172/FKIP-UNIKU/PBI/S1/SKR/2024

TEACHING WRITING SKILLS THROUGH WORDWALL APPLICATION

(A Quasi-Experimental Study in an MTs Negeri Kuningan)

A PAPER

Submitted as Partial Fulfilment of the Requirements

for getting ***Sarjana Pendidikan*** Degree

By:

DITA AYU KOMALA

20200410041

ENGLISH EDUCATION STUDY PROGRAM

FACULTY OF TEACHERS TRAINING AND EDUCATION

UNIVERSITAS KUNINGAN

2024

PAGE OF APPROVAL

The paper entitled: **TEACHING WRITING SKILLS THROUGH WORDWALL APPLICATION (A Quasi-Experimental Study in an MTs Negeri Kuningan)**, by **DITA AYU KOMALA**, Student Number 20200410041, has been established through an examination hold at English Education Study Program, Faculty of Teachers Training and Education, Universitas Kuningan on **June, 24th 2024**, based on The Dean's Decision Letter number: **538/FKIP-UNIKU/PP/2024** about committee and examiners nomination of Research Seminar 2 as follows:

Examiner I	Dr. Erwin Oktoma, M.Pd	
Examiner II	Dr. Fahrus Zaman Fadhly, M.Pd	
Examiner III	Vina Agustiana, M.Pd	

This paper has been accepted and assigned as a requirement of a Bachelor degree at English Education Study Program, Faculty of Teachers Training and Education, Universitas Kuningan.

Kuningan, September 2024

Supervisor I

Dr. Erwin Oktoma, M.Pd

NIDN. 0409108503

Supervisor II

Yuniarti, M.Pd

NIDN. 0407068701

Acknowledgment,

Dean,

Asep Jejen Jaelani, M.Pd

NIK. 41038091314

Head of English Education Study Program

M. Aprianto Budie Nugroho, M.Pd.

NIK. 41038062271

TEACHING WRITING SKILLS THROUGH WORDWALL APPLICATION

(A Quasi Experiment Study in an Mts Negeri Kuningan)

A PAPER

Submitted as Partial Fulfillment of the Requirements

for getting a Bachelor Degree

By:

DITA AYU KOMALA

20200410041

HAS BEEN APPROVED BY ADVISOR TEAM ON FOLLOWING DATE

Kuningan, June 2024

Supervisor I	Supervisor II
Dr. Erwin Oktoma, M.Pd.	**Yuniarti, M.Pd.**
NIDN. 0409108503	NIDN. 0407068701

Acknowledge by:

Head of Department of English Education,

Muhammad Aprianto Budie Nugroho, M.Pd.

NIK. 41098062271

STATEMENT OF ORIGINALITY

The writer states that this paper entitled **"TEACHING WRITING SKILLS THROUGH WORDWALL APPLICATION (A Quasi-Experimental Study in an Mts Negeri Kuningan)"** is my own writing with some quotations from some sources by using the accepted scientific writing method.

The writer makes this statement according to the truth. The writer does not conduct any activities that categorized into plagiarism. The writer will be responsible for any risk that will happen in the future if it is proven to offend to ethnic of scientific writing.

Kuningan, September 2024

Dita Ayu Komala

202004010041

MOTTO

فَٱصۡبِرۡۖ إِنَّ ٱلۡعَٰقِبَةَ لِلۡمُتَّقِينَ

"So be patient, the *best* ending is for the righteous"

(Quran 11:49)

"This is the very first page, not where the storyline ends"-*enchanted*

"I gave my blood, sweat, and tears for this. Long story short, I survived!"

DEDICATION

To my parents, who have been my greatest source of strength and inspiration. Your love, sacrifices, and belief in me have shaped who I am today. Thank you for always being there, cheering me on, and supporting my dreams, no matter how big or small. This thesis is as much yours as it is mine.

To my friends and colleagues, for their emotional support, camaraderie, and understanding during the ups and downs of this journey. Your kindness and motivation have made the process of completing this thesis both bearable and rewarding. Cheers to the next chapter!

Finally, I dedicate this work to **myself**, for the perseverance and determination to complete this academic milestone. It has been a challenging yet fulfilling experience that I will carry with me for the rest of my life.

