

A Thesis

**TEACHING WRITING FOR ENGLISH MARITIME USING WORD WALL
APPLICATION THROUGH CONTEXTUAL TEACHING AND LEARNING
(CTL) IN FIRST GRADE AT PAREPARE MARITIME SCHOOL:
STUDENT LEARNING OUTPUT**

Compiled and Submitted by

EKA PUSPITA SARI
NIM. 222300007

Has been defended before the thesis examination committee
on August 30th, 2024
and has fulfilled the requirements

Approved by
Committee of Supervisors

Chairman



Prof. Dr. Ammang Latifa, M.Hum

Member



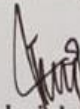
Prof. Dr. Drs. Amaluddin, M.Hum

Director of
Program Pascasarjana UMPAR



Prof. Dr. St. Wardah Hanafie Das, M.Pd.I
NBM. 948 442

Head of English Language
Education Department



Dr. Salasih A, S.Pd., M.Ed.TESOL-Int.
NBM. 974 232

LEMBAR PERSETUJUAN TIM PENGUJI UJIAN TUTUP TESIS

Nama Mahasiswa : Eka Puspita Sari
NIM : 222300007
Program studi : Pendidikan Bahasa Inggris
Jenjang Studi : Program Magister / Strata Dua (S.2)
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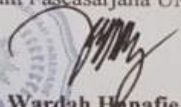
Tim Penguji

1. Prof. Dr. Ammang Latifa, M.Hum.
2. Prof. Dr. Drs. Amaluddin, M.Hum
3. Prof. Dr. Rafi'ah Nur, M.Hum
4. Dr. Salasiah A, S.Pd., M.Ed.TESOL-Int

Tanda Tangan

(.....)
(.....)
(.....)
(.....)

Mengetahui,

Direktur
Program Pascasarjana UMPAR

Prof. Dr. St. Wardah Hanafie Das, M.Pd.I
NBM. 948 442

Ketua Program Studi S.2
Pendidikan Bahasa Inggris

Dr. Salasiah A, S.Pd., M.Ed.TESOL-Int.
NBM. 974 232

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This thesis contains no material which has been accepted for the award of any other degree or diploma in any other university and, to the best of the candidate's knowledge and belief, this thesis contains no material previously published or written by another person, except where due reference is made in the text of the thesis.

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Parepare, September 18th 2024



Handwritten signature of Eka Puspita Sari.

Eka Puspita Sari
NIM. 222300007

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Abstract

Eka Puspita sari, 2024. *Teaching Writing for English Maritime Using Word Wall Application Through Contextual Teaching And Learning (CTL) in First Grade at Parepare Maritime School: Students' Learning Output*, Supervised by Ammang Latifa and Amaluddin

The mastery of English, particularly in specialized fields like Maritime English, is critical for students in maritime education. This study investigates the effectiveness of the Wordwall application, implemented through a Contextual Teaching and Learning (CTL) approach, in enhancing the writing skills of first-grade students at Parepare Maritime School. The primary goal of this research is to assess whether the integration of digital learning tools like Wordwall can improve students' ability to compose narrative texts, increase their engagement, and foster a more dynamic learning environment.

The research problem addressed the limited improvement in students' writing skills when relying solely on traditional textbooks, their boredom due to repetitive teaching models, and their negative perceptions of English writing in the classroom. To address these issues, a pre-experimental one-group pretest-posttest design was employed, involving 22 students from the first grade at Parepare Maritime School. The study measured the students' writing proficiency and engagement levels before and after the intervention using a pre-test and post-test, obtained by an observation checklist to monitor their activeness during the learning process. Results indicated a significant improvement in the students' writing abilities, with the mean score increasing from 65.86 in the pre-test to 83.40 in the post-test. The standard deviation decreased from 7.53 to 4.58, suggesting a reduction in score variance and indicating a more consistent improvement across the students. Furthermore, the t-test value of 9.32, which exceeded the critical value of 2.071, confirmed the statistical significance of the observed improvements.

