Developing Web-Based Media for Teaching Writing Through Wordwall

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Abstract

The goal of this study is to develop web-based media for teaching writing through Wordwall. The seventh graders of SMP Nusantara Gresik served as the subject of this study. The five stages of the ADDIE approach for Research and Development (R&D) were employed for this study involving analysis, design, development, implementation, and evaluation. To ease the data collection, some instruments were utilized in the analysis stage and evaluation stage. The data in the analysis stage were collected through a questionnaire and an interview. Additionally, the data during the evaluation was collected through an observation sheet and questionnaire. The data was then analyzed descriptively. The final product of this study comprises three distinct Wordwall activities. Students; responses indicated positive reception of the developed Wordwall as a web-based media in teaching learning experience especially for writing activities.
Keywords: Wordwall, Web-Based Media, Teaching Writing

Abstrak

Tujuan dari penelitian ini adalah untuk mengembangkan media berbasis web untuk mengajar menulis melalui Wordwall. Siswa kelas tujuh SMP Nusantara Gresik menjadi subjek penelitian ini. Lima tahap pendekatan ADDIE untuk Penelitian dan Pengembangan (R&D) digunakan untuk penelitian ini yang melibatkan analisis, desain, pengembangan, implementasi, dan evaluasi. Untuk mempermudah pengumpulan data, beberapa instrumen digunakan dalam tahap analisis dan tahap evaluasi. Data pada tahap analisis dikumpulkan melalui kuesioner dan wawancara. Selain itu, data selama evaluasi dikumpulkan melalui lembar observasi dan kuesioner. Data kemudian dianalisis secara deskriptif. Produk akhir dari penelitian ini terdiri dari tiga kegiatan Wordwall yang berbeda. Tanggapan siswa menunjukkan penerimaan positif terhadap Wordwall yang dikembangkan sebagai media berbasis web dalam pengalaman pembelajaran terutama untuk kegiatan menulis.
Kata Kunci: Wordwall, Media Pembelajaran Berbasis Web, Pembelajaran Menulis

INTRODUCTION

A competent language user must be proficient in language skills such as listening, speaking, reading, and writing. To fulfill their needs, English as a Foreign Language (EFL) teachers generally focus on teaching these skills, which are the cornerstones of learning a foreign language (Aydoğan & Akbarov, 2014). Students are expected to acquire them as part of their language learning syllabus. All these skills are related to and integrated into teaching English. Although all skills are significant, writing is considered the most critical skill.

Writing is regarded as a vital skill in English since it allows students to express their ideas, emotions, and knowledge (Wahyunengsih et al., 2021). Writing, therefore, serves as a highly effective communication tool. Brown (2001:43) states that it encompasses the process of putting ideas on paper, expressing the main idea, and providing a piece of work with structure and coherent organization. Thus, writing takes more than the act of coming up with ideas; it also involves organizing those ideas into

cohesive sentences and paragraphs. To construct sentences and paragraphs that successfully convey their ideas and thoughts to readers, writers must also possess the capacity to put words and phrases together. Students who write well can make challenging ideas comprehensible to others through clear explanations. Additionally, writing allows the students to inform others of their points of view.

Furthermore, Harmer (2004) claims that writing encourages students to focus on the accurate utilization of words. This is because students have to pay careful attention to the language they use when they write. Dealing with the language-related challenges that writing provides students through this activity improves language development. For this reason, teachers should prioritize teaching writing in the classroom, as it is essential.

Nonetheless, it has been said that writing is the topic that Indonesian schools neglect the most (Alwasilah, 2006). It seems that numerous teachers undervalue the benefit that writing skills contribute to enhancing their students' English language capability (Wardani, 2011). As a result, it appears that teachers occasionally minimize writing because they think it takes a lot of time. An overcrowded curriculum with little time for writing instruction may be a major problem for writing instruction in schools. Moreover, the process of teaching and learning writing skills becomes notably more challenging, exhausting, and demanding when the classroom is overcrowded (Jokhio et al., 2020).

