THE IMPLEMENTATION OF WORDWALL APPLICATION MEDIA TO INCREASE STUDENTS' MOTIVATION IN WRITING DESCRIPTIVE TEXT AT 8TH GRADE MTsS GEUDUBANG ACEH

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Menyatakan dengan sebenarnya bahwa skripsi yang ditulis dengan judul **"The Implementation of Wordwall Application Media to Increase Students' Motivation In Writing Descriptive Text At 8th Grade MTSS Geudubang Aceh "** merupakan hasil karya sendiri.

Apabila di kemudian hari terbukti bahwa skripsi ini adalah hasil jiplakan, maka saya bersedia menerima segala sanksi yang diberikan atas perbuatan saya tersebut. Demikian surat pernyataan ini saya buat dengan sebenar-benarnya.

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ABSTRACT

Nur Azizah, 2023. The implementation of word wall application media to increase student's motivation in writing descriptive text at 8th grade MTSS Gedubang Aceh.

Supervisor (1). Ruly Adha,MS **(2)** Shafrida Wati, MA.

This research aimed to improve students' motivation and skills in writing descriptive texts by utilizing Wordwall media in Class VIII.1 at MTsS Geudubang Aceh. The study employed a classroom action research (CAR) approach, conducted in two cycles, with each cycle consisting of planning, action, observation, and reflection phases. In Cycle I, students were introduced to Wordwall media as an interactive tool for learning descriptive text. Despite initial challenges, including limited engagement and comprehension, the results showed moderate improvement. To address these issues, Cycle II focused on refining the learning process by providing clearer instructions, encouraging group collaboration, and incorporating engaging activities such as games and interactive tasks. The results from Cycle II demonstrated a significant increase in student motivation and writing ability. The average score improved from the baseline to 74.86, exceeding the Minimum Mastery Criteria (KKM) of 71, with 79.31% of students achieving the passing score. Observations revealed higher levels of participation, enthusiasm, and understanding of descriptive text features and structures. The findings indicate that Wordwall media effectively enhanced students' motivation and writing skills in descriptive text, making it a valuable tool for interactive and engaging language learning. The study concludes that integrating digital media into teaching practices can positively impact student performance and learning outcomes.

Keywords: *Motivation, writing descriptive text, wordwall application*

CHAPTER I

INTRODUCTION

A. Background of Study

Education refers to any conscious effort made with the goal of improving and expectedly changing human behavior. To be able to handle the increasingly complex issues of nature, society, technology, and life, education will foster one's creativity.[1] Education is also one of areas most affected and demands new abilities that chance the way humans interact with the world around them. English plays an important role because this language is an international language that is used as a global communication tool that allows humans to work together effectively and access a wider range of information sources in the field of education.[2]

Currently, students are still not interested in taking English classes and many of them find the subject is challenging. This is because the internal and external students' factors. Students' abilities, skills interests, focus, motivation, attitudes, learning styles, and other internal characteristics are the examples of internal factors. The external factors, on the other hand, are elements that are not related to the students, such as teacher's skills, learning environment, learning facilities, learning methods utilized in class, learning media used and school environment.

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[1] Sagala, "Konsep dan Makna Pembelajaran," Bandung: Alfabeta., *Journal of Education Technology*, Vol.1, no.1 (2017) P.18

[2] Imroatus Solikhah.,& Teguh Budiharso, "Investigating the learning outcomes of an INFQ-based English Language teaching curriculum in indonesia. *Journal of Social Studies Education Research,* Vol.10, no.4 (2019). P.153

Students' motivation to success is one of the internal elements that affect their performances. According to Harmer, motivation is a "internal stimulus" that propels a person to take an action. We attempt to accomplish our goals when we believe they are worthwhile and appealing to us; this is referred to as "motivated action".[3] Students have a personal drive to learn, while poor students' motivation in learning will result in low learning outcomes obtained in other words, motivation has an impact on students' success in achieving optimal results.

