

IMPROVING STUDENT ACHIEVEMENT IN WRITING DESCRIPTIVE TEXT THROUGH WORDWALL MEDIA

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Received: 08/08/2026

Accepted: 21/08/2026

Publication: 21/08/2026

Abstract

Writing descriptive texts continues to be challenging for many students learning English as a Foreign Language because of limited vocabulary, insufficient grammatical knowledge, and difficulties in developing and organizing ideas. This study examined the effectiveness of Wordwall-based learning activities in enhancing the descriptive writing skills of seventh-grade students at UPT SMPN 9 Gresik. The research adopted a Classroom Action Research design involving ten seventh-grade students and was conducted in two cycles, comprising planning, implementation, observation, and reflection. Data were obtained through descriptive writing tests and analyzed using descriptive statistics. The results demonstrated a consistent improvement in students' writing performance, with the mean score rising from 68.5 in the preliminary study to 74.0 in Cycle I and 82.5 in Cycle II. Similarly, the proportion of students who met the Minimum Mastery Criterion increased from 30% to 60% and eventually reached 80% at the end of Cycle II. These results suggest that Wordwall-based learning activities can support the development of students' descriptive writing skills, particularly in vocabulary usage, sentence formation, and organization of ideas. Nevertheless, since the study used a Classroom Action Research design without a comparison group, the improvement cannot be conclusively attributed to Wordwall alone. Rather, the progress may have resulted from the combined implementation of Wordwall, guided writing practice, teacher feedback, and repeated learning activities. Therefore, the findings should be understood within the specific context of the classroom intervention.

Keywords— CAR, Descriptive, Wordwall, Writing

Introduction

Writing is one of the language skills that students must master in learning English. One of the materials studied at the junior high school level is descriptive text, which is a text used to describe a person, place, object, or animal in detail. To produce good descriptive text, students are required to have mastery of vocabulary, grammar, and the ability to organize ideas. However, students' writing skills are still relatively low. Many students experience difficulty developing ideas, constructing coherent sentences, choosing appropriate vocabulary, and applying grammar correctly. According to Azizah et al., (2023) these problems are generally caused by limited vocabulary, a lack of understanding of text structure, and poor grammar mastery. Advances in educational technology provide opportunities to create more interactive learning through digital media. One such medium is Wordwall, a game-based learning platform that provides various activities such as quizzes, word matching, and sentence construction. Using Wordwall can increase student engagement in learning while helping them understand the structure of descriptive text.

Based on initial observations at the UPT SMP Negeri 9 Gresik, the descriptive text writing skills of seventh-grade students remain low. The average student score in the preliminary study was only 68.5, and only 30% of students met the Learning Objective Achievement Criteria (KKM). Furthermore, learning is still dominated by conventional methods, resulting in students being less active in the learning

process. Although the use of Wordwalls has been widely researched, its application to improve descriptive text writing skills through Classroom Action Research (CAR) in seventh-grade students at UPT SMP Negeri 9 Gresik remains limited. Therefore, this study aims to determine the effectiveness of using Wordwalls in improving descriptive text writing skills of seventh-grade students at UPT SMP Negeri 9 Gresik.

Literature Review

The use of interactive digital media to improve student learning outcomes, particularly in English language learning, has been the subject of much discussion in various previous studies. More innovative teaching methods can be applied alongside the development of educational technologies to make learning activities more interactive and relevant.

Enthusiasm and engagement in learning activities can also be enhanced through engaging and interactive exercises. According to the results of this research, students' understanding of text structure can develop gradually through the interactive activities offered on Wordwall. These activities include vocabulary exercises, sentence reorganizations, and quizzes. Students' writing skills also improved after using Wordwall in their learning.

Fauziyah S., (2025) found that interactive digital media significantly improved students' writing skills through contextual and repetitive learning activities. Student motivation and engagement in learning can also be increased through the use of digital media in English language learning. Several previous studies have demonstrated that the use of interactive digital media can positively contribute to improving students' writing skills. Using Wordwall creates a more interactive, engaging, and student-centered learning environment, which promotes active student participation during the learning process.

