

## The Effect of *Wordwall* on the Quality of EFL Students' Writing Skill

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### Abstract

The study aimed to assess the impact of *Wordwall*, an AI-driven web application, on students' EFL writing skills. Many students struggle with mastering these skills due to challenges such as limited vocabulary and grammar proficiency. The research focused on senior high school students and employed a quantitative ex post facto design. Data consisted of scores from narrative fractured text assessments. The writing quality was measured across dimensions including content, organization, vocabulary, grammar, and mechanics, adapted from Heaton (1988) in Fitriani et al. (2014). Results indicated that students using *Wordwall* achieved an average score of 16.17, whereas those using traditional printed English textbooks scored an average of 14.43. An independent t-test revealed a significant difference ( $p = 0.000$ ,  $p < 0.05$ ), rejecting the null hypothesis and suggesting superior writing outcomes for students using *Wordwall*. This finding underscores *Wordwall*'s effectiveness in enhancing EFL writing skills compared to conventional methods. Thus, integrating AI-based tools like *Wordwall* in language instruction can lead to improved educational outcomes in EFL contexts.

**Keywords:** *Writing skills, EFL students, Wordwall*

### INTRODUCTION

The advancement of technology has a significant role and impact on humans' lives, including in the area of education and learning. One of the technology advancement products is Artificial Intelligence (AI). This product has changed drastically human attitudes, skills, and competencies because it can be utilized by individuals effectively, ethically, and responsibly in life (Zoe et al., 2022). In the world of education, AI facilitates teachers and students to perform learning by enabling them to access teaching-learning material, media, and other instructional tools. One of the AI-based applications or tools used in education and learning is *Wordwall*.

Recently, *Wordwall* has become one of the web-based promising tools that enable teachers to help them perform their teaching and learning (Arni, 2021). The use of *Wordwall* in English learning is able to stimulate the learners to engage in and create an interactive and dynamic learning environment (Mazelin et al., 2022; Nenohai et al., 2022) and fosters them to become self-directed learners (Gündüz, 2023) that certainly is beneficial to the learners' process of learning. When it is used in a particular span of time simultaneously, *Wordwall* undoubtedly will nurture learners' process in developing language skills.

Meanwhile, English language teaching and learning in the EFL context has still faced many obstacles, particularly writing, to EFL learners, writing has become a language skill that was difficult to attain. The skill is so complicated for EFL learners to learn (Huda & Wuda, 2019)

because there are a lot of aspects that should be learned and acquired whereas it is one of the key competencies that students need to learn is writing (Selvaraj & Aziz, 2019). In the school context, EFL learners start learning English writing from the basic steps. They start by writing words, sentences, paragraphs, and later texts. Based on the curriculum, Indonesian secondary school learners are expected to be able to write English texts that comprise several genres such as descriptions, expositions, procedures, narratives, etc. As it has been stated to accomplish writing skills, the learners faced problems that were rooted in the difficulties in finding and organizing ideas. However, the basic problems faced by the learners were the lack of vocabulary, incorrect grammar, the misuse of prepositions, and inconsistent tenses.

With regard to the characteristics of the problems, it requires a solution that is considered to be easy for the learners to use. The easiness in this case is characterized by the possibility of learners using the solution with and without the help of the teacher. By considering the characteristics, *Wordwall* as one of the AI-based applications is supposed to be the suitable solution to help the learners learning English writing skills. As Gayed et al. (2021) pointed out the development of AI has resulted in increasingly advanced intelligent writing assistants.

Prior research has examined *Wordwall's* efficacy as a learning tool for writing, particularly in the context of English as a foreign language (EFL). A study by Imran and Almusharraf (2023) discovered that using *Wordwall* could assist students in solving the problem and enhance their writing skills. *Wordwall* gave impacts to one of the skills that students must have, that is creative writing skills.