ABSTRACT

TEACHING WRITING SKILLS THROUGH WORDWALL APPLICATION

(A Quasi-Experimental Study in an Mts Negeri Kuningan)

Dita Ayu Komala

English Education Study Program, Faculty of Teachers Training and Education, Universitas Kuningan

e-mail: ditakmla20@gmail.com

Abstract: The use of media in ICT can help students in the teaching and learning process in writing skills. Using the Wordwall application aimed to help solve students' difficulties in writing recount text such as lack of vocabulary, confusion in organized ideas, and misunderstanding in grammar. Therefore, this research is purposely designed to investigate the use of the Wordwall application as a learning media in teaching writing skills. This quantitative research used a quasi-experimental design involving 56 eighth-grade students of MTs Negeri 11 Kuningan. Two instruments were utilized in this study: a test (pre-test and post-test), and a questionnaire. The study found that the Wordwall application significantly improved students' writing skills, with a 14.61% increase in post-test scores. The experimental group scored 81.14, compared to 67.75 in the control group. The results support hypothesis of Ha and reject the null hypothesis, indicating a significant difference between pre- and post-test averages. Additionally, the majority of students agreed with 18 questionnaire items that addressed affective, cognitive, and behavioral components. These results reveal the students' attitudes are positive toward the Wordwall program as a teaching tool for writing skills. Finally, it can be concluded that using the Wordwall application as a teaching-learning medium affects students' writing skills.

Keywords: *Writing Skills*, *Wordwall Application, Students Attitude*

PREFACE

In the name of Allah, God of all creatures the benefit and the Merciful because of His Mercies and Blessing, this paper has finished. The greeting is just for the prophet Muhammad SAW, his family, his friends, and his followers.

This paper entitled **"TEACHING WRITING SKILLS THROUGH WORDWALL APPLICATION (A Quasi-Experimental Study in an MTs Negeri Kuningan)"** was submitted as a partial fulfilment of requirements for completing the Bachelor's Degree in English Education Study Program, Faculty of Teachers Training and Education, Universitas Kuningan. This research is still far from being perfect. The researcher welcomes any comments and criticism to improve this paper. The researcher hopes this paper will be useful for readers, especially to English Education students and to all the readers in general.

Kuningan, June 2024

Dita Ayu Komala

20200410041

ACKNOWLEDGMENT

In the name of Allah, the Merciful, all praises to Allah, who has given health and strength for the researcher to finish this paper. She realizes she might not be able to complete this paper as well as she could without support, encouragement, and guidance from the people around her. Therefore, she would like to express her gratitude, respect, and appreciation to the following people who have given their guidance, assistance, and their 'hands' in completing this paper.

1. Dr. Erwin Oktoma M. Pd. as the first supervisor, and Yuniarti, M. Pd. as the second supervisor who has given much guidance and motivation to the researcher in finishing this research paper.
2. M. Aprianto Budie Nugroho, M. Pd. as the head of the English Education Study Program, Universitas Kuningan who has given great motivation.
3. All the lecturers and staff of the English Education Study Program, Faculty of Teachers Training and Education of Universitas Kuningan who have given the researcher prayer, motivation, and support until the researcher completes this paper.
4. Dr. Dikdik Harjadi, S.E., M. Si. as the rector of Universitas Kuningan.
5. Asep Jejen Jaelani, M. Pd. As Dean of the Faculty of Teachers Training and Education of Universitas Kuningan.
6. The Headmaster, the English teacher, and all of the teachers and staff of MTs Negeri 11 Kuningan who have been given the opportunities and facilities while working on this research.
7. The deepest gratitude to my family especially to my beloved parents (H. Warsono and Hj. Ita Rosita) who have given all the support, enthusiasm, prayers, and have educated and raised me in an abundance of love. All of my brothers and sisters, and all of my big family who always prayed, encouraged, comfort, and motivated me throughout my four years in university.
8. All of my friends in the English Education Department (2020) as my best classmates. Special thanks to Annisa Oktaviani, Arline Camelia Najuar, Meisha Miftahul Jannah, Monika Lisyani, Nazmi Fathonah, Sandra Maharani, Sella

Ranatasia, and Iwanudin who have accompanied me during my college years and helped each other to finish this paper. Anyway, don't be strangers.

9. My non-biological sisters, the friends I met since KKN, Hanifa Rahmania, and Rahmi Yuliani always encourage, listen to my concerns and help complete this paper.
10. Hilda Nurkhodijah, my best friend since I was born. Thank you for always accompanying me at my deep and down.
11. Last but not least, Dita Ayu Komala a.k.a myself. A big appreciation for being responsible for finishing what has been started. Thank you for not giving up, and enjoying all the processes that are not easy.