In addition, teachers frequently deal with other issues, such as students' struggles in initiating their writing as well as their incapacity to use suitable grammar and vocabulary. Teachers often encounter their students struggling with multiple factors, such as a lack of vocabulary, grammatical errors, and difficulties organizing their ideas (Nurgiyantoro, 2001). Insufficient resources, instructional materials, and media may make these problems worse.

Teachers must select the right method for teaching writing to get around the issues mentioned earlier. The integration of media into the teaching and learning process can change the classroom atmosphere. Students will be inspired and motivated to actively prepare to learn new knowledge by engaging in media (Alimin, 2021). Additionally, media can help students acquire the knowledge teachers deliver, making learning easier.

One of the most effective learning media to teach writing skills is Wordwall (Amaliyah, 2018). Wordwall is a website that provides vocabulary learning through various internet activities that are accessible by computer, laptop, smartphone, or interactive whiteboard (Alpatikah, 2022). It is a fully free online tool for creating study exercises such as quizzes, matchmaking, pairing, anagrams, word randomization, word search, grouping, and other learning materials (Umar et al., 2023). Marzano and Pickering (2005:16) mention that this website-based tool can be used to improve vocabulary comprehension, reading skills, writing skills, and learning experiences. In addition to providing people with internet access to the media they have made, they may also download and print the material on paper.

Wordwall is easy to access because the link can be directly shared with other online learning media such as Google Classroom, WhatsApp, and email. It provides 18 templates that can be accessed

for free, and users can easily switch from one activity template to another. The Wordwall offers templates of the following categories of activities: Classic Quiz, Crossword Activities, Find the Match, Missing Word, Random Cards, True or False, "Match Up," Whack-a-mole, Group Short, Hangman, Anagram, Open the Box, Word Search, Balloon Pop, Unjumble, Labeled Diagram, Activitieshow Quiz, and Random Wheel (Wordwall, 2023). To meet the needs of their students, teachers can easily modify the templates. Students can also download or print the activities the teacher has designed.

Nevertheless, the media used in the classrooms should align with the existing school-based curriculum. Therefore, this study is intended to develop web-based media for seventh graders, focusing on Procedure Text adhering to the current school-based curriculum and syllabus. The procedure text gives clues on how to do something through a series of actions (Wardiman, 2008). Hence, the writers developed Wordwall as a web-based media to assist the seventh graders of SMP Nusantara Gresik in learning to write procedure texts more effectively and enjoyably.

Regarding the development of Wordwall as a web-based medium in the classroom, some researchers have conducted some earlier studies. Lestari et al. (2023) developed Wordwall as a medium to assist the eighth graders of MTs Sirojut Tholibiin Sutojayan in recalling the meaning of newly learned vocabulary. In the meantime, Damayanti et al. (2019) reported that the seventh graders of SMP YPI Amir Hamzah Medan could use Wordwall as a medium to help them write the descriptive text. Amalia (2018) discovered a similar outcome in developing Wordwall for teaching writing descriptive text to the seventh graders of MTs Nurul Hakim Tembung.

Based on the prior studies above, the previous researchers developed Wordwall, focusing on assisting students in vocabulary as well as in writing Descriptive Text. Thus, the writers' primary concern for this study's novelty was using Wordwall as a medium for teaching writing Procedure Text. Accordingly, the objective of the present study is to describe how to develop the appropriate Wordwall as a web-based medium for teaching the writing of Procedure Text for the seventh graders at SMP Nusantara Gresik.

METHOD

Research and Development (R&D) design was employed in this present study. It is a method to develop and validate educational products (Borg & Gall, 2003). The statement indicates that developing and validating educational products are the steps included in using this design.

