

USING WORDWALL TO IMPROVE STUDENTS' WRITING PROCEDURE TEXTS

Siti Fauziyah^{1*}, Zulia Chasanah², Andrian Nuriza Johan³

Universitas Muhammadiyah Purworejo

fauziyahzah5@gmail.com^{1*}, zuliachasanah@yahoo.co.id², andriannuriza@umpwr.ac.id³

*Corresponding author

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ABSTRACT

This study aims to examine the effectiveness of Wordwall as a digital learning tool to improve students' writing skills in procedure texts. Using a quasi-experimental design, the study involved 72 tenth-grade students at SMA Negeri 8 Purworejo, divided into an experimental group (using Wordwall) and a control group (traditional methods). Data collection involved pre-tests, treatment, post-tests, and statistical analysis using SPSS 25. The findings revealed that students in the experimental group showed significant improvement, with their mean post-test score increasing to 80.00, compared to 68.42 in the control group. The paired sample t-test results indicated a significant difference in the writing performance of students exposed to Wordwall-based learning ($p = 0.000 < 0.05$). Students in the experimental group established higher engagement and motivation. These results suggest that Wordwall effectively enhances students' writing abilities, particularly in structuring and organizing procedure texts. Integrating game-based digital platforms like Wordwall in language learning can positively impact students' writing performance and motivation.

Keywords: Wordwall, Students' Writing, Procedure Text

INTRODUCTION

The independent curriculum for learning English has been changed and improved. This is to help students learn English better. English learning is divided into four parts: reading, writing, listening, and speaking. Since English is an important international language, Ahmad Saputra (2021)

emphasizes that efficiently using speaking, listening, writing, and reading skills is crucial for students to communicate effectively in English. Here are two reasons why writing is important in learning English. First, writing is a means to communicate with people from other locations and countries. Secondly, almost



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all jobs require writing skills, and students at school are expected to be able to write in a variety of genres, according to the curriculum.

Writing is a process of discovery. Writing is a “natural talent”, not an automatic process (Delfia Herwanis² et al., 2021). In other words, writing is a thinking process that includes creativity, analysis, and the ability to express ideas in writing. Writing is one of the important skills in learning a language because it is a good way to change vocabulary, spelling, and sentence patterns. Writing involves more than the language system for writing but also involves our cognitive difficulties for thinking and remembering. Regardless of the difficulty level, writing requires a set of rules to maintain content, organization, signals or transition mechanisms (Sudirman et al., 2021).

In the writing section, students learn how to express ideas in a structured form of writing. Writing is a fundamental and important type of communication for creating information, fostering thought, and creating meaning (Alkhaldi, 2023). Writing is a unique learning method that supports growth in thinking and has several characteristics that specifically complement some powerful learning techniques.

In learning to write, writing activities involve the process of initiating, developing and completing a combination of complex and challenging writing tasks. It is required to follow several different stages and phases in the writing process. Writing is a difficult task if they are trying to grapple in their language with new ideas and new ways of seeing them (Wahid & Sudirman, 2023). Writing is one of the skills that students find difficult to deal with, students think that to decompose ideas into good

sentences. There needs to be certain techniques in carrying out writing activities

In English language learning at the senior high school level, one of the basic competencies that students are expected to master is the ability to write procedure texts. Procedure texts are designed to facilitate agreement between parties through a structured bargaining process, which essentially requires students to engage in critical, logical and persuasive thinking. The process of writing procedure texts not only improves students' language skills, but also develops their ability to analyze situations, construct arguments, and proceduralize effectively, thus preparing them to deal with real-life interactions. Therefore, the ability to write procedure texts not only develops students' language skills, but also trains them in critical, logical, and persuasive thinking.

In writing, to be able to achieve the expected goals is not simple. (Zahira et al., 2021) The following are the purposes of writing, namely, writing that aims to inform or teach is called informative discourse, writing that aims to convince or urge is called persuasive discourse, writing that aims to entertain or please or that contains aesthetic purposes is called literary writing, writing that expresses strong and fiery feelings and emotions is called expressive discourse.