The difference between previous research and the present study lies in its focus and the participants used. The objective of this study was to implement Wordwall to improve the descriptive writing skills of seventh-grade students at UPT SMPN 9 Gresik. Furthermore, this study emphasizes enhancing students' ability to organize their ideas, construct sentences, and apply grammar correctly through interactive learning activities based on Wordwall.

Overall, previous studies indicate that Wordwall supports classroom engagement and writing instruction. Nevertheless, these findings should not be interpreted as evidence that Wordwall alone determines writing achievement because students' learning outcomes are also influenced by teacher guidance, repeated writing practice, and formative feedback provided throughout the learning process.

Wordwall as Learning Media

Wordwall is a digital learning tool that integrates game-based educational activities into the English learning process. This platform offers a variety of educational activities such as quizzes, word matching, sentence construction practice, and random wheels designed to help learners understand learning materials in a more interactive and engaging way (Aprilia et al., 2024). Research has also indicated that Wordwall contributes to improving students' vocabulary mastery and classroom engagement, particularly during descriptive text learning (Hutasoit et al., 2025). In this study, the Wordwall was used as an independent variable in the teaching of descriptive text. The use of this tool was evaluated based on several indicators: students' active participation in class, their involvement in learning activities, their participation in Wordwall-based tasks, and their reactions during the teaching process. According to Vidina & Wahyudin, (2025), Wordwall facilitates interactive learning by encouraging students to actively engage in classroom activities through digital games and immediate feedback. During the first cycle, some students were passive and lacked confidence in participating in activities. However, progress was observed during the second cycle: students became more active, enthusiastic, and more comfortable answering questions and participating in activities conducted via Wordwall. Similar findings were reported by (Swari, 2023), who found that students showed greater participation, motivation, and confidence after learning through Wordwall-based activities.

Students' Ability in Writing Descriptive Text

The ability of students to write descriptive texts refers to their aptitude to produce descriptive texts

that clearly and in detail describe a person, place, object, or animal while respecting the generic structure and language features of descriptive text (Suci Suryawati et al., 2025). In this study, technical sentence writing ability was used as the dependent variable and measured by a writing test that included multiple evaluation items such as grammar, vocabulary, structure, and punctuation. According to Graham et al., (2025) writing ability is reflected not only in grammatical accuracy but also in the organization of ideas, vocabulary use, and writing mechanics. Students' progress in writing is visible through the results of writing assessments carried out in each research cycle. Previous studies have also shown that continuous writing practice supported by appropriate instructional strategies can significantly improve students' writing performance, particularly in descriptive texts (Suci Suryawati et al., 2025). (Winhartanti Julika et al., 2025) explained that continuous writing practice supported by interactive learning media contributes significantly to the improvement of students' descriptive writing skills.

Although previous studies consistently reported positive findings regarding the use of Wordwall, most focused on vocabulary learning, students' perceptions, or learning motivation rather than the process of improving descriptive writing through iterative classroom action research. Furthermore, improvements observed in classroom action research are often influenced by multiple instructional components implemented simultaneously. Therefore, this study examines the implementation of Wordwall as one component of a broader instructional intervention consisting of guided writing practice, teacher feedback, and classroom reflection.

Descriptive Text

Descriptive text is a type of text designed to provide detailed information about people, places, objects, animals, and other specific subjects, enabling readers to clearly imagine and understand the subject being described. This type of text is typically used to systematically present the specific characteristics, aspects, and properties of the subject. According to Damayanti et al., (2022) descriptive text emphasizes describing one particular object by presenting detailed information using appropriate language features.

Generally, descriptive texts consist mainly of two elements:

Identification : Introduces the object or subject to be explained.

Description : Completely describes the characteristics, properties, or details of the object.