In this era of technology, unique and innovative learning is urgently needed, especially those that can attract students' attention and interest in learning. To make learning more engaging, acceptable, and appropriate by integrating technology in learning, improvements must be made to support educational programs' objectives, structures, and contents. Engaging instruction may foster an environment where students are comfortable discussion, interacting with, and engaging in discourse about course subjects. The development of technological tools and the online environment has opened up a wide range of learning opportunities for students at all grade levels, with a special emphasis on the younger generation of tech-savvy students. Through the facilitation and improvisation of language learning using mobile devices, mobile-assisted language learning, or MALL, has emerged. [4]

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[3] Jeremy Harmer, "The Practice of English Language Teaching," (New York: *Longman Handbook for Language Teacher*, 1991), P.98

[4] Ramya Gangaimaran and Madumathi Pasupathi, "Review on Use of Mobile Apps for Language Learning," *International Journal of Applied Engineering Research*, Vol

Teacher utilizes learning media to transfer information to their students, thus teachers will deliver the information require an appropriate learning media to help their students to understand well. One of the ways to get learners attention is by using learning media, particularly a game-based. It is generally accepted that playing games is enjoyable and inspiring. According to some academic research, learning that takes the form of a game and involves students using digital technology results in a greater willingness to go on to the next learning step than traditional learning.

Using engaging educational resources can aid in the development of meaningful learning. Adding images, posters, and flash cards to the effect on students is an alternative. There are various websites and pieces of software that teachers can use as learning resources in the contemporary digital age. Some of them, such Kahoot, Quiziz, and Wordwall.net, are often used. Although the three applications have varied qualities, they all aim to improve students' perceptions and involvement. Numerous academic articles have been produced regarding this web-based program.[5]

From this justification, it can be inferred that students' attractiveness in the utilization of educational media is crucial to motivated students to learn. There are two functions of motivation in learning: first, it acts as a psychological activator to awaken person's desire to learn. Second, it keeps learning continue to achieve a goal. The second function is to make learning enjoyable so that learners would be more motivated to engage in active

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12 No.21 (2017). P.11242

[5] Galuh Raga Paksi et al, "Teacher Perception on the Use of the Wordwall.net Application as an English Vocabulary Learning Media," *Jurnal Ilmiah Pendidikan* Vol.4 No.1 (2023) P.122

learning. A person will learn more actively as he engages in learning. As a result, high motivation will result in high excitement and energy for studying, which will positively affect learning results.

In line with the background above, the researcher had observed students at VIII grade of MTsS Geudubang Aceh, that they have lack of English mastery, especially in descriptive text material, this lead the decrease of the students' learning motivation in English subjects. This is shown by the lack of enthusiasm of the students in receiving lessons. Moreover many students are also do not pay attention and make jokes during English class and the student responses in learning were also mediocre, only few students brave to ask question and few at them brave to express opinions.

In additions, the students are also doing not know how to express ideas into sentence sequences and organize them into a paragraph. In writing descriptive text most of the students do not pay attention to the teacher's explanation properly. There are also many students who are lazy to take note the subject matter delivered by the teacher. Especially if there are tasks that must be done both individually and in groups. There are only few students seemed enthusiastic in doing groups assignments and individual assignments. Many of them do not submit assignments on time.

Based on the fact, there needs to be a change in the management of learning activities, including the using of innovative learning media to increase students' learning motivation and to ultimately improve their

learning outcomes. One medium that can be used in learning English is the wordwall application. The wordwall application is a medium that is easy, tousle flexible, simple, and suitable for increasing the motivation of students who have difficulties in writing descriptive texts. Based on the description above, the researcher was interested in conducting a research entitled **The implementation of word wall application media to increase student's motivation in writing descriptive text at 8th grade MTSS Gedubang Aceh.**

B. Research Question

Based on the research results, the following research questions can be formulated:

1. How does the use of Wordwall media impact students' motivation in writing descriptive texts?
2. What improvements are observed in students' writing skills in descriptive texts when using Wordwall media?
3. To what extent does the use of Wordwall media help students meet the Minimum Mastery Criteria (KKM) in writing descriptive texts?

C. Purpose of Study

1. To find the use of Wordwall media impact students' motivation in writing descriptive texts.
2. To find improvements are observed in students' writing skills in descriptive texts when using Wordwall media.