Game-based learning is one of the learning activities that can attract attention from students. In addition, game-based learning can use intrinsic motivation components to motivate students to learn or practice desired skills (Rodríguez et al., 2023). The advantages of game-based learning are its ability to increase student motivation, emotional engagement and enjoyment (Jääskä et al., 2022). In addition, the disadvantages of game-based learning



are different learning strategies depending on the type of material, and not all games are suitable for all learning so it must still be adjusted to the type of learning.

Web-based learning is in line with the challenges of the 21st century that require technology (Ramadannisa & Hartina, 2021). Therefore, students' problems about low motivation to learn due to the lack of teacher innovation in teaching, and this will affect the low learning outcomes of students. Low learning outcomes can be overcome by developing learning resources and media that utilize digital technology, such as web-based learning. However, in this case there are also challenges in creating web-based learning such as lack of good management, lack of utilization of information technology, and lack of knowledge and desire of teachers to create learning media through the web.

Wordwall is an engaging, interactive and educational digital game platform for browsers (Fakhruddin et al., 2021). It serves as a fun learning resource, media, and evaluation tool for kids. The platform is ideal for creating learning and evaluation media. By using the wordwall, students are expected to be interested in improving their writing skills and practicing them. This digital platform can help students to produce various learning aids that will later be used in learning especially in writing. utilizing this media encourages students to compete for the top position or best score, thus increasing their motivation. By using evaluation media such as Wordwall, teachers can use it to make practice questions interesting and make the process of collecting assignments and grading faster. It is expected that the use of this evaluation media will increase students' understanding of the subject matter, thereby

improving their learning outcomes. Some types of games that can be used in Wordwall media include quizzes, matching, diagrams, word shuffle, word search, grouping, and so on. This is one of the good media to attract students' attention to actively organize the words in the procedure text (Ndjoermana et al., 2024).

In addition, the platform's features ensure that students are engaged in shared writing assignments, which fosters learning and collaboration between teachers and students. By incorporating Wordwall into the learning process, teachers can enable students to develop stronger writing skills, improve communication skills, and prepare students for success in the digital age (Nenohai et al., 2022). This digital platform has advantages and disadvantages, including that it provides a variety of templates that can be used, can be tried repeatedly, and can be shared through social media. In addition, the disadvantage is that it cannot adjust the font size and font type, so teachers must have other creative strategies.

The use of the Wordwall digital platform can also be used for procedure text subject matter. Procedure text is text that tells the reader or listener how to do something (Tampubolon & Suprayetno, 2022). Procedure text is needed by someone who will use an object or do an activity that is not yet clear how. Procedure text aims to provide direction or teaching about the steps of something. Procedure texts can be widely applied in daily life, such as recipes, game rules, and usage guides. With clear structure and linguistic features, procedure text helps readers understand the steps easily. The purpose is not only to educate but also to ensure the desired result through precise and practical steps.



Procedure texts have three general structures (Suswanti, 2021), namely, goal which is used to indicate the purpose of the text located in the title. Materials contain the tools or materials needed to perform the process. Steps/methods contain the ways or steps taken to achieve the goals in the text. In addition to the text structure, there are also linguistic elements in the procedure text consisting of the use of nouns for materials and equipment, conjunctions used for chronological order, action verbs for steps, and short command statements. The language elements of this procedure text are organized in a clear, simple, and detailed manner, making it easy to understand and follow.

This study aims to find out how Wordwall will impact on writing procedure texts, especially in improving students' procedure text writing skills. In addition, this study discusses the impact of using Wordwall on the learning process, both in terms of increasing learning motivation and learning outcomes. Meanwhile, the benefits of this research are expected to contribute to various parties in the world of education, especially. For teachers, this research is conducted to make an alternative understanding of the writing procedure text with the Wordwall learning method. Wordwall can provide a more enjoyable learning experience for students, increase learning motivation, and help students understand the material more effectively. The results of this study can be the basis for further researchers who want to dig deeper into the impact of using digital learning media on students' abilities.