The product development process of this study followed the ADDIE model steps proposed by Molenda (2008). There are five phases in the ADDIE, namely: Analysis (conducting needs analysis and finding learning resources); Design (arranging the format of learning tool/media that aligns with educational objectives); Development (creating, validating, and revising); Implementation (implementing the media and observing the implementation); Evaluation (evaluating the quality of the media and the outcome). The following figure represents the ADDIE model:
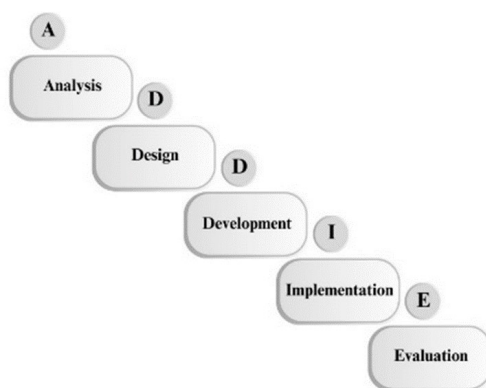
Figure 1. ADDIE model from Molenda (2008)

From the figure above, it can be depicted that this research started with the Analysis stage. Needs analysis data were gathered from a questionnaire and interview with an English teacher and students of SMP Nusantara, Bungah, Gresik. The results of the needs analysis were then used as guidelines to select the materials and the appropriate Wordwall template in the Design Stage. The content of Wordwall was then developed based on the input and suggestions from expert validators and the teacher validator in the Development Stage. Next, the developed Wordwall was implemented in the classroom. Lastly, the students gave their opinions on the quality of the developed Wordwall for evaluation.

RESULT AND DISCUSSION

This research belongs to Research and Development (R&D), which aims to create and develop a product. Wordwall, a web-based tool to teach writing to seventh graders, is the product that the researcher developed. The development of the product follows the ADDIE model with five stages that must be carried out as follows:

Analysis Stage

The initial stage of this research was the analysis stage, which was done by distributing questionnaires and conducting interviews with an English teacher and the seventh graders of SMP Nusantara School. This analysis stage was conducted to find information regarding the English language learning process for seventh graders at SMP Nusantara and determine the basic needs of teachers and students in teaching writing. The results of the analysis stage became a consideration in the process of developing Wordwall as a web-based medium for teaching writing. The description of the analysis stage results with the English teacher of SMP Nusantara and the students is given below.

Some information related to the teaching of writing for seventh graders at SMP Nusantara was obtained from the English teacher at SMP Nusantara, who has ten years of experience in teaching English, starting in 2013. She acknowledged that in her teaching activities on writing, she usually employs various offline and online sources, such as handbooks, worksheets, YouTube content, and online articles. The teacher uses a variety of offline and online media to aid her in teaching writing,

including images, instructional videos, and web-based online media. However, online media is particularly favored because interactive media from digital platforms could increase students' enthusiasm for learning. Regarding writing activities, she emphasizes the learning activities on vocabulary as she recognizes the importance of building vocabulary for overall language skill improvement. Moreover, the teacher focuses on modeling and teaching text structure using problem-based learning as the chosen strategy to motivate students.

The teacher generates some problems the students encounter in writing, including limited vocabulary mastery, reluctance towards English grammar, and difficulty composing sentences. They still need guidance regarding basic sentence construction and vocabulary building. Therefore, vocabulary-building activities were consistently implemented before each writing session to enrich students' skills in constructing English sentences.

Regarding Procedure Text materials, the teacher often utilizes texts related to general aspects of daily life, including topics like secret recipes, plant care tips, and hand-washing guidelines. This intentional choice aims to enhance students' comprehension by establishing a direct connection to their everyday experiences. Additionally, the teacher views these materials as fundamental and essential for students' writing skills.

Considering the integration of Wordwall as a web-based media in teaching writing procedure text, the teacher responded positively to the plan. She acknowledged the importance of web-based media in increasing students' interest in writing activities. However, the teacher suggested that the implementation of web-based media should be adjusted to the learning conditions at school, as she considered that the school was not equipped with WIFI to ease the learning process with online resources. Therefore, students must arrange the Internet data packages themselves whenever the teaching and learning process uses Internet resources. The teacher also suggested that the media had to be equipped with relevant images to make it more interesting. Among the 18 templates proposed to the teacher, she preferred "Match Up" and "Find the Match" to be designed and developed for writing procedure text for the seventh graders, as she considered these two types of Wordwall templates to be the most suitable to increase the seventh graders' engagement in writing activities. The topic "Food and Drink" was also considered appropriate for the seventh graders due to its ease and relevancy to students' daily lives.

