practice, it is the language of the modern world. In learning English, there are four skills that must be mastered, and one of them is writing. Writing is one of the most important skills for students because it allows them to express ideas and thoughts in written form. Writing is a multifaceted skill that involves the expression of thoughts and ideas through written symbols. The writing process is complex and involves a number of cognitive and metacognitive skills [1]. Writing skill can be defined as the capability that allows a writer to communicate effectively through text, which includes organizing and structuring ideas into a comprehensible framework for readers [2]. In addition, writing is a complex process that includes several stages, such as brainstorming ideas, drafting, revising, and editing, to ensure clarity and correctness. Writing also has various types, and there are five types of classroom writing performance, which include imitative, intensive, self-writing, display writing, and real writing [3]. Imitative writing represents the beginning level of learning to write, in which students start by writing English letters, words, and simple sentences.

In the context of teaching and learning, writing has often been considered a challenging skill for students, particularly at the junior high school level. Many students face difficulties in generating ideas, organizing their thoughts, and using appropriate grammar and vocabulary in their writing [4]. Furthermore, grammar errors occur because many students have difficulties in constructing grammatically correct sentences [5]. These difficulties are often caused by limited understanding of sentence structure, subject-verb agreement, and interference from students' first language, which affects their ability to produce correct English sentences [6]. Many students express anxiety because they worry that their work won't meet expectations. that students often face difficulties in organizing their thoughts coherently when writing, and not only that, the lack of time for teaching writing practice makes it difficult for students to develop their writing abilities effectively [7].

Based on initial observations at MTs Walisongo Pecangaan, particularly in grade VIII, it was found that English writing learning still faces several challenges. The teaching methods applied in the classroom tend to be conventional, where teachers mostly provide material explanations and students practice writing in their books. This situation makes students tend to be passive and less enthusiastic in following the learning process. The impact of this condition has begun to show in students' writing abilities. Many students have difficulty constructing simple sentences and using correct grammar. They also still struggle when they have to develop ideas in written form. This is made worse by the limited use of interactive learning media, which causes students to quickly feel bored and less motivated to practice writing English consistently.

To overcome these challenges, teachers need to apply innovative and engaging teaching strategies by integrating technology into the classroom. Media can be used as a tool to make learning interesting and enjoyable. Teaching media can enhance students' learning process in learning which in turn can enhance the learning results achieved, as learning with media can increase the effectiveness of communication and interaction between teachers and learners, ultimately creating a more engaging and productive educational environment [8]. In this case, students will be more motivated to learn English when there is interesting learning media that helps them become more active in the classroom. Learning media functions as a tool that presents teaching materials in an attractive way and makes them easier for students to understand. In line with this, the use of learning media is said to increase active participation, collaboration, independent learning, and students' skills in learning English [9]. Learning media also allows students to practice English in more real contexts and in accordance with current technological developments [10]. This is supported by the statement that students will be more motivated to study English if there is media that is interesting and helps them be more active in class [11]. as learning media provides attractive teaching materials that are easy for students to understand.

One of the learning media that can be used in teaching English is Wordwall, which is a digital learning application designed to support classroom learning. Wordwall is an interactive online platform that allows teachers to create and use word-based learning activities in an interesting and engaging way to support students' learning process [12]. In line with this, Wordwall provides collections of age-appropriate and high-frequency words that are organized into various activity formats, making it easier for students to see, practice, and remember vocabulary. Through these interactive activities, students can learn English vocabulary in a more enjoyable and meaningful way [13]. By using Wordwall in the classroom, students are expected to improve their vocabulary mastery, participate more actively in learning activities, and develop greater interest in learning English [13].

Despite the potential benefits of Wordwall in supporting writing instruction, there remains a need to examine its specific application and effectiveness in different educational contexts. To play the wordwall educators can design interactive writing activities using Wordwall templates. To play the Wordwall, educators can design interactive writing activities using Wordwall templates. Through these templates, teachers can create activities such as matching words, completing sentences, arranging words into correct sentences, and answering short questions related to the material. These activities help students practice writing in a fun and interactive way while encouraging them to think critically and actively participate in the learning process [14]. For example, teachers can create games that focus on specific writing skills, such as vocabulary development, grammar practice, or sentence structure. By engaging students in these activities, they can increase their understanding of the mechanics of writing and improve the overall quality of their writing.