In this study, descriptive text was used as English learning material for seventh-grade students at UPT SMPN 9 Gresik. The teaching materials were distributed via Wordwall to improve students' understanding of the structure of descriptive texts and their writing skills (Zakiarafi et al., 2024)

Interactive Learning Theory

Active student participation in classroom activities can be enhanced through hands-on experiential games and collaborative activities offered by interactive media Azizah et al., (2023). Interactive learning encourages students to construct knowledge actively through direct interaction with teachers, classmates, and learning resources (Suarmini & Nurjaya, 2023)

In this study, the use of Wordwall as an interactive learning tool had a positive impact on classroom activities. Wordwall enabled students to become more active during learning, increase their attention span, and better understand descriptive texts. (Swari, 2023), also reported that Wordwall improves students' learning motivation, participation, and engagement because it integrates educational content with enjoyable game-based activities.

Characteristics of Students at UPT SMPN 9 Gresik

Students at UPT SMPN 9 Gresik, particularly those in seventh grade, exhibit diverse profiles in terms of academic skills, participation in learning, and language proficiency. Within the context of English language learning, their level of comprehension and engagement during educational activities varies considerably. Academically, students continue to struggle with English writing skills, particularly descriptive texts. Most students have limited vocabulary and often find it difficult to organize their ideas into coherent sentences. Furthermore, some students still make grammatical errors and have difficulty applying correct sentence structure in their written work. Similar conditions were identified by (Winhartanti Julika et al., 2025) who found that vocabulary mastery and grammatical competence strongly influence students' descriptive writing performance.

More active participation is generally observed when interactive media and game-based learning are used in learning activities. Traditional teaching methods, which rely primarily on teacher explanations, often lead to passive student participation during lessons. Consequently, students participate more when teachers use interactive digital tools such as Wordwall (Amri & Sukmaningrum, 2023).

On a social level, students at UPT SMPN 9 Gresik demonstrate good interactions with their peers during classroom learning activities. They tend to collaborate in group activities and participate in discussions when provided with stimulating learning resources. However, some students still lack confidence in expressing their ideas and answering questions during English lessons. Based on initial observations, a more interactive, structured, and student-centered learning experience still needs to be implemented through appropriate teaching strategies. Therefore, it is hoped that the development of students' writing skills can be supported by the use of interactive digital media such as Wordwall, which has been shown to improve students' motivation, participation, and learning outcomes (Suarmini & Nurjaya, 2023). This finding is supported by (Aprilia et al., 2024) who reported that students perceived Wordwall as an accessible, enjoyable, and motivating online learning platform that encouraged active participation during English learning activities.

Research Method

Research Design

This research used the Classroom Action Research (CAR) method, based on the model developed by Kemmis and McTaggart. Classroom action research was chosen because it is designed to improve learning practices while addressing various problems encountered in the classroom through a cyclical process. This model consists of four main stages: planning, acting, observing, and reflecting. These four stages are implemented repeatedly until improvements are achieved in the learning process and outcomes. The Kemmis and McTaggart model allows teachers to continuously evaluate the effectiveness of the implemented learning strategies. The evaluation results from each cycle are then used as a basis for making improvements in the next cycle, ensuring a more effective learning process that meets students' needs. This research was conducted in two action cycles. Each cycle consisted of four stages: planning, acting, observing, and reflecting. During the planning stage, learning materials were prepared, including teaching modules, learning materials, Wordwall-based learning media, observation sheets, assessment rubrics, and writing test instruments. Next, during the implementation phase, English learning activities were conducted using Wordwall as the primary learning medium to support the descriptive text learning process (Kemmis et al., 2014).

During the observation phase, student learning activities were observed using observation sheets and documentation. Several aspects focused on observation included student participation during learning, responses to the use of Wordwall, learning motivation, and interactions that occurred during the learning process. All observation data was then documented as supporting material for the analysis process.

The reflection phase was conducted at the end of each cycle to evaluate the strengths and weaknesses of the learning process. The results of the reflections in Cycle I were used as the basis for developing learning improvements in Cycle II. Thus, each action taken was expected to result in improvements in both the learning process and students' ability to write descriptive texts. This research used a quantitative descriptive approach supported by qualitative data. Quantitative data were obtained

through student writing tests administered during each research cycle, while qualitative data were collected through observation and documentation activities during the learning process. The combination of these two types of data provides a more comprehensive picture of the effectiveness of using Wordwall in improving students' descriptive text writing skills.