Some information related to the teaching of writing was also obtained from the students. Overall, the majority of students expressed satisfaction with English lessons. They perceived the importance of learning English, such as success in education, job opportunities, going abroad, and continuing education overseas. Moreover, many students preferred writing among other skills and keenly learned writing at school. Additionally, most students admitted that they usually actively engage in writing activities in the classroom.

However, students acknowledged facing difficulties in writing and emphasized that they need support and guidance. They encountered various challenges during the writing learning process,

including a lack of vocabulary and interest and difficulty composing English sentences. Despite these challenges, students generally felt that their English teachers provided varied methods of teaching writing that could enhance their learning experiences.

Additionally, some students prefer using media other than textbooks, such as digital or online. Most students emphasized the importance of developing applications and web-based platforms because they assumed those media were more relatable to their learning experiences in this digital era. Students expressed positive feelings about introducing Wordwall as a web-based medium for learning writing. It indicates their expectations for innovative media to support their learning style.

Design Stage

All information obtained from the Analysis Stage became the basis for designing Wordwall in the Design Stage. It involved the pre-design of the activity templates. Two Wordwall templates, "Match Up" and "Find the Match," were selected based on the teacher's preferences during the previous stage. Notably, the Wordwall template materials should align with the present curriculum. Therefore, after consulting the syllabus and considering the teacher's suggestions, the researchers determined the topic of the Procedure Text that would be put in the Wordwall templates. The topic was "How to Make Jasuke", based on the teacher's suggestion that the recipe topic was more appropriate as it was directly connected to their daily lives. In addition, the activities focused on vocabulary building, which was also relatable to the students' problem found in the prior stage, which was that they had limited vocabulary.

Next, the researchers compiled relevant keywords and images related to "How to Make Jasuke" for the templates. The researchers created four activities, divided into two templates: two used the "Match Up" template, and two other activities used the "Find the Match" template. The "Match Up" template facilitates pairing words with their respective definitions. The first "Match Up" activity focused on students' vocabulary building by pairing English verbs with their Bahasa Indonesia translation. Meanwhile, the second "Match Up" activity involved pairing the instructions on making Jasuke with suitable pictures.

The "Find the Match" template encourages players to find the matching answer based on specific criteria to enhance their memory. The first "Find the Match" activity involved matching some nouns with their suitable images. The second, "Find the Match," was about arranging the instructions for making Jasuke in the correct order. The researchers then organized the gameplay sequence: matching nouns with images, matching verbs with Bahasa Indonesia translations, matching the steps of making Jasuke with suitable pictures, and arranging steps in the correct order. The Gameplay sequence was arranged in the Design Stage, as seen in the table below.

Table 1. The Activity Sequence of the Wordwall Design

Order of the Gameplay	Wordwall Activity	Description	Template	Time Allotment
First	Matching Nouns with suitable images	The students are given 10 images that appear one after another and 10 lists of words (nouns). The students have to find the nouns of the suitable appearing images until all images are gone.	Find the Match	5 minutes
Second	Matching verbs with Bahasa Indonesia translations	The students are given 11 verbs along with their Bahasa Indonesia translation. The students have to pair the verbs one by one with their correct translation in Bahasa Indonesia	Match-Up	5 minutes
Third	Matching the steps of making Jasuke with suitable pictures.	The students are given 11 images along with 11 steps of making Jasuke. The students have to pair the images with the suitable steps.	Match-Up	5 minutes
Fourth	Arranging the steps in the correct order.	The students are given 11 steps of making Jasuke. The ordinal numbers appear one by one and the students have to tap the correct step based on their correct order.	Find the Match	5 minutes