The effectiveness of Wordwall in improving writing skills can be understood through cognitive learning theory, which explains how students process and retain information. From a cognitive perspective, writing is a complex mental activity that requires students to activate multiple cognitive processes at the same time. Writing involves several processes including brainstorming, planning, composing, and revising. Students need to generate ideas, organize their thoughts, apply grammar rules, and express their creativity simultaneously [15] Cognitive factors play an important role in the writing process. A model that explains cognitive factors influencing writing ability is the writing process model. There are four cognitive factors that affect the quality of the final writing product, namely text interpretation (understanding text through language and memory), transcription (the conversion of ideas into written text), executive functions (including attention, control, goal setting, planning, monitoring, and revision), and memory ability, which includes verbal information processing, phonological ability, and executive support that connects verbal ability with general executive functioning [16].

Understanding these cognitive factors provides the basis for explaining why Wordwall is effective in overcoming students' writing barriers. Psychopedagogically, Wordwall is designed to reduce the cognitive load that often overwhelms students when writing by presenting learning tasks in a structured, interactive,

and visually engaging way. From a psychopedagogical perspective, learning becomes more effective when students feel comfortable, motivated, and emotionally supported during the learning process. Wordwall helps create a positive learning atmosphere by reducing anxiety, increasing students' confidence, and encouraging active participation through simple and game-like activities [17].

Building on this foundation, Wordwall addresses specific writing barriers through several key mechanisms. The gamified format creates a relaxed learning environment that reduces the fear of making mistakes, while immediate feedback allows students to learn from errors instantly without waiting for teacher corrections. From a cognitive standpoint, Wordwall's interactive features break down complex writing tasks into manageable steps. Students can practice vocabulary matching first, then sentence construction, and finally combine these skills in complete writing. This approach aligns with scaffolding theory and dual coding theory, as the visual and interactive elements engage multiple senses, making learning more memorable and effective. Thus, Wordwall helps students overcome both technical barriers like grammar and sentence structure, as well as psychological barriers such as anxiety and low motivation.

While previous studies have explored the use of Wordwall in English learning, most of them focus on vocabulary acquisition and general language skills. However, there is still limited research specifically examining how Wordwall can be applied to improve writing skills, particularly in the context of Indonesian junior high school students. This study fills that gap by investigating the effectiveness of Wordwall specifically for developing writing abilities among grade VIII students at MTs Walisongo Pecangaan. Unlike previous research that uses Wordwall primarily for vocabulary games, this study integrates Wordwall activities with systematic writing practice, focusing on descriptive text writing. This approach combines the interactive features of Wordwall with structured writing exercises, providing a fresh perspective on how digital media can be used to address specific writing challenges faced by students in this context.

Based on the theoretical foundation and the identified research gap, this study aims to examine whether the integration of Wordwall in writing instruction can significantly improve students' writing abilities and address the challenges they face, particularly in generating ideas, organizing thoughts, and using correct grammar and vocabulary. Considering that many junior high school students still experience difficulties in writing, the implementation of Wordwall is viewed as an important effort to enhance students' motivation, increase vocabulary mastery, and produce more structured writing outcomes. The findings of this study are expected to contribute to the development of more effective and engaging writing pedagogy by utilizing digital learning media to support students' writing skill development in the context of English as a foreign language. Therefore, this research is conducted under the title "The Effectiveness of Using Wordwall as a Medium to Improve Students' Writing Skill of Grade VIII."

2. RESEARCH METHOD

By conducting this research, the researcher was conducted qualitative research with experimental type of research. According to [18] this design is carried out by treating the subjects without a control group or, if there is a control group, without controlling other variables that have a significant theoretical or practical influence. Researchers used pre-experimental with pretest, experiment, and posttest. This kind of design attempts to compare the students' competence before and after the treatment through pretest and posttest result. Pretest was given before material was taught and it was done to find out the student's prior competence, and Posttest was given after the material was taught and it was done to know the result of students' competence. The choice of this design was based on the practical constraints of the school setting and the focus on measuring improvement within a single group of students. Although there are two eight grade classes at the school, this design was selected because the primary medium on students' writing skill, rather than to compare results between different groups. Furthermore, the researcher was permitted to conduct the study in only one class, by applying one group pretest posttest design. Students' improvement could still be measured objectively, making this design appropriate for small scale classroom based research.