The other studies by Elyana (2019) and Sartika (2017) focused on the analyses of the use of *Wordwall* that had an impact on the writing skills of junior high school students. The result showed that the use of *Wordwall* significantly could be completing writing assignments and it was recommended to be implemented in junior high school language learning, especially in delivering materials. The studies that focused on the use of *Wordwall* revealed that it had an impact on Senior High School students' writing skills. They also established that the use of *Wordwall* had a strong influence on students' writing achievement and helped students select vocabulary (Sawitri et al, 2019; Bungai & Perdana, 2023).

From the rationale above, the present study aimed to address the research question '*Is there any significant effect of Wordwall on the quality of students' writing skills.*' In other words, the study tried to investigate whether or not *Wordwall* affected the students' writing skills. Different from the previous studies which focused on tertiary levels, the present study concentrated on senior high school students because this level of education has become the critical period of English learning before tertiary education. It is a fact that at the tertiary level of education, students already have been considered to have sufficient English language skills required to join a program or courses at a university or college. This study was quantitative and employed an ex post facto design. It means that there was no manipulation given to the variables of the study given by the researcher, ensuring that the data elicited were natural. As mentioned above, the previous studies on similar topics were conducted by employing class action research (CAR) (Elyana 2019), qualitative design (Sartika 2017), and quasi-experiment (Sawitri, 2019), meaning that there was still a gap in the studies about the effect of *Wordwall* to students' writing skill, in this case, methodological one, particularly in quantitative method stance which essentially has a purpose of verifying theory. Therefore, this study which employed ex post facto aimed to fill the gap.

## METHODOLOGY

This present study was quantitative and focused on the investigation of the effect of *Wordwall* on the quality of students' writing skills. In this study, *ex post facto* was occupied to answer the research question raised. The data collected were the result of events that had already occurred. Therefore, there was no treatment given to the subject of the study. The variables of this study were the students' writing skills as the independent one and *Wordwall* tool as the dependent one.

### Study Design

To investigate the effect of *Wordwall* tool (independent variable) on students' writing skills (dependent variable), the design used in this study is described in the following diagram.

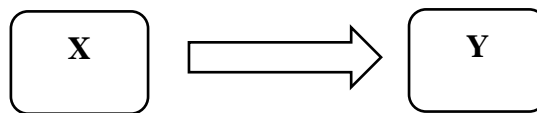


Figure 1: The effect of *Wordwall* to the students' writing skill  
Source: Putri 2024

Note

- X : The Use of *Wordwall*
- Y : Students' Writing Skill
- ⇒ : The effect of X to Y

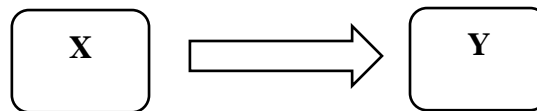


Figure 2: The effect of printed English textbook to the students' writing skill  
Source: Putri 2024

Note

- X : The Use of printed English textbook
- Y : Students' Writing Skill
- ⇒ : The effect of X to Y

### Study Participants and Sampling Procedures

The subjects of this study were Grade-10 students of two different *Sekolah Menengah Atas Negeri* (Public Senior High School) in Jember Regency in the academic year 2023-2024. The total number of them was 60 of which there were 30 students of each school. The students of school A used *Wordwall* in learning English writing. Meanwhile, the students of school B learned English writing by using printed English textbooks.

## Instruments

To acquire the data, this study employed a subjective writing test. To do the test, the students as the subject of the study were required to write short narrative texts based on the available instruction. To make sure that the test fulfilled the criteria of a good test, the test was developed by following the basic principle of test development i.e., validity and reliability.

### 1. Validity

Validity is the degree to which an instrument of data collection measures what it claims to measure (Ary, 2018). Validity must be considered for the instrument's method and content, and the performance of the test-takers. In this study, the instrument of data collection was an English writing test. Then, the content validity was used as the only criterion in which the content of the test was made and matched with the curriculum of *Sekolah Menengah Atas Negeri* (Public Senior High School) where the subjects of the study studied. Therefore, the first step done in developing the test was mapping the indicators of the writing skill that should be achieved by the students, in particular grade 10. In this step, the curriculum of *Sekolah Menengah Atas Negeri* (public senior high school) was used as the basis for determining what content of the test should be given. The description of the indicators of writing is presented in Table 1.