Research Setting and Participants

This research was conducted at the UPT SMP Negeri 9 Gresik, East Java, during the even semester of the 2025/2026 academic year. The school was selected as the research location based on initial observations, which indicated that most seventh-grade students still experienced difficulties in writing descriptive texts. These difficulties included the ability to develop ideas, structure paragraphs coherently, choose appropriate vocabulary, and apply grammatical rules correctly. This condition resulted in low writing outcomes and suboptimal student participation during the English language learning process. The participants in this study were 10 seventh-grade students, consisting of 5 boys and 5 girls. The selection of research subjects was carried out using purposive sampling, based on the consideration that this class had relatively low achievement in descriptive writing skills compared to the learning targets set by the school. Therefore, this class was deemed suitable for implementing learning improvement measures through the use of Wordwall media. Before administering the measures, students were given a preliminary writing test to determine their initial abilities in writing descriptive texts. The initial test was also used as a basis for determining the learning strategies to be implemented in each research cycle. The results of the preliminary study indicated that students' descriptive text writing skills fell below the expected completion criteria. The highest score achieved by students was 80, while the lowest was 60. The average class score was 68.5, still below the Minimum Completion Criteria (KKM) set by the school, which is 75.

Based on the initial test results, only 3 students (30%) successfully achieved the KKM, while 7 students (70%) failed to meet the learning completion standard. These findings indicate that students' descriptive text writing skills still need to be improved through the implementation of more innovative, interactive, and student-centered learning strategies. Therefore, Wordwall media was chosen as an alternative learning medium expected to increase student engagement and improve learning outcomes in descriptive text writing.

Research Instruments

Research instruments are tools used to obtain the data needed to answer the research problem formulation. In this study, data were collected through several instruments: a writing test, observation sheets, and documentation. These three instruments were used to obtain both quantitative and qualitative data so that the effectiveness of using Wordwall media in improving descriptive writing skills could be analyzed comprehensively. The main instrument used was a writing test. This test was administered in three stages: before the action was implemented (preliminary study), after Cycle I, and after Cycle II. Through this test, students were asked to write a descriptive text individually based on a predetermined topic. Students' writing was then assessed using an analytical assessment rubric covering four main aspects: grammar, vocabulary, text structure, and punctuation.

Table 1
Writing Assessment Indicators

No	Writing Aspects	Indicators
1	Grammar	Correction of grammatical structure
2	Vocabulary	The judicious choice of words
3	Structure	General organization and structure of the text
4	Punctuation	Correct use of punctuation and spelling

To ensure objective assessment, each component was scored equally with a maximum of 25 points, resulting in a total score of 100.

Table 2
Writing Scoring Rubric

Aspects	Maximum Score
Grammar	25
Vocabulary	25
Structure	25
Punctuation	25
Total	100

Besides the writing test, observation sheets were used to record students' learning participation during classroom activities. The observation focused on students' attention, classroom interaction, participation in Wordwall activities, willingness to answer questions, and enthusiasm during the learning process. Documentation was also collected to support the research findings. The documentation included lesson plans, students' writing products, students' score lists, attendance records, photographs of classroom activities, and screenshots of Wordwall exercises. These documents served as supporting evidence for interpreting the improvement achieved throughout the research cycles.

Writing Assessment

Students completed descriptive writing tasks during the preliminary study, Cycle I, and Cycle II using writing prompts that represented comparable levels of difficulty. The prompts focused on the same text type (descriptive text) and were administered under similar classroom conditions to maintain consistency throughout the study. Students' writing products were assessed using the same analytic scoring rubric in each research cycle.

Validity and Reliability

The analytic scoring rubric evaluated five writing components: content, organization, vocabulary, grammar, and mechanics. Before implementation, the rubric was reviewed by the classroom English teacher to ensure that it appropriately represented the learning objectives and characteristics of descriptive writing. The same scoring rubric and assessment procedures were consistently applied across all research cycles to maintain scoring consistency.