Design of pre-experimental research :

Design of pre-experimental research :

O1 X O2

O1 = Pretest

X = Experiment

O2 = Posttest

The population of this research is eighth-grade students at MTS Walisongo Pecangaan. The school has two classes of eighth-grade students, with a total population of approximately 60 students. In this research, the researcher applied purposive sampling technique. Purposive sampling is a technique to choose the member from the population based on certain purposes. The sample selected was class VIII-B, consisting of 30 students (17 males and 13 females). This particular class was chosen based on several criteria: (1) the class had relatively homogeneous English proficiency levels based on the previous semester's scores, (2) the students showed willingness to participate in technology-based learning, and (3) the class schedule allowed for the implementation of the research without disrupting other school activities.

An instrument is a tool that meets academic requirements so that it can be used as a tool to measure an object or collect data on a variable[19]. The instrument of this research was a writing test, which consisted of pretest and posttest. Both tests required students to write a descriptive text of approximately 10 sentences. Pretest was aimed to know the ability of the students' writing achievement before giving treatment, while posttest was aimed to know the students' writing achievement after giving treatment. The pretest asked students to write a descriptive text with the 4 image option that students must choose while the posttest is the same as the pretest but with the difference images. The instrument of this research was a writing test in the form of a pre-test and post-test. This study employed a performance-based writing test in the form of an essay. No multiple-choice test was used, as writing skill was assessed through students' actual written production using an analytic scoring rubric.

To ensure the validity of the instrument, several steps were taken. First, the writing test prompts and rubric were developed based on the learning outcome of the Merdeka Curriculum competency standards for descriptive text writing. Second, the instrument underwent content validity assessment by three expert validators: (1) an English teacher from MTS Walisongo Pecangaan. A validators examined the appropriateness of the test topics, clarity of instructions, and alignment between the test items and learning objectives. Based on their feedback, minor revisions were made to the wording of instructions to ensure clarity of instruction and scoring indicator. Therefore the instrument was considered valid and appropriate for use in study.

The data were collected through three main stages: pre-test, treatment, and post-test. Each stage was designed to measure students' writing skills before and after the implementation of Wordwall as a learning medium. The research focused on improving students' writing skills using Wordwall as a learning medium with descriptive text as the material.

1. Pre-test

The pre-test was conducted in the first meeting and lasted for 60 minutes. Students were asked to write a descriptive text with 4 image option that students must choose. The test was in the form of an essay and students were allowed to use dictionaries. The pre-test aimed to measure students' initial writing ability before the treatment. All students' works were collected and scored by two independent raters using a validated writing rubric that had been reviewed by the English teacher at the school.

2. Treatment

The treatment was conducted in four meetings. During the treatment, Wordwall was used as a learning medium, specifically using the matching game type to teach writing skills through descriptive text. In each meeting, the teacher introduced and explained the material related to descriptive text. The researcher then explained the rules and procedures of the Wordwall matching game.

Students were divided into four groups and worked collaboratively to match descriptive sentences with related pictures or words displayed on the whiteboard. A time limit was given to complete the task. Each group discussed their answers and conveyed the results of their discussion. After that, each group filled in the matching game on the whiteboard, and the researcher gave scores based on their performance. At the end of each meeting, an evaluation was conducted to reinforce students' understanding and writing skills. This activity helped students practice vocabulary, sentence structure, and idea organization in an interactive and engaging way.

3. Post-test

The post-test was administered after the treatment was completed. The procedure was similar to the pre-test to ensure consistency. Students were asked to write a descriptive text with 4 image option that students must choose individually within 60 minutes. The test was also in essay form, and students were allowed to use dictionaries. The post-test aimed to measure students' writing ability after receiving the treatment. All students' works were collected and assessed by the same two independent raters using the same validated scoring rubric.

In order to evaluate students' writing achievement accurately, it is essential to apply a clear and standardized scoring system. A rubric serves as a guideline that helps assessors judge different aspects of writing objectively and consistently. According to [20], a rubric for assessing writing usually focuses on five major criteria: (1) Content (ideas, relevance, details), (2) Organization (coherence, logical sequencing), (3) Vocabulary (word choice, appropriateness), (4) Language use (grammar, sentence structure), (5) Mechanics (spelling, punctuation, capitalization). Each criterion was scored on a scale of 1 to 4, where 1 = Poor, 2 = Fair, 3 = Good, and 4 = Excellent. The maximum total score was 20 points. Detailed descriptors for each score level were provided to ensure consistency in scoring. For example, under the "Content" criterion: a score of 4 indicates that the text contains highly relevant ideas with rich, specific details that fully support the topic; a score of 3 shows relevant ideas with adequate supporting details; a score of 2 reflects limited ideas with minimal details; and a score of 1 indicates unclear or irrelevant ideas with no supporting details. Similar descriptors were developed for the other four criteria. Before scoring the actual tests, both raters participated in a calibration session where they practiced scoring sample texts together and discussed any discrepancies to ensure a shared understanding of the rubric standards.