**Table 1. The Indicators of Writing Test**

Component	Score	Criteria	Information
Content	20	Excellent to very good	Clear and understandable the content of the story, details related to the theme or title, and complete information (who, what, where, when, why, and how)
	15	Good to average	The topic or the theme is clear but in some cases may be lacking, ideas not fully developed, not complete information (who, what, where, when, why, and how)
	10	Fair to poor	The ideas about the topic or the theme are not clear and not complete (who, what, where, when, why, and how)
	5	Very poor	The story is incomplete
Organization	20	Excellent to very good	Appropriate arrangement of the structure of the narrative text (title, orientation, complication, and resolution) is complete and logical, the writing is in chronological order and spatial pattern
	15	Good to average	Appropriate the arrangement of the structure of the narrative text but in

			some cases, there may be lacking ideas, no chronological order
	10	Fair to poor	There is a problem developing with ideas, almost no orientation or resolution
	5	Very poor	The generic structure of the story is not complete, unclear, and barely understood by the reader
Vocabularies	20	Excellent to very good	Using appropriate vocabulary, parallel structure, concise and effective word
	15	Good to average	Good varied vocabulary and fairly concise language
	10	Fair to poor	There are many errors and mistyping
	5	Very poor	There are many mixed languages (Indonesian) and too wordy
Grammar	20	Excellent to very good	Using appropriate grammar, appropriate prepositions, modals, verb forms articles, and relative clauses
	15	Good to average	There is inappropriate grammar but not affect the meaning
	10	Fair to poor	There are many inappropriate grammar, that affect the meaning of the story and fragment sentences
	5	Very poor	The grammatical errors, the sentences are difficult to read
Mechanic	20	Excellent to very good	Using the right punctuation, spelling, capitalization, and indented paragraphs
	15	Good to average	Using the right punctuation and spelling
	10	Fair to poor	The end of punctuation is not acceptable to the readers
	5	Very poor	There is no punctuation, misspelling, no capitalization, and no indented paragraphs

*Source: Data Adapted from Heaton 1988*

2. Reliability

According to Ary et. al. (2018), reliability was how consistently the measure of the thing that the student was trying to measure. Reliability was a measurement tool of a test that remained consistent after showing repeatedly on the subjects with the same conditions. The test was tried out to make sure that the test was reliable.

The try-out results showed the reliability of the writing test that the students were given. It is shown by the Cronbach's Alpha calculations results, which showed a value of 0.713. Therefore, there were no needed revisions for the test. The detailed result can be seen below.

**Table 2. The Reliability of The Writing Test**

		N	%
Cases	Valid	30	100.0
	Excluded <sup>a</sup>	0	.0
	Total	30	100.0

*Source: Data Adapted from Putri, 2024*

- a. Listwise deletion based on all variables in the procedure.

**Reliability  
Statistics**

Cronbach's Alpha	N of Items
.713	5

*Source: Data Adapted from Putri,*

**Item-Total Statistics**

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlation	Cronbach's Alpha if Item Deleted
X01	8.8667	8.809	.413	.688
X02	9.6333	7.482	.492	.656
X03	9.5000	7.362	.445	.680
X04	9.9000	8.300	.477	.665
X05	9.5667	7.013	.550	.630

*Source: Data Adapted from Putri, 2024*

## Data Analysis

The data analysis process was carried out using SPSS version 25.0 and the score of the essay writing test fractured narrative text from the students in SMAN (Public Senior High School) A and SMAN (Public Senior High School) B as the source of data analysis. The writer gave the students in SMAN (Public Senior High School) A and SMAN (Public Senior High School) B in X-grade about essay fractured narrative text. The writer gave the paper to the students and they wrote the story about ‘the turtle and the rabbit’. Here, the students needed to make their own story based on their imagination and based on their version of the story of the turtle and the rabbit. By considering the components of the writing test, the students needed to write appropriately. After that, the writer would give a score and compare the result of the essay between SMAN (Public Senior High School) A who used *Wordwall* in the teaching-learning process, and SMAN (Public Senior High School) B who did not use *Wordwall* in the teaching-learning process. After that, the writer counted the results of the essay using SPSS version 25.0. From there, the writer could find the answer to the hypothesis which is whether there is a significant effect of the use of *Wordwall* on the quality of students’ writing skills or not.