3. To find extent does the use of Wordwall media help students meet the Minimum Mastery Criteria (KKM) in writing descriptive texts.

D. Significance of Study

The benefits of research contain the contribution will be made after conducting the research. This research is expected to provide benefits and contributions both theoretically and practically. The benefits of this research include:

1. Theoretical Benefits

The results of this study are expected to add insight and knowledge in the field of education, especially in increasing students' motivation and learning outcomes with the application of wordwall-based media.

2. Practical Benefits:

a. For Students

Through the implementation of Word Wall media, students can enhance their motivation and learning abilities in mastering descriptive texts.

b. For Teachers

As input for teachers to apply Word Wall media that can enhance students' motivation and learning abilities in mastering descriptive text learning.

c. For Schools

Providing general knowledge about the implementation of Word Wall media to enhance students' motivation and learning abilities in mastering descriptive texts.

CHAPTER IV

FINDING AND DISCUSSION

A. Finding

1. Pre-cycle

Before initiating Cycle I, the researcher conducted a pre-cycle stage using Pre-tests and observations. The researcher administered a pre-test to Class VIII.1 MTsS Geudubang Aceh students on Wednesday, September 27, 2023. The researcher also conducted a writing test, utilizing it to demonstrate students' learning progress and the increased motivation to write descriptive text. Observations were carried out by paying attention to the teacher's instruction, student activity, and learning outcomes (The observation sheet can be seen in the appendix). English teachers established 71 as the minimum passing criteria score (minimum passing score) for students. In this cycle, the teacher conducted classes without using any media. The teacher explained the definition/social function of descriptive text, generic structure, language features, and provided examples on the board. Subsequently, the teacher distributed a question paper to students containing instructions for creating two paragraphs of descriptive text (the question text can be seen in the appendix). Data on student learning outcomes before any action is taken can be found in Table 4.1

Table 4.1 score of Pre-cycle

No.	Initial of Studets'	Score
		Pre-cycle
1.	AM	65
2.	AT	49
3.	AD	62
4.	AR	63
5.	AS	49
6.	BPP	60
7.	DPO	55
8.	FS	62
9.	KFN	60
10.	MF	59
11.	MBH	58
12.	MBL	57
13.	MRF	59
14.	MRD	58
15.	MRO	49
16.	MAS	60
17.	NDM	60
18.	QF	49
19.	RAD	49
20.	RAV	54
21.	RM	49
22.	RAN	59
23.	RKA	58
24.	TDR	60
25.	TA	68
26.	VW	50
27.	VA	50
28.	YT	63
29.	MI	62
	Total score	**1656**
	Mean/average	**57,10**

From the results of the research above, the researcher calculated student achievement using the following formula:

$$M = \sum \frac{X}{N}$$

$$M = \sum \frac{1656}{29} = 57{,}10$$

Based on the results of the pre-cycle data, a score of 1656 was obtained. The highest score was 68, and the lowest score was 49. The average test score in the pre-cycle was 57,10. However, this value is still below the minimum standard value (KKM), which is 71. Based on the analysis results, it can be concluded that student achievement in writing descriptive texts was poor and low, as no one passed the pre-cycle. Therefore, the researcher decided to conduct a post-test in Cycle 1.

2. Cycle I

Cycle I was held on Wednesday 27 September 2023 for the first meeting, while the second meeting was held on Wednesday 4 October 2023. Researchers carried out several activities related to word wall media which aimed to increase students' motivation in writing descriptive texts. The following are the implementation stages:

a. Planning

At this stage the researcher mode all preparations before carrying out the research. Activities carried out by the researcher included preparing all instruments, such as observation sheets, post-test sheets, and questionnaire sheets. Then, the researcher prepared lesson plans, learning resources and

learning media, namely the application of word wall media to increase student motivation in writing descriptive texts.