"Language Assessment: Principles and Classroom Practices"

Criteria	Excellent (4)	Good (3)	Fair (2)	Poor(1)
Content (Ideas & Details)	Very clear main idea; fully relevant to the topic; vivid and specific supporting details that create a strong mental image.	Main idea clear; mostly relevant; some details are vivid but may lack depth or variety	Main idea somewhat unclear or partially relevant; few specific details; reader may struggle to visualize.	No clear main idea; irrelevant or minimal details; fails to describe the subject effectively
Organization (coherence, logical sequencing)	Well-organized; logical sequence; smooth transitions between sentences and ideas.	Generally organized; some lapses in sequence; transitions mostly effective	Organization somewhat weak; ideas jump around; limited use of transitions.	Disorganized; no clear sequence; transitions missing or ineffective.
Vocabulary (word choice, appropriateness)	Wide range of descriptive vocabulary; precise word choice enhances imagery.	Adequate range of descriptive vocabulary; occasional misuse or repetition.	Limited vocabulary; overuse of basic words; weak descriptive impact.	Very poor vocabulary; incorrect or vague word choice hinders understanding.
Language use (grammar, sentence structure)	Consistently correct grammar; varied sentence structures; accurate use of simple present tense.	Minor grammatical errors; some variety in sentence structure; mostly correct tense use.	Frequent grammatical errors; repetitive or awkward sentence structures; inconsistent tense use.	Serious and persistent grammatical errors; very limited sentence structure; tense mostly incorrect.
Mechanic (spelling, punctuation, capitalization)	Correct spelling, punctuation, and capitalization throughout.	Few spelling, punctuation, or capitalization errors; do not affect readability.	Several errors in spelling, punctuation, or capitalization; sometimes affect readability.	Many serious errors in spelling, punctuation, or capitalization; significantly hinder readability.

Maximum Total Score: 20

Final Score (%) = (Total Score ÷ 20) × 100

3. RESULTS AND DISCUSSION

This section describes the results of the data analysis obtained from the students' pre-test and post-test scores. The pre-test was administered before the treatment to measure students' initial writing competence, while the post-test was conducted after the treatment using Wordwall to identify their progress.

Then, the next step is to analyse the data to determine the effectiveness of the treatment given. This analysis includes descriptive statistical calculations, normality tests, hypothesis testing using the Paired Sample T-Test, and N-gain calculations to see the level of improvement in student learning outcomes. The following presents the processed research data obtained.

3.1 Descriptive Statistics

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	30	30	75	53.17	13.357
Posttest	30	65	95	82.67	8.584
Valid N (listwise)	30				

The results of the data analysis show a significant increase from the pretest to the posttest scores. The average pretest score of the students was 53.17 with a standard deviation of 13.357. The minimum score obtained by the students was 30, while the maximum score reached 75. Meanwhile, the average post-test score increased to 82.67 with a standard deviation of 8.584, with a minimum score of 65 and a maximum score of 95. These data show an increase in the average learning outcomes of students after being given treatment using the learning media applied.

3.2 Normality

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest	.130	30	.200*	.948	30	.150
Posttest	.122	30	.200*	.938	30	.082

*. This is a lower bound of the true significance.
 a. Lilliefors Significance Correction

The Shapiro-Wilk normality test for the pretest and posttest yielded values of 0.150 and 0.082, respectively. All significance values were greater than 0.05, so it can be concluded that the pretest and posttest data were normally distributed.

3.3 Paired Simple T-test

Paired Samples Test

Pair		Paired Differences				t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower				Upper
1	Pretest - Posttest	29.500	12.481	2.279	-34.160	-24.840	-12.946	29.000	

The results of the Paired Sample T-Test show a significance value (2-tailed) of 0.000. Since the significance value is less than 0.05, H₀ is rejected and H₁ is accepted. This means that there is a significant difference between the students' pretest and posttest scores. In other words, the use of the learning media applied has been proven to have a positive effect on improving student learning outcomes.