## RESULTS

The study data description described all the data that the writer found while doing the study. This study entitled “The Effect of *Wordwall* on the Quality of Students’ Writing Skill” has independent and dependent variables. The independent variable is the effect of *Wordwall* and the dependent variable is the students’ writing skills. The data on students’ writing was taken from the essay test through 30 students in each school at X-grade in the 2023/2024 academic year. Therefore, the total number of respondents was 60 students.

This study used numerical data. The numerical data was collected from the essay test. There were several aspects that were used by the writer to give the score of the essay test, namely organization, content, grammar, vocabulary, and mechanics. The essay test refers to the result score. The data were analyzed using SPSS software version 25.0. The results of the data will be explained below.

### 1. Normality Test

This test aims to assess the distribution of data in a group of data or variables, whether the data distribution is normal or not. The conclusion was that if the significance value is  $>0.05$  it means that the data is normally distributed but, if the significance value is  $<0.05$  it indicates that the distribution of the data is not normal. The writer used software SPSS version 25.0 to count the results. Here is the result of the normality test.

**Table 3. Test of Normality**

Class	Kolmogorov-Smirnova			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	Df	Sig.

Writing Result	SMAN (Public Senior High School) B	.161	30	.045	.933	30	.059
	SMAN (Public Senior High School) A	.237	30	.000	.890	30	.005

Source: Data Adapted from Putri, 2024

a. Lilliefors Significance Correction

Based on the previously mentioned data, the result of the writing test without *Wordwall* (AI) is  $0,059 < 0,05$ . Meanwhile, the result of the writing test with *Wordwall* (AI) is  $0,005 < 0,05$ . The conclusion is the data was obtained not normally distributed. Therefore, there was an alternative test, namely the Wilcoxon test.

2. Wilcoxon Test

Wilcoxon test is used if the distribution is different for the two variables and does not assume normality for one or both of the variables. In this part, the writer used the Wilcoxon test because the data in the normality test was not normally distributed. Therefore, the writer used the Wilcoxon test to determine whether the use of *Wordwall* (AI) had an effect on the quality of students' writing skills or not. Here is the result of the Wilcoxon test.

**Table 4. Wilcoxon Test**

Writing Result "With AI" - Writing Result "Without AI"

Z	-3.372b
Asymp. Sig. (2-tailed)	.001

Source: Data Adapted from Putri, 2024

a. Wilcoxon Signed Ranks Test

b. Based on negative ranks.

From the data, it concluded that the result of significance is  $0,001 < 0,05$ . It implies that there is a major impact through the use of *Wordwall* (AI) on the quality of students' writing skills.

3. Homogeneity Test

The data can be said to be homogeneous if the significance  $>0.05$ . On the other hand, the data is not homogeneous if the results revealed  $<0.05$ . This is how the homogeneity test turned out.



**Table 5. Homogeneity Test**

		Levene Statistic	df1	df2	Sig.
Writing Result	Based on Mean	.070	1	58	.792
	Based on Median	.000	1	58	1.000
	Based on the Median and with adjusted df	.000	1	54.467	1.000
	Based on trimmed mean	.032	1	58	.858

Source: Data Adapted from Putri, 2024

From the data above, it concluded that the result of the significance based on the mean is  $0,792 < 0,05$ . Therefore, in the homogeneity test, the test is qualified.

#### 4. Hypothesis Testing

Hypothesis testing was used to see whether or not the hypothesis in this study was acceptable. The null hypothesis of the study was ‘there was no significant effect between the students’ English writing skills who learned by using *Wordwall* and those who learned by using printed English textbook.’ Meanwhile, an alternate hypothesis was that ‘there is a significant difference between those who learn through *Wordwall* and those who learn through printed English textbooks. To test the hypothesis, this study made use of SPSS application version 25.0.