Based on the above background, the researcher found a problem in learning to write procedure text in class X SMA Negeri 8 Purworejo. Students have difficulty in composing procedure texts systematically

and logically, low student motivation in participating in writing lessons, especially on procedure texts, lack of use of interactive learning media that can increase student involvement in the writing process, learning still often uses traditional methods that tend to bore students. This study aims to determine how the effectiveness of Wordwall in learning to write procedure text in class X SMA Negeri 8 Purworejo.

The use of Wordwall to write procedure text has not been widely discussed before, using a quasi-experimental design of comparison between control and experimental, to obtain more measurable results and valid statistical groups, raising the context of grade X students of SMA Negeri 8 Purworejo which is relevant to the independent curriculum, and paying attention to aspects of student motivation and involvement in digital-based learning. This research focuses on writing procedure texts and also emphasizes the ability to compose procedure texts with logical and systematic structures.

METHOD

This study used a Quasi-experimental research design that compare outcomes between intervention groups, for reasons related to ethics or feasibility (Andrade, 2021). The population in this study consisted of the whole tenth-grade students of SMA Negeri 8 Purworejo, consisting of 7 classes. Sampling was done with a purposive sampling technique. The classes selected as samples were classes X-3 and X-4 with a total sample of 72 students and each class consisted of 36 students. Class X-3 was the control group and class X-4 was the experimental group. Both classes have a balanced level of academic ability based on previous grades, both classes have an English learning schedule with the same



teacher, so there is consistency in the delivery of material. Both classes had the same number of students, 36 students each, which fulfills the minimum number of participants in a quasi-experimental design.

The instruments in this study were pre-test and post-test. The assessment process in this study began with giving a pre-test to determine the initial ability in writing procedure texts for the control group and the experimental group. In this pre-test, students were asked to write a procedure text of at least 10 sentences with a procedure text topic on how to make and how to use something. After the pre-test, the experimental group will get treatment in the

form of Wordwall. After the treatment, both groups received a post-test to show the difference between the group that was given the treatment and the group that did not get the treatment. In this post-test, students were asked to write a procedure text of at least 10 sentences with different topics that had been chosen in the pre-test.

FINDINGS AND DISCUSSION

This study aims to assess the effectiveness of Wordwall on writing skills with special emphasis on procedure text material. This study consisted of a pre-test, treatment, and post-test. The descriptive data generated by this method is shown in the table below.

Table 1. The Descriptive Analysis Using SPSS 25 Computation

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Pre-Test Experimen	36	50	80	2305	64.03	8.930
Post-Test Experiment	36	55	95	2880	80.00	12.247
Pre-Test Control	36	40	80	2335	64.86	10.035
Post-Test Control	36	40	90	2463	68.42	11.951
Valid N (listwise)	36					

The data presented in the table illustrates the scores obtained in the pre-test and post-test for the experimental and control classes. In the experimental class, the pre-test scores varied between 50 and 80, resulting in a mean score of 64.03. The control class had an average score of 64.86. After the implementation of the treatment, the post-test scores showed a good improvement, with the experimental class achieving better results. Specifically, the average post-test score for the experimental class reached 80.00, while the control class had an average score of 68.42.

In addition, the researcher conducted a normality test with the

Kolmogorov-Smirnov test to evaluate the normal distribution of the data.