b. Action

The first meeting in cycle one was held on Wednesday, 27 September 2023, and was attended by 29 students. The researcher assumed the role of a teacher, while colleagues and an English teacher at MTsS Geudubang Aceh participated as observers. The researcher carried out teaching and learning activities in accordance with the RPP. The learning process began with several activities conducted by the researcher, namely: 1.) The researcher entered the class and greeted the students, creating an English language environment from the first meeting. 2.) All participants prayed together. 3.) The teacher checked the student attendance list. 4.)The researcher explained the learning objectives. 5.) The teacher conveyed the research objectives. 6.) Following this, the researcher introduced the word wall and explained how to use the word wall application. Then, the researcher invited students to form four groups, each containing seven people, and share the link with the Class VIII.1 group that had been created. After students accessed the link, the researcher explained the material and provided examples of descriptive text created in the word wall application. Students listened, and they were asked to randomly name the physical characteristics of a person based on the example material on the word wall.

The second meeting was held on Wednesday, October 4, 2023, and was attended by 29 students. During this meeting, the researcher used the Wordwall application to enhance students' motivation in writing descriptive

texts in Class VIII.1. In the learning activity, the researcher reviewed the material on descriptive text. Students were given another opportunity to answer questions regarding the descriptive text material. The researcher asked several students to mention physical characteristics about people and also asked students to determine the generic structure of examples of descriptive text found on the Wordwall. If there were errors in their responses, the researcher corrected them. After that, the researcher introduced a game on the Wordwall application aimed at increasing motivation, training enthusiasm and activity so that students could discover new ideas and vocabulary to solve writing problems. The teacher shared the link to the Whack-a-Mole game found on the Wordwall application in the WA group for Class VIII.1. Students could play the game within the specified time and score limits. Once a group finished playing the game, they filled in the attendance column provided on the Wordwall game. The researcher then determined the winner based on the highest score after playing the game. The winning group would be awarded a prize, and the prizes would be distributed after the cycle ends. After completing the game at this stage, test questions were given to students individually. Students received one sheet of paper containing instructions for writing two paragraphs of descriptive text about people. After a few minutes had passed, some students still lacked the skills and couldn't write. Students continued to struggle with language, vocabulary, and organizational skills. The teacher asked students to collect assignments, and at the end of the lesson, the researcher concluded the material, then gave students the opportunity to ask

several questions related to the material. The researcher also explained the plans for the next meeting.

c. Observation

At this stage of Cycle I, observations are carried out simultaneously with the implementation of actions. The researcher act as a teacher, while teachers and colleagues act as observers. Based on the results of observations, after monitoring students' activities in this action, the researcher found that students showed joy in the learning process of writing descriptive text using the Wordwall application. Students pay attention when the researcher explains descriptive text material; they are calm, quiet, and interested. Meanwhile, students' responses when learning to write descriptive text via Wordwall were very active and enthusiastic. This can be seen from the students being able to answer the questions given by the researcher. Then students provide responses to the researcher. This can be seen from their enthusiasm in answering questions from researchers. Even though at this stage there were still some students who were less enthusiastic, unresponsive, inactive, and there were still some students who did not understand how to play Wordwall media during the learning process, in this cycle the majority have experienced improvement from the results of previous observations. The observation results can be seen in the appendix.

d. Reflection

At the end of the research, reflection was carried out by focusing on the findings obtained regarding the problems that arose. Based on the analysis

of actions carried out in Cycle I which included two meetings, the researcher drew the following conclusions: there were still some students in Class VIII.1 whose motivation was still low, there were still students who did not understand descriptive texts, and there were still students who appeared less involved in using the Wordwall media application. There were still some students who have not achieved the success criteria, namely 66.65, while the expected percentage is 71. After carrying out all the activities, the researcher concluded the results of cycle I as follows:

Table 4.2 score of Cycle I

No.	Initial of Studets'	Score
		Cycle I
1.	AM	72
2.	AT	60
3.	AD	71
4.	AR	71
5.	AS	59
6.	BPP	62
7.	DPO	59
8.	FS	71
9.	KFN	63
10.	MF	62
11.	MBH	65
12.	MBL	63
13.	MRF	59
14.	MRD	71
15.	MRO	62
16.	MAS	71
17.	NDM	71
18.	QF	70
19.	RAD	70
20.	RAV	65