Development Stage

After completing the Design Stage, the Development Stage had to be completed. In this stage, the Wordwall designs that the researchers had created were validated by a jury of experts. This validation process aimed to ensure that the Wordwall media met specific requirements to be utilized in the classroom. Two EFL lecturers became expert validators. The first expert validator was an EFL lecturer at Qomaruddin University, Indonesia, and the second validator was an EFL lecturer at Prince Sattam bin Abdul Aziz University, Saudi Arabia. They validated the content of materials, language usage, visual media design, typography, and the appropriateness of materials in Wordwall activities. Meanwhile, the teacher-validator was the English teacher of SMP Nusantara, who focused on validating the suitability of the materials presented in the Wordwall activities with the current school-based curriculum, students' abilities, and students' needs. The valuable input from the experts and the teacher-validator would be the guidelines for refining the Wordwall media before its implementation. The input of the teacher and expert validation can be seen in the following table.

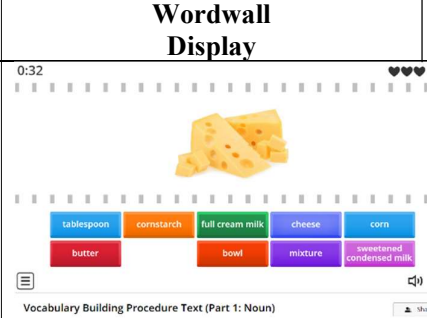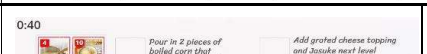Table 2. Results of teacher and expert validation

No.	Validator	Input
1.	Expert Validator 1	Improve the readability of the writing with a clearer background, such as by changing the color or adding contrast to the writing.
		Make the images in the matching activity section clearer and reduce the degree of similarity.

2	Expert Validator 2	The tasks are appropriate for seventh graders.
		A few words such as 'thickens', 'ingredients' and 'condensed' may be difficult for them to understand which may affect their rate of responses.
		Please increase the size of the picture.
		For me some pictures are similar. A seventh-grader may be facing problems matching them with their descriptions
3	Teacher Validator	Reduce 1 activity (arrange the steps into the correct order on how to make Jasuke) because there are too many activities for the seventh graders.

Based on the table above, the validators underscored the importance of enhancing the media created by reducing the complexity of the activities. The first expert validator highlighted the need to improve the text's readability by adjusting the background and clarity. Moreover, it was suggested to ensure clearer and more distinct images. Meanwhile, the second expert-validator emphasized the difficulty level of certain terms for seventh graders that might pose comprehension challenges for them. On the other hand, the English teacher recommended decreasing the number of activities by eliminating the fourth or last activity to prevent an excessive workload for the seventh graders. It was expected that those suggestions would ensure that the activities included in the Wordwall activities effectively met the students' needs.

After receiving input from validators, the researchers made revisions based on their input and suggestions. Revisions were made to enhance the Wordwall media and to ensure its suitability for students' effective learning. As a result, the researchers changed the background colors and images following the expert validator's advice. Additionally, the researchers removed the final activity out of concern for overburdening the seventh-grade students with activities, as the English teacher suggested. The results of the development of Wordwall as a web-based medium for teaching writing can be seen in the following table.

Table 3. The Developed Wordwall to teach the writing of procedure text

Wordwall Display	Wordwall Activity	Time Allotment	Link
	Matching nouns with images,	5 minutes	https://wordwall.net/resource/66123396
	Matching verbs with Bahasa Indonesia translations	5 minutes	https://wordwall.net/resource/66124031
	Matching the steps of	5 minutes	https://wordwall.net/resource/66121538

	making Jasuke with suitable pictures		

The table presented above illustrates the developed media after being revised based on suggestions from validators. It comprises three activities utilizing templates: "Match Up" and "Find the Match." Each activity has an estimated duration of approximately 5 minutes. Thus, to do all the Wordwall activities, the students only need 15 minutes. Having undergone an extensive design and development process, the developed product of Wordwall as a web-based medium for teaching writing is now ready to be implemented in the classroom. Students would also evaluate the developed media to find out their opinions about Wordwall as a web-based media for teaching writing.