3.4 Ngain Score and percentage test

The criteria for interpreting N-gain values refer to the following provisions: $g > 0.7$ is classified as high, $0.3 \leq g \leq 0.7$ is classified as moderate, and $g < 0.3$ is classified as low (Sukarelawa et al., 2024).

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Ngain_Score	30	.25	1.00	.7113	.20303
Ngain_Persen	30	25.00	100.00	71.1270	20.30283
Valid N (listwise)	30				

The N-gain calculation results show an average of 0.71 or 71.13%, which falls into the high category. This indicates that the increase in learning outcomes is not only statistically significant but also practically meaningful. In other words, the learning media used is truly effective in helping students achieve a better understanding.

3.5 Discussion

The findings of this study revealed that the use of Wordwall as a learning medium significantly improved students' writing achievement. The results of the pretest and posttest showed a substantial increase in the students' mean score from 53.17 to 82.67. This improvement was supported by the results of the Paired Sample T-Test, which indicated a significance value of $0.000 < 0.05$, confirming that the difference in scores before and after the treatment was statistically significant. In addition, the N-gain score analysis showed an average of 0.71 or 71.13%, which falls into the high category.

These results suggest that the use of Wordwall was not only effective in raising test scores but also meaningful in enhancing students' overall learning outcomes. This is in line with research, which shows that integrating Wordwall with the Culturally Responsive Teaching (CRT) approach can significantly improve learning outcomes, from 13.8% in the pre-cycle to 70% in cycle I and 90% in cycle II. Wordwall has thus been proven effective in creating more inclusive and contextual learning that motivates students. Further research [21] explains that Wordwall can be developed as an interactive game-based medium using the ADDIE model to improve students' writing skills and motivation in recount texts. The results of the study show a significant increase in content, organisation, grammar, vocabulary, and mechanics, with the highest improvement in content (33.86%) and organisation (31.25%). In addition, student motivation also increased, especially in terms of enjoyment (mean = 4.45) and willingness to continue using Wordwall (mean = 4.50). This proves that Wordwall is not only effective in improving writing skills, but also capable of fostering student motivation and engagement in English language learning on an ongoing basis

These findings collectively reinforce the notion that Wordwall is a versatile and powerful tool in education, particularly in language learning. The consistency of results across various studies indicates that the integration of interactive media such as Wordwall not only supports the development of specific skills like writing and vocabulary but also addresses broader aspects of learning, including motivation, engagement, and self-confidence. This is especially important at the junior high school level, where students often struggle with expressing ideas in English due to limited vocabulary, grammatical difficulties, and low confidence.

The evidence also suggests that Wordwall aligns well with student-centered learning approaches. By allowing learners to actively participate in interactive tasks, Wordwall creates a dynamic environment where students become more responsible for their own learning progress. The positive impact on writing skills observed in this study can therefore be attributed not only to the improvement of linguistic components but also to the supportive and enjoyable atmosphere fostered through interactive activities. This is supported by research [22] that research, namely Wordwall, as an interactive multimedia tool, has been proven to significantly improve students' vocabulary learning outcomes compared to conventional methods. The results of the study show that the average pretest score of the experimental group was 35.50 and increased to 89.13 on the posttest, while the control group only increased from 33.53 to 74. This confirms that Wordwall not only makes learning more interesting and enjoyable, but also improves students' understanding, motivation, and participation in the learning process.

4. CONCLUSION

The study concludes that the integration of Wordwall as a learning medium is effective in enhancing the writing skills of eighth-grade students. The significant improvement in students' performance, supported by statistical analysis and high N-gain results, demonstrates that Wordwall not only strengthens students' ability to organize ideas, use grammar, and enrich vocabulary but also fosters greater motivation, confidence, and active participation in the learning process. These findings affirm that Wordwall is a relevant and practical tool to address common challenges in writing instruction at the junior high school level, while also highlighting its potential to be developed further as an innovative, student-centered medium that supports both academic achievement and long-term engagement in English language learning.

Based on the results of this research, it is suggested that teachers make greater use of interactive digital media such as Wordwall in English writing classes, as it has been proven to enhance students' learning outcomes, motivation, and engagement. Teachers are encouraged to design varied activities using Wordwall, not only for vocabulary and grammar practice but also for different genres of writing, so that students can experience a more comprehensive improvement in their writing skills.

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