Research Procedures

This research was conducted in two cycles, referring to the Classroom Action Research model developed by Kemmis and McTaggart (1988). Each cycle consists of four stages: planning, acting, observing, and reflecting. Each stage was implemented systematically to allow for learning improvements based on the evaluation results of the previous cycle (Kemmis et al., 2014).

Planning

In the planning stage, learning problems were first identified based on the results of initial observations and preliminary tests. Next, learning materials were developed according to the descriptive text material for seventh-grade students. The learning materials prepared included teaching modules, learning materials, Wordwall-based learning media, writing test instruments, observation sheets, and assessment rubrics. Furthermore, various interactive learning activities within the Wordwall application were designed to support student engagement throughout the learning process. These activities were aligned with the learning objectives and were expected to enhance students' understanding of the descriptive text material.

Acting

In the acting stage, English learning activities were carried out using Wordwall as the primary learning medium. The teacher first explains the definition, communicative purpose, generic structure, and language features of descriptive text. After the explanation, students are directed to participate in various learning activities available in the Wordwall application. These activities include word matching, picture identification, a random wheel game, sentence arrangement, and an interactive quiz. These activities are designed to enrich students' vocabulary, improve their understanding of sentence patterns, and help them develop ideas before writing descriptive texts independently. At the end of each cycle, students are given the task of writing descriptive texts individually as a form of evaluation of the learning outcomes.

Observing

During the learning process, observations are conducted to collect data on student learning activities. Observations focus on student participation levels, learning motivation, self-confidence, interactions between students, and student responses to the use of Wordwall media. All learning activities are observed using a pre-prepared observation sheet. In addition, the learning process was documented through photographs of classroom activities, field notes, and student work as supporting data for the research. Observation data was then collected and analyzed to determine changes in student learning behavior during the implementation of the Wordwall media.

Reflecting

The reflection stage was conducted after all activities in each cycle were completed. At this stage, the results of the writing test and observation data were analyzed to identify the strengths and weaknesses of the implemented learning process. The results of the reflection in Cycle I were used as the basis for developing learning improvements in Cycle II. Some of the improvements made included providing more intensive vocabulary practice, adding interactive activities to the Wordwall, providing a wider variety of descriptive text examples, and providing direct feedback on student writing. These improvements were expected to enhance the quality of the learning process and improve students' descriptive writing skills in the next cycle.

Data Collection

Research data was collected through three techniques: writing tests, observation, and documentation. These three techniques were used to obtain both quantitative and qualitative data so that the effectiveness of the Wordwall media could be analyzed more comprehensively. The writing test was administered three times: during the preliminary study, after Cycle I, and after Cycle II. The test aimed to measure students' ability to write descriptive texts after participating in learning using Wordwall. Test results were then assessed based on grammar, vocabulary, text structure, and punctuation. Observations were conducted throughout the learning process at each meeting. The purpose of these observations was to obtain information about student engagement in learning, attention to the material, learning motivation, interactions during the activity, and student responses to the use of Wordwall.

Data Analysis

Data obtained from writing tests, observations, and documentation were analyzed using quantitative and qualitative descriptive approaches. Quantitative data analysis was conducted by comparing the results of writing tests from the preliminary study phase, Cycle I, and Cycle II. This analysis aimed to determine the improvement in students' writing skills after the implementation of the Wordwall media. Assessment of students' writing was based on four aspects: grammar, vocabulary, text structure, and punctuation. Next, the class average score and learning completion percentage were calculated to determine the level of success of the interventions.

These results were then compared in each cycle to assess the development of students' writing skills. Meanwhile, qualitative data obtained through observation and documentation were analyzed descriptively. The analysis was conducted by describing changes in student participation, motivation, self-confidence, and responses during the learning process using the Wordwall media. The combination of quantitative and qualitative analysis was used to provide a more comprehensive picture of the effectiveness of the Wordwall media implementation in improving students' descriptive writing skills. Thus, the research results not only show an increase in academic grades, but also show positive changes in the learning process and student engagement during learning activities.