The study also revealed that the Wordwall application, when combined with the CTL approach, significantly enhanced students' engagement and participation in the learning process. The observation checklist highlighted fluctuations in student activeness, with notable increases in interest and enthusiasm by the final meeting, suggesting that the interactive and contextually relevant nature of Wordwall contributed to a more effective learning experience. These findings underscore the potential of integrating digital tools like Wordwall in maritime education to not only improve specific language skills but also to foster a more engaging and responsive learning environment. The study recommends further exploration of such tools in broader educational contexts to enhance student outcomes.

Keywords: *Contextual Teaching and Learning, Maritime English, Student Engagement , Wordwall Application, Writing Skills*

Abstrack

Eka Puspita sari, 2024. *Pengajaran Menulis Bahasa Inggris Maritim Menggunakan Aplikasi Word Wall Melalui Contextual Teaching And Learning (CTL) di Kelas Satu Sekolah Maritim Parepare: Hasil Belajar Siswa Dibimbing oleh Ammang Latifa dan Amaluddin*

Penguasaan bahasa Inggris, khususnya dalam bidang spesialis seperti Bahasa Inggris Maritim, sangat penting bagi siswa di pendidikan maritim. Penelitian ini menyelidiki efektivitas aplikasi Wordwall yang diimplementasikan melalui pendekatan Pembelajaran Kontekstual (Contextual Teaching and Learning (CTL) dalam meningkatkan keterampilan menulis siswa kelas satu di Sekolah Maritim Parepare. Tujuan utama dari penelitian ini adalah untuk menilai apakah integrasi alat pembelajaran digital seperti Wordwall dapat meningkatkan kemampuan siswa dalam menyusun teks naratif, meningkatkan keterlibatan mereka, dan menciptakan lingkungan belajar yang lebih dinamis.

Permasalahan penelitian ini mencakup kurangnya peningkatan keterampilan menulis siswa ketika hanya mengandalkan buku teks tradisional, kebosanan mereka karena model pengajaran yang berulang, dan persepsi negatif mereka terhadap penulisan bahasa Inggris di kelas. Untuk mengatasi masalah ini, digunakan desain pra-eksperimental dengan satu kelompok pretest-posttest, yang melibatkan 22 siswa kelas satu di Sekolah Maritim Parepare. Penelitian ini mengukur kemampuan menulis dan tingkat keterlibatan siswa sebelum dan sesudah intervensi menggunakan pre-test dan post-test, serta dilengkapi dengan daftar observasi untuk memantau keaktifan mereka selama proses pembelajaran. Hasil penelitian menunjukkan peningkatan signifikan dalam kemampuan menulis siswa, dengan nilai rata-rata meningkat dari 65,86 pada pre-test menjadi 83,40 pada post-test. Simpangan baku menurun dari 7,53 menjadi 4,58, menunjukkan pengurangan variansi skor dan menunjukkan peningkatan yang lebih konsisten di seluruh kelompok siswa. Selain itu, nilai t-test sebesar 9,32, yang melebihi nilai kritis 2,071, mengonfirmasi signifikansi statistik dari peningkatan yang diamati.

Studi ini juga mengungkapkan bahwa aplikasi Wordwall, ketika digabungkan dengan pendekatan CTL, secara signifikan meningkatkan keterlibatan dan partisipasi siswa dalam proses pembelajaran. Daftar observasi menunjukkan fluktuasi keaktifan siswa, dengan peningkatan minat dan antusiasme yang mencolok pada pertemuan terakhir, yang menunjukkan bahwa sifat interaktif dan relevan secara kontekstual dari Wordwall berkontribusi pada pengalaman belajar yang lebih efektif. Temuan ini menekankan potensi integrasi alat digital seperti Wordwall dalam pendidikan maritim untuk tidak hanya meningkatkan keterampilan bahasa tertentu tetapi juga untuk menciptakan lingkungan belajar yang lebih menarik dan responsif. Studi ini merekomendasikan eksplorasi lebih lanjut dari alat-alat tersebut dalam konteks pendidikan yang lebih luas untuk meningkatkan hasil belajar siswa.

Kata kunci: *Bahasa Inggris Maritim, Wordwall, Pembelajaran Kontekstual, Keterampilan Menulis, Keterlibatan Siswa*