21.	RM	70
22.	RAN	59
23.	RKA	62
24.	TDR	71
25.	TA	71
26.	VW	70
27.	VA	71
28.	YT	71
29.	MI	71
	Total score	**1933**
	Mean/average	**66,65**
	Classical criteria	**41,37%**

The computation of the average score was as follows :

$$M = \sum \frac{X}{N}$$

$$M = \sum \frac{1933}{29} = 66{,}65$$

The classical score calculation was as follows:

$$\underline{P}_{F} = \frac{\text{-}}{N} \times 100\ \%$$

$$\underline{P}_{12} = \frac{}{29} \times 100\ \% = 41{,}37\ \%$$

In this cycle, 12 students (41.37%) completed, while 17 students (58.62%) did not complete. The research in this cycle was deemed unsuccessful as the average student score of 66.65 remained below the minimum passing grade (KKM) of 71. Consequently, the researcher proceeded to conduct the second cycle.

3. Cycle II

a. Planning

In this step the researcher arranged all preparations before conducting the research. Activities carried out by the researcher included preparing lesson plans which function as guidelines for teachers during class activities, thereby allowing them to maintain control over the teaching and learning process. Apart from that, the researcher prepared descriptive text material to be explained to students in class VIII, 1, as well as wordwall media containing material, observation sheets and questionnaires. These sheets were used to collect data related to learning using wordwall media, and the researcher also prepared Cycle II test sheets. This test was given at the end of the lesson after students had finished using the wordwall application media. Through this test, the researcher assessed the increase in student motivation in writing descriptive text while using wordwall learning media.

b. Action

The first meeting in Cycle II was held on Monday, October 9, 2023, and was attended by 29 students. In the implementation of actions in Cycle II, the researcher assumed the role of a teacher, while colleagues and English teachers at MTsS Geudubang served as observers. The researcher conducted the learning process according to the RPP. The lesson commenced with a greeting to the students. Subsequently, the researcher checked the student attendance list and instructed the students to sit in groups based on Cycle I. Following that, the researcher distributed a

Wordwall link via the WhatsApp (WA) group, which contained material about descriptive texts regarding people, animals, places, and favorite objects, along with examples. Afterward, the researcher provided an overview of the descriptive text and motivated the students to ensure enthusiasm throughout the learning process.

Then, the researcher reviewed the descriptive text using images displayed on the Wordwall game. Students were instructed to observe, read, and understand the images containing material on the Wordwall game. The researcher posed several questions to students about the material on descriptive text, and some students responded by defining descriptive text as "text that explains or describes something, whether a person, object, event, or place." The researcher then provided examples of descriptive text, covering language features and generic structures listed on the Wordwall. Group representatives were asked to mention the characteristics and provide several examples of descriptive text, with each group successfully accomplishing this within a specified time limit.

Following this, the researcher invited students to participate in the Maze Chase game on the Wordwall application. This activity aimed to practice understanding descriptive text and boost motivation, ensuring that students remained engaged throughout the class. Towards the conclusion of the lesson, the researcher reviewed the material and allowed students the opportunity to pose questions related to the content. Additionally, the researcher explained plans for the next meeting.

The second meeting was held on Monday 11 October 2023. At this meeting, the researcher used the wordwall application media to increase students' motivation in writing descriptive texts for class VIII.1. There were 29 students present at this meeting. Students were asked to sit in groups based on cycle I at this meeting. Students are given another opportunity to provide examples, ask and answer questions regarding descriptive text material. The researcher asked representatives from the 2 groups to come forward to write examples and determine the generic structure of the descriptive text without referring to the wordwall guide or any notes. If there are errors in the writing, the researcher will correct them. Once students have finished advancing, they return to their seats.

After that, the researcher administered a writing test to students individually by selecting a theme through a random wheel on the Wordwall game application. The teacher instructed group representatives to choose a theme to be written on the post-test paper. Each group selected one theme from the six available themes. Once students chose their themes, they were given a sheet of paper containing instructions to write two paragraphs of descriptive text based on the selected theme from the Wordwall game.