Results

Preliminary Study Results

A preliminary study was conducted before the research interventions were implemented to determine students' initial abilities in writing descriptive texts. A preliminary test was administered to all seventh-grade students participating in the study. The test results were then analyzed to obtain an overview of the students' initial abilities and to serve as a basis for designing learning interventions in the next cycle. Based on the preliminary study, it was discovered that students' descriptive text writing skills were still relatively low. Most students struggled to develop ideas, select appropriate understanding, structure sentences correctly, and use punctuation and spelling correctly. This condition resulted in low student learning outcomes, necessitating improvement efforts through the implementation of more interactive learning media.

Table 3
Preliminary Study Results

No	Description	Results
1	Number of students	10
2	Highest score	80
3	Lowest score	60
4	Mean score	68.5
5	Students achieving KKM	3 students
6	Students not achieving KKM	7 students
7	Percentage of mastery	30%

Based on Table 3, it can be seen that of the 10 students who took the initial test, only 3 (30%) successfully met the Minimum Completion Criteria (KKM), while the remaining 7 (70%) students did not meet the established standard. The class average score was only 68.5, still below the KKM of 75. These results indicate that students' initial abilities in writing descriptive texts still need improvement. The low learning outcomes indicate that the current learning process has not fully facilitated students' writing development. Therefore, the use of Wordwall media was chosen as an alternative learning method that is expected to increase student engagement and improve writing outcomes.

Cycle I Results

The first cycle involved implementing Wordwall as a learning medium for descriptive text. During the learning process, students were introduced to various interactive activities available in the Wordwall

application, such as matching vocabulary words, identifying images, constructing sentences, spinning wheel games, and interactive quizzes. All of these activities were designed to help students understand the material while increasing their engagement in the learning process. After completing all activities in the first cycle, a writing test was administered to students to assess their progress after participating in the Wordwall-based learning. The test results showed an improvement compared to the results of the preliminary study.

Table 4
Cycle I Writing Test Results

No	Description	Results
1	Number of students	10
2	Highest score	85
3	Lowest score	65
4	Mean score	74.0
5	Students achieving KKM	6 students
6	Students not achieving KKM	4 students
7	Percentage of mastery	60%

Based on Table 4, the average class score increased from 68.5 in the preliminary study to 74.0 in Cycle I. Furthermore, the number of students achieving the Minimum Competency (KKM) also increased, from 3 to 6 students. The learning completion percentage increased from 30% to 60%. This improvement indicates that the use of Wordwall media is beginning to have a positive impact on students' writing skills. However, the research success indicator has not been fully achieved, as 4 students (40%) still have not achieved the Minimum Competency (KKM). Therefore, corrective action is still needed in Cycle II. Observations during the lesson also showed changes in student learning behavior. Most students began to show a greater interest in learning, were more active in participating in the activities, and were more confident in answering teacher questions. However, some students remained passive and needed guidance, particularly in developing ideas into coherent paragraphs and using a more varied vocabulary. Based on the reflection results, several improvements were planned for implementation in Cycle II. These improvements include adding vocabulary exercises, increasing the intensity of the use of Wordwall activities, providing more diverse examples of descriptive text, and providing direct feedback on students' writing results.

Cycle II Results

Based on the reflection results from Cycle I, several learning improvements were implemented in Cycle II. These improvements included more intensive vocabulary practice, a more varied Wordwall activity, increased opportunities for students to practice writing, and direct feedback on student work. These improvements were made to facilitate student comprehension and improve their ability to write descriptive texts. After the actions in Cycle II were completed, another writing test was administered to assess student progress. The test results showed a more significant improvement compared to Cycle I.