Implementation and Evaluation

The developed Wordwall media was presented to seventh graders at SMP Nusantara. The researcher observed significant points during the implementation of Wordwall as a web-based medium in the classroom. Firstly, most students expressed enthusiasm for using Wordwall to learn how to write. They enjoyed playing the three games provided through Wordwall. However, challenges arose during the implementation phase. Specifically, seven out of 25 students faced obstacles due to an insufficient internet quota. As a result, they need to wait for their friends to finish the games to borrow their mobile phones. Secondly, although Wordwall offers clear instructions for usage, the teacher found it necessary to provide additional guidance to students on effectively utilizing the games.

After completing each Wordwall activity, the students could see their scores and ranks among their classmates. Students' results on each activity were accessible to both the teacher and all students as soon as the students had completed each activity. This feedback allowed students to track their performance and encouraged engaging learning environments. The figures below provide the results of each activity, along with detailed descriptions.

Figure 2. Students' results on the first Wordwall activity

Based on Figure 2 above, the results indicated an overall strong understanding of the materials among students. Among the 25 students, 17 achieved perfect scores, with 14 completing the first

activity in less than 2 minutes. Additionally, only four students scored below average on the evaluation. It highlights high success in engaging students with the learning materials through the Wordwall activity.

Figure 3. Students' results on the second Wordwall activity

The second activity focused on the vocabulary building of procedure text using "Match Up." Fifteen students achieved scores above average, while ten students scored below average. Additionally, nine students secured a perfect score, with two completing the activity in less than 2 minutes. These results indicate a varied range of performance levels, with many students demonstrating proficiency and efficiency in engaging with the vocabulary-building activity.

Figure 4. Students' results on the third Wordwall activity

The final Wordwall activity, "Match Up," involved matching the steps of making Jasuke with the corresponding picture. The result revealed that 19 students scored above average, while six scored below average. Impressively, 15 students achieved perfect scores, with two completing the activity in less than a minute. It indicates a high level of understanding and efficiency in comprehending the steps of making Jasuke through the engaging Wordwall activity.

The evaluation results indicate that incorporating Wordwall as a web-based media for learning has proven effective. This was reflected in the students' impressive scores. The Wordwall activities successfully enhanced students' interest and motivation. In addition, these results serve as valuable feedback for teachers to identify the topics or materials that require improvement and guide the teacher in enhancing the overall quality of learning experiences. The evaluation also provides feedback to students and becomes a reference for teachers to improve future learning quality regarding methods and learning media.

After the implementation, all students were asked to fill out the questionnaires to find out their responses regarding implementing Wordwall as a web-based media in the classroom, particularly in teaching and learning writing. The results of the students' responses are depicted in the following tables:

Table 3. Student's opinion about the use of media based on Wordwall

No	Aspect	Students Responses	Total	Percentage
1	The materials presented are coherent and systematic.	Disagree	1	4%
		Neutral	7	28%
		Agree	17	68%
2	The language used in the Wordwall activities is easy to understand.	Disagree	1	4%
		Neutral	7	28%
		Agree	17	68%
3	Wordwall activities help comprehend procedure text.	Disagree	1	4%
		Neutral	3	12%
		Agree	21	84%
4	Wordwall activities help remember the rules and structures within the procedure text.	Disagree	1	4%
		Neutral	11	44%
		Agree	13	52%
5	Clarify of images and text is satisfactory.	Disagree	3	12%
		Neutral	1	4%
		Agree	21	84%
6	The selection of templates is appropriate for junior high school students.	Disagree	1	4%
		Neutral	4	16%
		Agree	19	76%
7	The font size and theme of Wordwall activities are appropriate.	Disagree	1	4%
		Neutral	5	20%
		Agree	18	72%
8	The design of the activities' display is appealing.	Disagree	2	8%
		Neutral	5	20%
		Agree	18	68%
9	Wordwall media sparks my interest in writing procedure text.	Disagree	2	8%
		Neutral	6	24%
		Agree	17	68%
10	Wordwall activities is creative and enjoyable.	Disagree	0	0%
		Neutral	5	20%
		Agree	20	80%