Table 2. One-Sample Kolmogorov-Smirnov Test

N		36
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	11.23353782
Most Extreme Differences	Absolute	.106
	Positive	.076
	Negative	-.106
Test Statistic		.106
Asymp. Sig. (2-tailed)		.200



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Table 3. One-Sample Kolmogorov-Smirnov Test

N		36
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Dev	11.34716723
Most Extreme Differences	Absolute	.130
	Positive	.099
	Negative	-.130
Test Statistic		.130
Asymp. Sig. (2-tailed)		.128 ^c

The table above shows that the significance for each test is more significant. For the experimental class the resulting significance value is $0.200 > 0.05$, this means that the data is normally

distributed. While for the control class the resulting significance value is $0.128 > 0.05$, this means that the data is normally distributed. In addition, the homogeneity of the data was checked using levene statistics. The results of the analysis showed that the significant value for the pre-test was $0.584 > 0.05$, thus indicating homogeneity in the data. Similarly, the post-test yielded a significant value of $0.735 > 0.05$, thus indicating homogeneity. It can be concluded that the data have the same characteristics and are considered homogeneous. The T-test results of the experimental class and control class samples are below:

Table 3. Experimental Group - Experimental Group

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error	95% Confidence Interval of the Difference				
				Mean	Lower	Upper			
Pair 1	Experimental Group - Experimental Group	-15.97222	11.94149	1.99025	-20.01264	-11.93180	-8.025	35	.000

The data shown in the table shows that the significance level (2-tailed) in the experimental class is $0.000 < 0.05$. So it shows that there is a significant difference between the pre-test and post-test. This shows that there is a significant effect on the

difference in treatment. Thus, it can be concluded that the use of Wordwall as a media to improve students' writing skills is effective among tenth grade students at SMAN 8 Purworejo.



Table 4. Control Group

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error	95% Confidence Interval of the Difference				
				Mean	Lower	Upper			
Pair 1	Control Group - Control Group	-3.55556	12.97127	2.16188	-7.94440	.83329	-1.645	35	.109

The data shown in the table shows that the significance level (2-tailed) in the control class is $0.109 > 0.05$. then it shows there is no significant difference from the pre-test and post-test. This shows that there is no significant effect on the difference in treatment. Thus, it can be concluded that the use of Wordwall as a medium to improve writing skills in the control class is not effective.

This study aims to find out how Wordwall will impact on writing procedure texts, with data analyzed using SPSS 25. The results of this study showed a significant increase in students' writing test scores. The experimental group had a mean post-test score of 80.00, which was significantly greater than the mean pre-test score of 64.03. This shows a marked improvement in writing skills after the treatment using Wordwall, especially in procedure texts. Thus, integrating AI-based tools such as Wordwall in language teaching can improve educational outcomes in EFL contexts (Putri et al., 2024).

In addition, during the treatment, students in the experimental group showed a good attitude towards the learning process. Students' enthusiasm to engage with the explanatory text through Wordwall was evident, and there was a noticeable increase in students' motivation. Thus, the

Word Walls strategy can be one of the effective strategies to improve students' writing skills (Riswanto et al., 2023).

The Wordwall method can be used to teach students how to write procedure texts. Students in the experimental class showed greater improvement between their pre-test and post-test scores. While the control group's post-test scores did not improve significantly. The findings of this study indicate that tenth-grade students who used the Wordwall approach wrote more effectively.

CONCLUSION

Students' understanding of writing procedure texts improved greatly when they used Wordwall as a learning tool. The Paired Sample T test showed a significant difference in learning outcomes between the experimental and control classes. The significance value (2-tailed) was $0.000 < 0.05$ for the experimental class, and the significance value (2-tailed) was $0.109 > 0.05$ for the control class. The mean post-test score of the experimental group was 80.00, compared to 68.42 for the control class. Students who used Wordwall learning materials outperformed their peers who used conventional learning methods. The findings of this study support the idea that using learning media to teach students



about writing procedure texts can increase students' enthusiasm for learning. This study has limitations that do not allow the researcher to examine all of these issues, so the researcher limits her research to focus only on the use of Wordwall in learning procedure texts, without examining its effectiveness on other types of texts or language skills. Further research is recommended to explore the long-term effects of this approach on different text types and learning levels

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