Table 5
Cycle II Writing Test Results

No	Description	Results
1	Number of students	10
2	Highest score	92
3	Lowest score	72
4	Mean score	82.5
5	Students achieving KKM	8 students
6	Students not achieving KKM	2 students
7	Percentage of mastery	80%

Based on Table 5, the average class score increased to 82.5, higher than the average score in Cycle I of 74.0. The number of students achieving the Minimum Competency (KKM) also increased to 8, while only 2 students still fell short of the completion standard. The learning completion percentage increased to 80%, thus meeting the research success indicator. These results indicate that the implementation of Wordwall media positively impacted students' descriptive writing skills. In addition to improved learning outcomes, changes were also evident in the learning process. Students appeared more active in class activities, more confident in expressing their opinions, and more enthusiastic when completing activities provided through the Wordwall.

These improvements were also evident in students' ability to develop ideas, choose more appropriate vocabulary, structure sentences more effectively, and use punctuation more correctly. Thus, the results of the Cycle II actions indicate that the research objectives were successfully achieved and that the implementation of Wordwall media was effective in improving students' descriptive writing skills.

Comparison of Student Learning Outcomes in the Preliminary Study, Cycle I, and Cycle II

To determine the effectiveness of implementing Wordwall media in improving descriptive writing skills, a comparison of student learning outcomes was conducted at each stage of the research: the preliminary study, Cycle I, and Cycle II. This comparison is presented in Table 6.

Table 6
Comparison of Preliminary Study Cycle I and Cycle II

Stage	Mean Score	Students Achieving KKM	Percentage of Mastery
Preliminary Study	68.5	3 students	30%
Cycle I	74.0	6 students	60%
Cycle II	82.5	8 students	80%

The results demonstrated a gradual improvement across the two action cycles. Nevertheless, because several instructional activities were implemented simultaneously throughout the intervention, the observed improvement should be interpreted as reflecting the overall instructional process rather than the exclusive contribution of Wordwall.

Table 6 shows an improvement in student learning outcomes at each stage of the study. The average class score gradually increased from 68.5 in the preliminary study to 74.0 in Cycle I, then again to 82.5 in Cycle II. This improvement indicates that students' ability to write descriptive texts improved after the Wordwall media was implemented in the learning process. A similar improvement was also seen in the number of students who successfully achieved the Minimum Completion Criteria (KKM). In the preliminary study, only 3 students (30%) met the KKM. After the interventions in Cycle I were implemented, this number increased to 6 students (60%). Furthermore, in Cycle II, the number of students achieving the KKM increased again to 8 students (80%). These results indicate that the majority of students were able to achieve the established competency standards after participating in the learning using the Wordwall media.

The improvement in learning outcomes was demonstrated not only by the increase in the average class score but also by the increase in the number of students achieving learning completion in each cycle. This indicates that the interventions implemented in each cycle had a positive impact on students' writing abilities. Learning improvements based on the reflection results in Cycle I also proved effective in increasing the effectiveness of the learning process in Cycle II.

In addition to improved test scores, positive changes were also observed in the classroom learning process. Students appeared more active in participating in learning activities, more confident in expressing their opinions, and more enthusiastic when completing various activities provided through the Wordwall. Interactions between teachers and students also intensified, resulting in a more communicative and student-centered learning environment. Overall, the comparative results at each stage of the research indicate that the use of the Wordwall media had a positive impact on students' descriptive writing skills. The established research success indicator, which required at least 80% of students to achieve the Minimum Competency (KKM), was successfully met in Cycle II. Therefore, the implemented measures can be considered successful in improving the descriptive writing skills of seventh-grade students at UPT SMP Negeri 9 Gresik.