After a few minutes, students began enthusiastically filling out their answer sheets, and there was no disturbance; the classroom atmosphere was much calmer compared to Cycle I. When students finished the task, the teacher distributed a questionnaire while calculating the scores of the group games played from Cycle 1 to Cycle 2. Active groups received additional points, and the distribution of prizes took place at the end of the learning

session. Following that, the researcher conducted a written evaluation test to assess the improvement in students' motivation in writing descriptive texts in Class VIII.1 at MTsS Geudubang Aceh.

c. Observation

Based on the observation results after monitoring students' activities during the implementation of the Action, the researcher found that students were able to recall the definition, function, generic structure, and language features of descriptive text. In Cycle II, students had fully grasped how to play the Wordwall game, requiring less time to engage in it. The majority of students in this cycle demonstrated enthusiasm in the learning process. This was evident in their attention to the researcher's explanations and their eagerness to learn how to write descriptive texts using the Wordwall application. They maintained discipline in the classroom, with no disruptive behavior observed. Students paid quiet and focused attention to the teacher during the learning session, actively participating by asking questions.

During the completion of tasks, they carefully followed the teacher's instructions, minimizing errors. When responding to the teacher's questions, students tried to provide accurate and enthusiastic answers. When the researcher inquired about adjectives and nouns used in descriptive texts, students were able to answer the questions correctly. Students are also involved in group activities, each group successfully completes the assignment within the specified time period. To assess the extent of their motivation in writing descriptive texts using the Wordwall application from

Cycle I to Cycle II, the researcher analyzed it through a written test to be administered at the end of the game

d. Reflection

The researcher conducted a reflection at the end of the study based on observations of the issues that occurred. After analyzing the results of the Action in Cycle II, consisting of 2 meetings, the researcher concluded that students were capable of understanding the definition, function, generic structure, and language features of descriptive text. Additionally, students could compose sentences of descriptive text in paragraphs that were both good and correct. The entire class actively participated in the game, using the Wordwall application to enhance students' motivation in writing descriptive texts. The motivation of Class VIII.1 students in utilizing the Wordwall application experienced an increase. Based on the results obtained, students who met the success criteria achieved a score of 74.86, signifying that they had reached the minimum passing grade (KKM) of 71. The classroom atmosphere was well-conditioned.

After analyzing the results of the Action in Cycle II, comprising 2 meetings, the researcher concluded that students' motivation in writing descriptive texts had increased. This was evidenced by the enthusiasm of the students, and some students achieved scores above the Minimum Mastery Criteria (KKM) set at 71. Following the completion of all activities, the researcher summarized the results of Cycle I as follows:

Table 4.3 score of Cycle II

No.	Initial of Studets'	Score
		Cycle II
1.	AM	80
2.	AT	72
3.	AD	78
4.	AR	73
5.	AS	73
6.	BPP	72
7.	DPO	69
8.	FS	79
9.	KFN	74
10.	MF	70
11.	MBH	72
12.	MBL	70
13.	MRF	69
14.	MRD	74
15.	MRO	69
16.	MAS	72
17.	NDM	78
18.	QF	83
19.	RAD	76
20.	RAV	73
21.	RM	83
22.	RAN	70
23.	RKA	73
24.	TDR	83
25.	TA	82
26.	VW	73
27.	VA	72
28.	YT	84
29.	MI	74

	Total score	**2171**
	Mean/average	**74,86**
	Classical criteria	**79,31%**

The computation of the average score was as follows:

$$M = \sum \frac{X}{N}$$

$$M = \sum \frac{2171}{29} = 74{,}86$$

The classical score calculation was as follows:

$$P = \frac{F}{N} \times 100\ \%$$

$$P = \frac{23}{29} \times 100\ \% = 79{,}31\ \%$$

In this cycle there were 23 students (79.31%) who completed, while 6 students or (20.68%) did not complete. Research in this cycle showed an increase in student motivation in writing descriptive text using the wordwall application. This was shown by the student average of 74.86 which has achieved more than the KKM, namely 71, so the research in this cycle was stopped because it had been fulfilled and completed.

B. Discussion

This study aimed to investigate the effectiveness of using Wordwall media to enhance students' motivation and skills in writing descriptive texts.