Based on the students' responses in the table above, several points were noted regarding the quality of Wordwall as a web-based media in teaching writing. In the first aspect, the majority of

students considered the materials presented in the Wordwall games to be coherent and systematic. For the second aspect, the majority of students agreed that Wordwall's language was easy to understand. Moreover, a significant number of students acknowledged that Wordwall helped them comprehend the Procedure Text. However, the results of the fourth aspect revealed that not all students felt that Wordwall assisted them in recalling the rules and structure of the procedure text, although more than half of them found it helpful. The results of the four aspects above highlight that Wordwall is an effective web-based medium to help them comprehend and recall information related to procedure text.

Furthermore, most students appreciated the clarity of the images and text, the selection of appropriate templates, and the font size and theme used in the Wordwall games. Additionally, the majority of the students also agreed with the attractiveness of the media display. The results of aspects five through eight followed students' preferences for a fun and interesting learning atmosphere.

For the last two aspects, many students reported increased interest in learning writing procedure text after utilizing the Wordwall media. They also regarded the Wordwall as a creative and enjoyable way to learn how to write Procedure text. These results emphasize the role of Wordwall in fostering students' enthusiasm to learn writing. In addition, Wordwall was regarded as providing students with engaging learning experiences.

Discussion

Overall, the results show how important the role of media, especially Wordwall, is in the learning process. This medium can increase students' motivation and engagement in learning activities. This finding is in line with some previous studies that also recognize the importance of Wordwall. One of them is a study by Adnyana and Dewi (2022) that looked at the use of Wordwall in junior high school. The results showed that the class that used Wordwall significantly increased motivation and achievement in learning English.

From the initial stage, the needs analysis results highlighted students' preferences, indicating that most students desire to use Wordwall media in learning to write. They feel happy with the existence of this medium, which shows that Wordwall can meet students' learning needs and improve their writing skills. These findings are consistent with earlier research by Abdillah and Syaban (2023). Their needs analysis showed that 89% of students desired technology-based learning like Wordwall to improve their comprehension and learning motivation. Their study further demonstrated that implementing the Wordwall in writing Procedure Text significantly improved students' writing ability.

Based on the evaluation results, it can be concluded that there is a positive perception of Wordwall as a motivating and effective learning medium in teaching writing. The evaluation of Wordwall's content and design revealed its interesting and engaging nature that meets students' needs and expectations. It implies that Wordwall is well-received and positively impacts students' learning experiences. This finding also aligns with the research by Widyaningsih et al. (2023), which highlighted Wordwall as an interactive learning medium capable of increasing students' motivation to learn.

Therefore, the development and utilization of Wordwall in writing emerged as the right choice to improve the quality of students' learning.

CONCLUSION

Based on the research results and discussion previously described, several conclusions can be drawn regarding the development of Wodwall as a web-based media tool for teaching writing procedure text. Firstly, Wordwall proves to be an effective and engaging web-based media for teaching writing Procedure Text, as evidenced by the positive feedback from students regarding its clarity, interactivity, and motivational impact. Most students found Wordwall to be a valuable aid in understanding and remembering the rules and structures of Procedure Text and enhancing their comprehension of materials.

Secondly, the successful integration of Wordwall into the classroom demonstrates its potential to address students' preferences for technology-based learning tools. The high level of student enthusiasm and engagement underscores Wordwall's ability to meet students' learning needs and foster a conducive learning environment, particularly in the context of writing instruction. In conclusion, implementing and evaluating Wordwall as a web-based media tool in teaching writing Procedure Text offers promising results. Further exploration and utilization of Wordwall as a web-based media alongside further research and development efforts are needed to hold the potential for further improving and fostering student success in language learning.

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