Discussion

The present findings are consistent with previous studies. Alyanabila et al., (2025) reported that interactive learning media effectively improved students' descriptive writing achievement. Likewise, Julika et al., (2025) found that Wordwall enhanced students' writing performance by increasing classroom participation and learning motivation. Similar findings were also reported by Safarina & Wijaya, (2025) who concluded that Wordwall effectively supported students in mastering descriptive writing through interactive learning activities. Furthermore, Nadila & Munir, (2025) revealed that students showed positive perceptions toward the implementation of Wordwall because it created enjoyable learning experiences and increased self-confidence. These findings are further strengthened by Vidina & Wahyudin, (2025), who reported that integrating Wordwall with Task-Based Language Teaching significantly improved students' descriptive writing skills in terms of content organization, vocabulary, grammar, and mechanics. In addition, Hutasoit et al., (2025) demonstrated that Wordwall enhanced students' vocabulary mastery, which subsequently facilitated their ability to produce descriptive texts more effectively. Collectively, these studies reinforce the evidence that Wordwall is an effective digital learning medium for improving descriptive writing skills among junior high school students.

Mechanism

One possible explanation for the improvement is that Wordwall increased students' opportunities to practice descriptive vocabulary before completing the writing task. Interactive learning activities may also have encouraged greater classroom participation and reduced students' hesitation during writing activities.

Alternative explanation

Nevertheless, the improvement cannot be attributed solely to Wordwall. During the action research cycles, students also participated in guided writing practice, received corrective feedback from the teacher, revised their work, and engaged in repeated classroom activities. These instructional supports may also have contributed to the improvement in students' writing achievement.

Critical discussion

Unlike experimental studies that compare treatment and control groups, Classroom Action Research aims to improve classroom practice through iterative instructional refinement. Therefore, the present findings should be interpreted as evidence that the overall instructional intervention was associated with improved writing performance rather than as proof of the independent effectiveness of Wordwall.

Limitation

This study has several limitations. First, the research involved only one class without a comparison group. Second, the relatively small number of participants limits broader generalization of the findings. Third, because several instructional activities were implemented simultaneously, the independent contribution of Wordwall could not be isolated.

Pedagogical Implications

The findings suggest that Wordwall can be integrated effectively into descriptive writing instruction when combined with guided writing activities, vocabulary reinforcement, teacher feedback, and reflective classroom practice. Therefore, teachers are encouraged to use Wordwall as a complementary instructional medium rather than as a stand-alone teaching strategy.

Conclusion

Based on the research results, it can be concluded that the implementation of Wordwall as part of the Classroom Action Research intervention was associated with improvements in the descriptive writing achievement of seventh-grade students at SMP Negeri 9 Gresik. This improvement was demonstrated by the increase in students' average scores and the percentage of learning mastery across the preliminary study, Cycle I, and Cycle II, reaching the predetermined success indicators. However, because this study did not involve a comparison group and several instructional strategies were implemented simultaneously throughout the research cycles, the observed improvement should not be attributed solely to the use of Wordwall. Instead, the findings suggest that the combination of Wordwall, guided writing practice, teacher feedback, and continuous classroom reflection contributed to students' writing development.

The use of interactive digital learning media encouraged more active student engagement during the learning process. Various activities provided through Wordwall, such as educational games, quizzes, and sentence construction exercises, supported students in developing their writing skills, particularly in grammar, vocabulary, text organization, and punctuation. Through these activities, students also demonstrated greater confidence in expressing their ideas in written form. In addition, the implementation of Wordwall contributed to a more engaging, interactive, and student-centered learning environment, as reflected in increased classroom participation and learning motivation.

The findings of this study provide practical implications for English teachers, suggesting that Wordwall may serve as a complementary instructional medium when integrated with guided writing activities, vocabulary reinforcement, teacher feedback, and reflective classroom practices. Therefore, interactive digital media should be considered as one component of a comprehensive writing instruction rather than a stand-alone teaching strategy.

Nevertheless, this study has several limitations. It involved only one class in a single junior high school and did not include a comparison group, which limits the generalizability of the findings. Furthermore, because multiple instructional components were implemented simultaneously, the independent contribution of Wordwall could not be isolated.

Future research is recommended to involve a larger number of participants, include comparison groups, and employ multiple raters with validated writing assessment procedures to provide stronger evidence regarding the contribution of Wordwall to students' writing achievement. In addition, future studies may examine the implementation of Wordwall in other English language skills, such as listening, speaking, and reading, as well as in different text types, to provide a more comprehensive understanding of its pedagogical potential.

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