The findings revealed significant improvements in students' performance across two research cycles.

The integration of Wordwall media had a positive impact on students' motivation to engage in writing descriptive texts. In Cycle I, despite an increase in enthusiasm during class activities, only 41.37% of the students met the Minimum Mastery Criteria (KKM) score of 71, indicating room for improvement. By Cycle II, students showed greater enthusiasm, active participation, and improved classroom behavior. The number of students who met the KKM rose to 79.31%, demonstrating that the gamified approach of Wordwall media effectively captured their interest and motivated them to perform better. This aligns with previous studies that highlight the role of interactive learning media in enhancing student engagement and reducing classroom monotony.

The use of Wordwall media also resulted in marked improvements in students' ability to write descriptive texts. Students demonstrated a better understanding of the definition, purpose, generic structure, and language features of descriptive text by Cycle II. Their ability to compose coherent and structured paragraphs with appropriate vocabulary improved significantly, as evidenced by the average score increasing from 57.10 in the pre-cycle to 74.86 in Cycle II. These results suggest that interactive tools like Wordwall not only motivate students but also provide an engaging platform for them to practice and develop their writing skills.

The progression from the pre-cycle to Cycle II shows a steady improvement in students' achievement of the KKM score of 71. While no students met the KKM during the pre-cycle, 12 students (41.37%) achieved this benchmark in Cycle I. By Cycle II, 23 students (79.31%) met the criteria, indicating that the intervention was successful in meeting its objectives. This significant increase highlights the effectiveness of Wordwall media as a tool for improving academic performance.

Observation data indicated that students were increasingly engaged and enthusiastic during lessons using Wordwall media. The gamified approach, which included activities such as Maze Chase and Whack-a-Mole, encouraged participation and allowed students to learn while having fun. Students appreciated the opportunity to work collaboratively in groups, which fostered teamwork and facilitated peer learning. However, some initial challenges, such as difficulty in understanding how to use the application, were overcome as students became more familiar with the platform.

Despite the overall success, some challenges were observed. In Cycle I, several students struggled with understanding how to navigate the Wordwall application, and some remained unmotivated. Additionally, a small percentage of students (20.68%) in Cycle II still did not meet the KKM, suggesting that further interventions might be needed for these individuals. Future studies could explore tailored support for underperforming students to ensure that all learners benefit from the use of interactive learning media.

The findings of this study underscore the potential of Wordwall media as an effective tool for enhancing students' motivation and skills in writing descriptive texts. By combining interactive technology with structured learning activities, Wordwall media created an engaging and supportive environment that facilitated both academic and personal growth. These results contribute to the growing body of literature advocating for the integration of digital tools in education to foster active learning and improve outcomes.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This research was carried out in two cycles consisting of two meetings. Implementation of the wordwall media application increased students' motivation in writing descriptive text in class VIII.1 MTsS Geudubang Aceh. This could be seen from the results of students' learning progress scores which have improved while using the Wordwall game media application in the classroom. At the pre-cycle stage, the test results were 57.10; the first cycle was 66.65 with a classical score of 41.37%; and the second cycle was 74.86 with a classical score of 79.31%. This value has increased and has achieved the indicators found. Not only motivation to write, we could see an increase in student learning outcomes which was also indirectly influenced by increased motivation to write. In conclusion, the Wordwall application media had a positive impact on learning, namely creating fun learning, increasing student enthusiasm when studying, motivating students, encouraging creativity, helping to generate and organize ideas in writing descriptive text.

B. Suggestion

The researcher gave some suggestions as follows :

1. The teachers should be more creative in teaching writing so that students are interested and don't get bored easily. If students'

learning motivation can increase, it will also affect their learning outcomes.

2. The students should take on a more active role in learning activities. Actively engaging in learning will undoubtedly boost their motivation and enhance learning outcomes.
3. The next researchers should take into account all obstacles or shortcomings in the utilization of the media that will be applied later. Additionally, the use of the Wordwall application is recommended for schools and students in urban areas, but not advised for those in remote areas due to the necessity of a reliable and stable internet network.