#### 5. Independent Sample Test

The writer used an independent sample test to compare two sample means from unrelated groups. It reveals that there were different scores for each group. The outcome of the independent sample test was as follows.

**Table 6. Independent Sample Test**

		Levene's Test for Equality of Variances		t-test for Equality of Means			95% Confidence Interval of the Difference			
	F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper	
Writing Result	Equal variances assumed	.070	.792	-3.694	58	.000	-1.733	.469	-2.673	-.794
	Equal variances not assumed			-3.694	57.557	.000	-1.733	.469	-2.673	-.794

Source: Data Adapted from Putri, 2024

From the data result, the significance was  $0,000 < 0,05$ . It meant that the null hypothesis (Ho) was rejected and the alternative hypothesis (Ha) was accepted.

Therefore, it can be concluded that the effect of *Wordwall* on the quality of students' writing skills had a significant effect. An additional description explanation of the result of the statistical data is figured in the following table.

**Table 7. Group Statistics**

	Class	N	Mean	Std. Deviation	Std. Error Mean
Writing Result	SMAN (Public Senior High School) B	30	14.43	1.736	.317
	SMAN (Public Senior High School) A	30	16.17	1.895	.346

From the data, the students who used *Wordwall* (AI-based application) in writing English had a better score than the class who utilized printed English textbooks or did not use *Wordwall* (AI-based application). As written in the table above, the writing result with *Wordwall* (AI-based application) was 16.17, and without *Wordwall* (AI-based application) was 14.43. This demonstrated that students' writing skills were significantly improved by the *Wordwall*.

## DISCUSSION

Based on the result of the study, the students of *Sekolah Menengah Atas Negeri* (Public Senior High School) A who learned English writing by using *Wordwall*, and those of *Sekolah Menengah Atas Negeri* (Public Senior High School) B who learned English writing by using a printed English textbook, it was found that there was a significant effect between the students' English writing skills as it was pointed out by the result of the mean score from the test. The result of the data showed that the average value for a class taught using *Wordwall* was 16.17. The results of the independent t-test have a significant difference of 0.000, meaning that it was significantly less than  $< 0.05$ . Thus, the null hypothesis was rejected. It indicated that there was a significant difference between the class with used *Wordwall* (an AI-based application) and those without using *Wordwall* (an AI-based application) in learning English writing. Meanwhile, the average value of the students who were taught by using printed English textbooks was 14.43. Thus, it implied that the use of *Wordwall* in English learning had a major impact on the students' English writing when it was compared to students who learned English writing from printed English textbooks.

The findings of the study corresponded to other studies. The study by Amri & Sukmaningrum (2023) depicted how *Wordwall*, when it was used as a learning tool, could effectively improve students' writing skills in a variety of settings. The study was conducted in a pre-experimental or one-group pre-test-post-test design. It was proven that the scores of the pre-test and post-test. The pre-test had an average score of 69.2, with the lowest score being 60 and the best being 75. Meanwhile, in the post-test, the lowest score was 75 and the highest score was 89 with an average score was 82.5. It means that the use of *Wordwall* could improve the students' writing skills.

The reliability of *Wordwall* as one of the AI-based mobile learning tools was proven in this study. The congeniality of the study with the previous one was shown in the result of the study by

Arini et al. (2022) which claimed that Artificial Intelligence (AI)-based mobile learning has significantly elevated the students' English competence. Therefore, Wordwall was reliable to be the alternative solution for EFL teachers to teach their students English skills, particularly writing.

## CONCLUSION

The present study dealt with the effect of *Wordwall* on the quality of students' writing skills. This study was quantitative with an ex-post facto design. Based on the result of the data processing and the analysis of this study by using SPSS version 25.0 showed that the average of students who use *Wordwall* in English writing was 16.17 and the average of students who use printed English textbooks in English writing was 14.43. To conclude, applying *Wordwall* had a major impact on the quality of students' writing skills.

Convincingly, the study verified that the use of *Wordwall* had an impact on leveraging the quality of students' writing skills. However, in the light of the method used that was Ex-post facto, then it may become the limitation of this study, it is recommended to conduct a similar study by employing other methods or designs.

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