TABLE OF CONTENTS

PAGE OF APPROVAL

PAGE OF APPROVAL

STATEMENT OF ORIGINALITY

MOTTO AND DEDICATION

ABSTRACT ..... **i**

PREFACE ..... **ii**

ACKNOWLEDGMENT ..... **iii**

TABLE OF CONTENTS ..... **v**

LIST OF TABLES ..... **vii**

LIST OF PICTURES ..... **viii**

LIST OF APPENDICES ..... **ix**

CHAPTER I INTRODUCTION **1**

1.1 Research Background 1

1.2 Problem Identification 3

1.3 Problem Limitation 4

1.4 Research Questions 4

1.5 Research Objectives 4

1.6 Research Significance 4

1.6.1 Theoretically 4

1.6.2 Practically 5

CHAPTER II THEORETICAL BACKGROUND **6**

2.1 Writing 6

2.2 Recount Text 12

2.3 Teaching Writing of Recount Text 17

2.3.1 Developing Writing Material 20

2.4 Assessing of Writing Recount Text 22

2.5 Technology Pedagogy and Content Knowledge (TPACK) 25

2.6 The Use of Wordwall Media in Teaching Writing Skills of Recount Text 28

2.7 Students' Attitude 30
2.7.1 Definition of Students' Attitudes 30
2.7.2 Negative and Positive Attitudes 31
2.7.3 Aspect of Attitude 32
2.8 Previous Studies 34
2.9 Research Hypothesis 37
CHAPTER III RESEARCH METHODOLOGY 38
3.1 Research Method 38
3.2 Population and Sample 40
3.2.1 Population 40
3.2.2 Sample 41
3.3 Research Instrument 42
3.3.1 Test 42
3.3.2 Questionnaire 44
3.4 Data Collection 46
3.5 Data Analysis Technique 48
CHAPTER IV FINDINGS AND DISCUSSION 54
4.1 Findings 54
4.1.1 The Effect of Teaching Writing Skills Through Wordwall Application .54
4.1.2 Students' Attitude Towards the Wordwall Application in Teaching Writing Skills 66
4.2 Discussion 71
CHAPTER V CONCLUSION AND SUGGESTION 74
5.1 Conclusion 74
5.2 Suggestion 74
REFERENCES 76
APPENDICES 83

LIST OF TABLES

Table 2.1 Writing Rubric (Brown (2007) 10
Table 2.2 Rubric of Recount Text (Harrison, 1999) 15
Table 2.3 Assessing Writing of Recount Text 22
Table 3.1 Research Design 38
Table 3.2 Research Population 41
Table 3.3 Research Sample 42
Table 3.4 Criteria of the Likert Scale 45
Table 3.5 Scoring Rubric of Writing Recount Text 48
Table 4.1 Students Score in Experimental Group 55
Table 4.2 Students Score in Control Group 57
Table 4.3 Normality Test 59
Table 4.4 Homogeneity Test of Variance 60
Table 4.5 Group Statistic 61
Table 4.6 Independent Sample Test 61
Table 4.7 Normality Test 63
Table 4.8 Homogeneity Test of Variance 64
Table 4.9 Group Statistics 64
Table 4.10 Independent Sample Test 64
Table 4.11 Paired Sample Statistics 65
Table 4.12 Paired Sample Test 65
Table 4.13 Questionnaire of Students' Attitude 67

LIST OF PICTURES

Picture 2.1 Front Page of Wordwall Application 27
Picture 2.2 Matching Pairs 29
Picture 2.3 Gap Fill 29
Picture 2.4 Game Show Quiz 30
Picture 3.1 MTsN 11 Kuningan.....40
Picture 3.2 Students of MTsN 11 Kuningan.....40

LIST OF APPENDICES

APPENDIX 1 LESSON PLAN (EXPERIMENT CLASS) 83
APPENDIX 2 THE CALCULATION RESULT OF STATISTICAL DATA 115
APPENDIX 3 STUDENTS' SCORE 127
APPENDIX 4 RESEARCH INSTRUMENT 133
APPENDIX 5 STUDENTS WORK SAMPLE 139
APPENDIX 6 RESEARCH DOCUMENTATION 141
APPENDIX 7 OFFICIAL LETTERS 143